



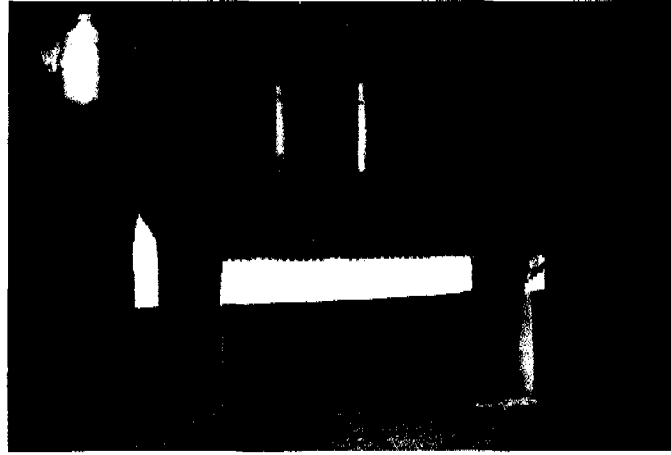
Ireland  
Aid

Government of the Republic of Zambia

NORTHERN PROVINCE  
P-WASHE  
PROVINCIAL WATER SANITATION  
AND HYGIENE EDUCATION  
COMMITTEE



# SCHOOL SANITATION



# STRATEGY PAPER

P-WASHE TASK TEAM – JUNE 2002

## EXECUTIVE SUMMARY

The Rural Water Supply and Sanitation (RWSS) Programme in Northern Province has been actively implementing water sanitation and health hygiene education activities since 1983 focusing on infrastructure development with little attention on hygiene promotion. With the pursuant of the integration of WASHE into government that has continued from 1999, the promotion of hygiene behavioural change through hygiene education, information dissemination and infrastructure development has been embarked on in the RWSS programme in Northern Province. Therefore the need to revive the school sanitation programme that arose in 2001 aims at addressing the long-term benefits of good school sanitation in this context of integrating infrastructure development and other software activities such as hygiene promotion. This would contribute to the reduction of poverty by promoting good health of children at schools in a holistic manner where communities' participation and benefits would be fully realized.

In order to have a clear and common understanding of school sanitation in Northern Province, the concept **school sanitation** needed to be explicitly defined according to water and sanitation needs at schools and in surrounding communities. Thus the development of this strategy paper is to define the concept-**school sanitation**, state strategies to be used and other aspects that will govern the implementation of the whole school sanitation programme. The definition and strategies stated in this paper are therefore not in exclusion but are within the context of national environmental sanitation vision, which is **to provide sanitation for all**.

The strategy paper is meant to serve as a guide in the implementation of the school sanitation programme in Northern Province. The overall objective of the programme is **to ensure that the current and future health of school children is positively promoted and improved through better hygiene behavioural practices and a healthy school environment that encompasses the larger communities within which schools are situated**. The specific objectives of the school sanitation programme in which the strategies are embedded are to improve water, sanitation and hygiene education programmes at schools and enhance participatory approaches towards building of school institutional capacities for sustainability of school sanitation in the province as well as to integrate software and hardware activities in schools and communities. The other objective is to create demonstration centers at schools for communities to adopt water and sanitation facilities and better hygiene practices. In pursuant of these objectives, the paper has given details on strategies to be employed in programme implementation to ensure that the programme is sustainable.

Some of the strategies include promotion of use of participatory methodologies by all stakeholders, deliberate focus on PAGE schools as entry points for promotion of gender as a development aspect in the RWSS programme, formation and training of pupils as Peer Educators in the school sanitation programme and integration of cross-cutting issues such as governance, HIV/AIDS and environmental protection into the programme in order to promote holistic and integrated approaches in the RWSS programme.

The conclusion is that, the school sanitation programme will not exclusively focus on schools alone, but also communities in which they (schools) are situated. The approach will therefore encompass strategies for ensuring that community participation is assured throughout programme implementation process.

## LIST OF ABBREVIATIONS

<b>AIDS</b>	Acquired Immune Deficiency Syndrome
<b>DEO</b>	District Education Office/Officer
<b>DIPs</b>	Districts Insert Providers
<b>D-WASHE</b>	District Water Sanitation and Hygiene Education
<b>HIV</b>	Human Immune Virus
<b>INSERT</b>	In-service Training
<b>M &amp; E</b>	Monitoring and Evaluation
<b>NPDP</b>	Northern Province Development Programme
<b>O&amp;M</b>	Operation and Maintenance
<b>PAGE</b>	Programme for the Advancement of the Girl, child Education
<b>PTA</b>	Parents' and Teachers' Association
<b>PEO</b>	Provincial Education Office
<b>PHHE</b>	Participatory Health and Hygiene Education
<b>P-WASHE</b>	Provincial Water Sanitation and Hygiene Education
<b>RWSS</b>	Rural Water Supply and Sanitation
<b>SS</b>	School Sanitation
<b>SIPs</b>	School Insert Providers
<b>SUB-D-WASHE</b>	Sub-District Water Sanitation and Hygiene Education
<b>UNICEF</b>	United Nations International Children's Emergency Fund
<b>VIP</b>	Ventilated Improved Pit latrine
<b>V-WASHE</b>	Village Water Sanitation and Hygiene Education
<b>WASHE</b>	Water Sanitation and Hygiene Education
<b>ZIPs</b>	Zone Insert Providers

## **ACKNOWLEDGEMENTS**

The Provincial Water, Sanitation and Hygiene Education (P-WASHE) committee wishes to thank Ireland Aid-Northern Province Development Programme (NPDP) for the technical and financial support it continues to render to the Rural Water Supply and Sanitation Programme in Northern Province. The assistance was extended to the production of this school sanitation strategy paper.

Words of gratitude are extended to members of staff in the water sector at the Embassy of Ireland and Consultant Teresa Dooley whose recommendations resulted into the need to revamp the school sanitation programme in the Northern Province.

The P-WASHE most sincerely thanks the P-WASHE Task Team composed of members of staff from the Ministry of Education/Kasama-Provincial Education Office, Ministry of Health/Kasama-Provincial Health Office and Ireland Aid-Northern Province Development Programme/Water Sector, for hard work and commitment shown towards the development of this strategy paper that involved a series of meetings, discussions and field trips.

Worthy thanking are all P-WASHE and D-WASHE committees members in Northern Province for their various contributions towards the production of this paper. School Sanitation focal point teachers and school head teachers from some PAGE schools in Mpika, Nakonde, Kaputa, Mbala, Luwingu and Mungwi districts who spent time to assess the contents of the draft paper and made suggestions for improvement during awareness creation workshops are also given special thanks.

May the good Lord bless us all

**The P-WASHE Chairman.**

## 1.0 BACKGROUND

Ireland Aid has been supporting Water and Sanitation Programme in Northern Province of Zambia since 1983. However, the emphasis was on water while sanitation in general and school sanitation in particular, received little attention. It mainly focused on construction of toilets at schools though hygiene education and promotion of hand washing facilities in particular were undertaken on a small scale between 1997 and 1999 at some schools in only two districts – Mbala and Mpulungu districts.

According to the national environmental sanitation vision, schools should be deliberately focused on as potential centres for demonstrating new ideas such as various technologies that can be adopted. They are also centres for disseminating information to communities and programmes, as they are a link between children and wider variety of communities. Through children, schools are sources of information that can be used to monitor behaviour changes and they provide the base for influencing tomorrow's adults.

In order to contribute to the realisation of this national vision and to the achievement of the Zambian environmental sanitation national goal of providing sanitation for all, the RWSS programme in the Northern Province of Zambia has continued following government policy of using holistic and intersectoral approaches in water supply and sanitation programmes through the WASHE approach by working in close collaboration with key government departments namely; Community Development, Local Government and Housing, Water Affairs, Education, Health, Agriculture and Forestry through WASHE structures. The RWSS programme has received financial and technical support from Ireland Aid that places a lot of emphasis on its guiding principles namely; capacity building, community participation and management, gender, inter-sectoral linkages, decentralisation and public/private partnerships in its provision of support to development programmes. These principles have therefore to a large extent been incorporated into the RWSS programme of Northern Province of Zambia.

As already mentioned that school sanitation mainly focused on construction of toilets at schools, there arose the need to revamp the programme to include hygiene promotion and other software activities.

As a starting point for revamping, the school sanitation programme in the Rural Water Supply and Sanitation programme in the province, the Northern Province Provincial Water Sanitation and Hygiene Education (P-WASHE) committee and Ireland Aid- Northern Province Development Programme/Water Sector team undertook an inventory exercise in four districts namely; Mbala, Mpulungu, Kasama and Mungwi (in Kasama and Mungwi the school sanitation programme had not been tried -the districts were therefore visited for comparative purposes). The findings revealed that generally the number of pupils using one toilet of whatever type was high, the lowest average number of pupils per toilet being at the ratio of 31:1 This meant that although construction of toilets at schools was mainly focused on in the previous school sanitation programme, the intervention did not yield the intended result, that is providing adequate sanitary facilities to pupils.

Generally, the inventory revealed that, school sanitation was not fully incorporated into environmental sanitation by taking into account other pertinent issues in the promotion of general cleanliness such as promotion of racks for displaying food sold at school markets. There was no documented information from either the Districts Education Offices or any schools visited to ascertain the actual changes or improvements the programme had caused.

The whole approach was not holistic or integrated where water and hygiene education are incorporated into sanitation. The major conclusion from all these, was that the whole concept of school sanitation was not properly defined to operationalise it from the institutional

framework, programme approach up to the implementation level. It was therefore concluded that the whole programme was haphazardly implemented. Although there were a lot of gaps in the way the programme was implemented, it left high levels of awareness on the school sanitation concept.

As a result, pupils, teachers, District Education Officers and D-WASHEs expressed the need for further promotion of school sanitation in the province. In response to the demand, the P-WASHE and Ireland Aid found it imperative to undertake a study tour to the Southern Province of Zambia where the school sanitation programme, which was being supported by Ireland Aid through UNICEF, had performed fairly well.

The overall objective of the tour was to learn how the school sanitation programme had been implemented in Southern Province with a view of replicating some good practices in Northern Province. The following were some of the major lessons drawn from that tour:

- A more holistic approach had better chances of contributing significantly to the intended outcomes. In this approach, the integration of the hardware and software components of the programme is crucial if the required outcomes such as reduced incidences of diseases and improved health are to be realised. The approach is beyond WASHE basic needs and includes other needs such as HIV/AIDS and the environment. In addition, a clear package of hardware components such as latrines, refuse pits, hand-washing facilities and sanplats are better combined with soft ware activities such as discussions on usage of such facilities. The approach was further integrated by focusing on PAGE schools for school sanitation programmes for the consolidation of achievements made by the PAGE programmes in the promotion of girl child education and linking up with the Ministry of Education through a focal point person at the provincial level.
- Another important lesson was that the promotion of different types of hand washing facilities increases the level of access to these facilities by community members. Low cost technology interventions like the distribution of 2.5 litre containers are particularly useful in this regard. The use of innovative ways such as the use of ash instead of soap is effective and increases the sustainability of the hand washing practice.
- It was further learnt that, the linking of school sanitation and community sanitation programmes is important because it fosters common understanding and practises among pupils, teachers and community members. This precludes the contradictory non-verbal messages from pupils at their homes, as their role as peer educators goes beyond WASHE activities to include HIV/AIDS and the environment.

In that way community participation where community based groups such as women clubs participate in WASHE activities does not only promote gender equity but also communities' role is further expressed as community organisers, repositories of important statistics and information, role models and reinforcers of good sanitary practices and educational messages.

Several ideas were shared between the two provinces (Southern and Northern) and provided an opportunity for the way forward in school sanitation for Northern Province. The above lessons from Southern Province have been included in the strategies in the school sanitation programme for Northern Province.

## **2.0 INTRODUCTION**

The school sanitation programme strategy paper defines the concept **school sanitation** and states the strategies to be employed in the implementation of the programme in schools and communities. It further gives details on how the programme will be managed and how activities will be implemented. It also explains measures to be employed in ensuring that the programme is sustained and its objectives achieved.

## **2.1 METHODOLOGY FOR DEVELOPMENT OF THE STRATEGY PAPER**

Through series of meetings, the Task Team composed of 2 members of the Provincial Water Sanitation and Hygiene Education (P-WASHE) committee and 3 members of staff from Ireland Aid-Northern Province Development Programme (NPDP) water sector has developed the school sanitation strategy paper. The team consulted district WASHE committees on what to include in the paper during the inventory exercise conducted in July 2001 at some schools in Mbala, Mpulungu, Kasama and Mungwi, during the districts' planning workshops held in the last quarter of the year 2001 and later on during the backstopping visits to all the districts conducted by Ireland Aid Water Sector Project Officers from June to August 2002 to all the twelve districts in the province. In addition the Ministry of Education Northern Province Head Quarters and teachers from sixty schools in the province were also highly consulted and had input to the development of the paper. A lot of literature on school sanitation was also referred to in the whole process.

## **2.2 DEFINITION**

According to Northern Province Rural Water Supply and Sanitation (RWSS) programme, school sanitation is being defined as a process of promoting hygienic school and community environments through the incorporation of participatory health and hygiene education in the school curriculum and extra curricula activities and providing adequate water and sanitary facilities at schools.

The emphasis is on the availability of a healthy environment for pupils to learn in through the provision of latrines, refuse pits, hand washing facilities, water points and incorporating health hygiene education in the school curriculum as a long term solution to achieving good school sanitation, where communities can also benefit.

## **2.3 OVERALL GOAL**

The overall goal of the Rural Water Supply and Sanitation (RWSS) programme in Northern Province is **"to contribute towards the improvement of hygiene practices, equitable access to adequate safe drinking water and appropriate, sustainable, affordable sanitation facilities in the rural communities of the Northern Province of Zambia as stated in the Northern Province RWSS programme document for 2000 - 2002.**

## **2.4 OVERALL OBJECTIVE**

The overall objective of the school sanitation programme in Northern Province is according to the RWSS overall goal. **It is to ensure that the current and future health of school children is positively promoted and improved through better hygiene behavioural practices and a healthy school environment that encompasses larger communities within which schools are situated.**

The basic assumption is that, since children are still young and eager to learn, health hygiene education can have long lasting influence on their future hygiene behavioural practices as long as their school environments are conducive for that education to take place. The school sanitation programme will therefore strive to ensure that the school environment is conducive by ensuring that materials are available, all key players understand the importance of the programme and participate throughout the process.



## 2.5 SPECIFIC OBJECTIVES

- ❖ To improve water, sanitation and health hygiene education programmes at schools
- ❖ To enhance participatory approaches towards building of school institutional capacities for sustainability of school sanitation in the province.
- ❖ To integrate soft ware and hardware activities in water and sanitation activities at schools and in the communities
- ❖ To create demonstration centres at schools for communities to adopt water, sanitation facilities and better health hygiene practices.

## 3.0 SITUATION ANALYSIS

Northern Province, with an area of 147,826 square kilometers is the largest Province in the country. It is a predominantly rural province with twelve districts namely, Kasama, Kaputa, Mporokoso, Chilubi, Luwingu, Mbala, Mpulungu, Mungwi, Nakonde, Isoka, Chinsali and Mpika. Kasama, the provincial headquarters is 800km from Lusaka Zambia's capital city. The nearest district to Kasama/Mungwi is 30 km away while the furthest/Kaputa is 531km. However in terms of traveling expenses, traveling to Chilubi is more expensive because it requires traveling on water.

### 3.1 POPULATION

According to the 2000 census, the province has a total population of 1,407,088 of which 696,478 are male and 710,462 are female. 964,478 are children below the age of 15 years and requiring access to education. The growth rate for the province is 4.3%, which is largely influenced by extreme growth rates for Nakonde and Mpulungu districts. It is the highest provincial growth rate in the country and is far above the national growth rate of 2.9 % (Central Statistics Office -Census 2000).

### 3.2 EDUCATION PROVISION

In the year 2001, the province had 654 Lower Basic Schools (G1-7), 120 Upper Basic Schools (G1-9), 24 High Schools, 173 Community Schools, 3 centers for continuing education and 1 Basic School Teacher Training College. Pupil population stood at 245,906 comprising of 216,239 primary, 13,761 Basic and 15,906 High school pupils. The population of college students stood at 838.

#### ENROLMENT TREND FROM 1999 TO 2001

YEAR	LOWER BASIC SCHOOL		UPPER BASIC		HIGH SCHOOL		GRAND TOTAL
	Boys	Girls	Boys	Girls	Boys	Girls	
1999	97 365	78 102	5 103	3 381	7 512	5 143	196 606
2000	112 811	92 532	6 378	4 226	8 107	5 938	229 492
2001	118 916	97 323	8 258	5 504	8 796	7 110	245 906

#### STAFFING LEVELS FROM 1999 TO 2001

YEAR	LOWER & UPPER BASIC SCHOOL		TOTAL	JUNIOR & SENIOR BASIC SCHOOL		TOTAL
	MALE	FEMALE		MALE	FEMALE	
1999	2216	948	3164	400	72	472
2000	2639	1328	3967	493	93	586
2001	2247	1109	3356	3356	123	636

### **3.3 ROAD NETWORK**

The road network in the province comprises of tarred, gravel and earth roads. There are only 3-tarred roads in the province namely: Kasama-Mbala-Mpulungu, Kasama-Mpika and Mpika-Nakonde roads. Other road infrastructures leading to districts need rehabilitations, mainly resurfacing. Some areas in the province are difficult to access due to impassable terrain (especially in the rain season), poor road infrastructure and long distances.

### **3.4 COMMUNICATION**

Communication with other districts is mainly through telephone and radio services that are available in all districts while few districts have fax services. Except for Luwingu, Chilubi and Kaputa districts, the rest of the districts have television services.

### **3.5 SCHOOL WATER AND SANITATION PROFILE**

#### **OVERVIEW**

According to the report of the inspection exercise conducted from 17<sup>th</sup> February to 18<sup>th</sup> March 2002, by a team of Senior and District School Inspectors led by the Principal Inspector of Schools of Northern Province, a total number of 188 schools were visited in all districts in the province except for schools in Kaputa, Chilubi, Mporokoso and Luwingu districts.

The report revealed that, 60%-90% of the schools inspected in remote areas have no proper toilets and water supply. 30% of the schools have no toilets at all. Both teachers and pupils use the bush to answer the call of nature. This was particularly the case in Isoka, Mpulungu, Mbala and Chinsali districts.

The report further revealed that:

- Sources of water supply for most schools are poor. Pupils depend on unprotected open wells that are in most cases shared with animals for instance Musende school in Mpulungu district.
- Distances to water points at many of the schools are further than 1km for example Zombe and Kaluluzi schools in Mbala district
- Toilets are totally absent in some schools. This was mainly common at most schools in Isoka district for example Katyetye School. Provision of toilets did not seem to be a priority.
- In Mbala District, the number of toilets is limited. The few that are available have their superstructures in a state of disrepair and have grass thatched roofs.
- The terrain of Mpulungu Township subjects many toilets to frequent collapsing. This was noted at Musende school in Mpulungu
- Among the schools inspected in Nakonde and Mpulungu, there was none that had adequate number of toilets. The school management was aware that the recommended and standard ratio of pupil to toilet is 20:1. However, there was laxity in adhering to this standard.
- Where D-WASHEs have not reached, ordinary pit latrines are still in use.
- Ireland-AID through D-WASHE had done a lot in Mungwi and Kasama Districts as regards water and sanitation. 80% of the schools visited in the two districts had water points as well as VIP toilets.

The Inspectors findings substantiated the findings of an inventory undertaken by the P-WASHE and Ireland Aid-Northern Province Development Programme in July 2001 that revealed, that the number of pupils using one toilet was higher than the recommended ratio of 20:1. It also revealed that the lowest average number of pupils using whatever type of toilet

was at the ratio of 31:1. Water facilities at most schools in the province are inadequate to cater for pupil population as most schools have mainly only one type of water source. Meanwhile other sanitary facilities such as refuse pits and hand washing facilities were not properly maintained and for hand washing facilities were in many cases non-existent at schools.

It further revealed that health and hygiene education was not being incorporated into school lessons despite teachers being aware of the requirement as stated in the document for integration of WASHE into schools though some schools in Mbala and Mpulungu had tried to do so.

The 1999 school mapping data for Northern Province has shown that most schools do not have adequate number of toilets and for most schools in the province the most common sources of water supply are rivers and streams.

#### **4.0 PROGRAMME APPROACH**

The Rural Water Supply and Sanitation (RWSS) programme has planned to implement the school sanitation programme in Northern Province on a long-term basis focusing on both soft ware and hardware activities. However the implementation will be done in phases. In the initial phase, six districts will be targeted comprising of participatory health and hygiene education (PHHE) and non-PHHE concentration districts namely: Kaputa, Mungwi, Mbala and Mpika, Luwingu, Nakonde respectively, with a deliberate inclusion of PAGE schools as an entry point for integrating gender into the school sanitation programme. Among these districts, two of them will identify two schools that will initially be focused on for promoting various types of water and sanitary facilities as well as soft ware activities as models for communities.

The current selection criteria for operation areas that the D-WASHEs are using will apply for the selection of specific schools in particular districts. The programme will be based on use of participatory methodologies in all activities from planning and decision making, monitoring and implementation at all levels. In so doing the programme will respond to project demands from the recipients of school sanitation services in this case the schools. This means that the facilitators of the school sanitation programme will not subject schools to responding to their (Facilitators') demands and will instead respond to schools' demands.

Other important cross cutting issues such as HIV/AIDS, gender and environmental protection will be appropriately incorporated into the school sanitation programme.

For HIV/AIDS information will be shared among the key players on its effects and other related information during health and hygiene education activities.

In addressing gender, women active participation in decision-making, planning and monitoring should be emphasised in the programme. The deliberate focus on PAGE schools in the approach is also intended at addressing the active participation of girls in the programme as peer educators and having facilities that are girl user friendly thus bathing facilities for girls will be promoted in the programme.

Meanwhile schools will be encouraged to plant trees and protect areas where water points and sanitary facilities will be installed to promote environmental protection.

The programme will integrate the In-service training programme (insert) into with the School Sanitation by training Zone Coordinators in School Sanitation skills – participatory methods, PHHE, WASHE concept etc. Zone Insert Providers (ZIPs) would then train school insert

providers (SIPs) who would in turn spread school sanitation activities at each school through Teacher Group Meetings (TGMs).

## 5.0 ACTIVITY IMPLEMENTATION

Focal point teachers will play the role of facilitating the implementation of both soft ware and hard ware activities at schools. For soft ware activities the following will be promoted:

- Classroom activities such as displaying of participatory health and hygiene education pictures depicting various elements in water, sanitation and health hygiene will be used by teachers to share WASHE related information with pupils. Classroom activities will therefore be the core of soft ware activities, as they will form the base for carrying out other activities.
- Participatory peer education that will involve development of posters and use of participatory tools
- Sanitation fairs
- Inter-class debates, quiz competitions and drama performances will be encouraged between the sexes by giving awards to the deserving sex for general cleanliness.
- Training parents in WASHE, emphasising the participation of women especially in operation and maintenance activities
- Promotion of good health and hygiene with active participation of SUB-WASHEs and V-WASHEs.
- Income generating activities such as gardening and other fund raising ventures to support maintenance activities
- General cleanliness (sweeping, slashing, digging rubbish pits, plastering of mud pole schools). Revitalise the inspection of children on personal hygiene (nails, hair, lice, teeth etc)
- Encourage the integration of hygiene in school inspections
- Integrate WASHE in PTA functions: this will ensure parents are involved in information dissemination and construction of facilities and will hopefully assist in transferring WASHE activities to surrounding villages.
- Integrate WASHE in the Family Package programme: in order to increase parent teacher rapport on WASHE. Parents should be invited to schools to see how the teaching and learning takes place in a school environment and to help parents assist their children on WASHE matters.
- Opening of WASHE libraries where pupils can access all information and materials on health and hygiene, participatory methods and other important information such as HIV / AIDS, environment and gender.
- Utilise the FRESH approach in school based WASHE activities. FRESH stands for Focus Resource Effective School Health that emphasises school based health and nutrition services, skills that are health based and related to nutrition education, provision of safe and adequate water and good sanitation following nutrition and health policies as the two are interrelated.

For hardware activities, the following will be promoted:

- Environmental conservation activities such as tree, grass and flowers planting
- Hand-washing facilities especially concrete tanks at schools as they are long lasting while communities will be encouraged to promote use of containers
- Bathing facilities at schools for girls where platform for water and containers will be used. It is however important to mention that the recipients will be free to choose whatever technologies deemed cost effective, appropriate and acceptable.
- Water facilities specifically boreholes and improved wells as well as traditional water sources
- Refuse disposal facilities with the standard measurements of 2-3 metres deep
- Water storage facilities such as drums, plastic containers and ferro cement tanks in the light of making optimal use of available water including rain water

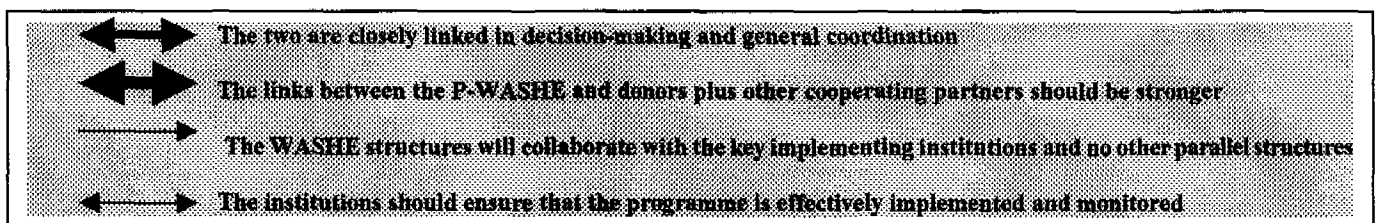
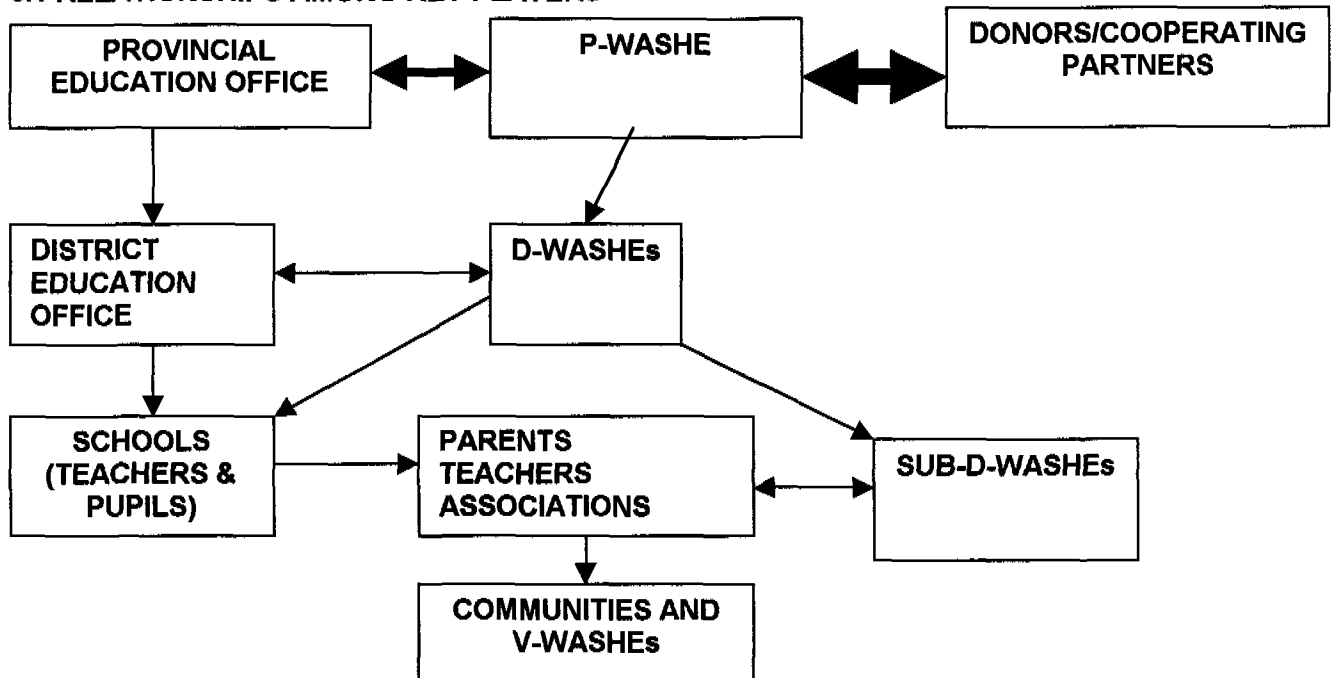
- Construction of appropriate, acceptable and affordable toilets and proper maintenance both at schools and in communities
- Encourage construction of racks for displaying food that is sold to pupils

As outlined in the roles and responsibilities of all players, focal point teachers will ensure that school sanitation activities are implemented at school level with pupils emphasising the participation of peer educators and the PTA. Deliberate focus will be on training Peer Educators in participatory methodology skills and drama performances. Meanwhile at community level parents through the PTA will implement household activities and will make use of peer educators where deemed necessary.

## 6.0 INSTITUTIONAL ARRANGEMENTS

The identified key institutions in the school sanitation programme are the provincial and district education offices particularly the school inspectorate, the D-WASHEs, SUB-district WASHE committees, schools and the Parents' Teachers' Associations (PTAs) and communities. These will need to be strengthened by elaborating on linkages among them and implementation procedures as well as defining their roles and responsibilities. The linkages among the key players will take the following form:

### 6.1 RELATIONSHIPS AMONG KEY PLAYERS



## **6.2 ROLES AND RESPONSIBILITIES OF KEY PLAYERS**

### **P-WASHE**

- Coordination of school sanitation activities
- Resource mobilization
- Advocacy
- Provision of technical support including capacity building through on spot advice
- Monitoring district school sanitation activities
- Reporting and documenting provincial level activities (such as information per district)

### **D-WASHE**

- Monitoring Sub-WASHE school sanitation activities
- Planning (consolidation of sub-WASHE activities)
- Coordination of school sanitation activities
- Report and documentation of district specific activities (such as information per school)
- Technical support to Sub-WASHE
- Resource mobilization
- Awareness creation
- Facilitate implementation of O&M system at schools
- To train SUB-WASHEs and focal point teachers in school sanitation issues

### **MINISTRY OF EDUCATION (Provincial and District level)**

- Lobbying and advocacy on school sanitation
- Supervision of implementation of school sanitation activities
- Monitoring of implementation at schools
- Enforcement of school sanitation strategies at schools
- Facilitating D-WASHE planning on school sanitation
- To render capacity building to D-WASHEs which should include technical support to schools
- Resource mobilization including collection of health education materials on school sanitation
- Develop and disseminate appropriate school sanitation materials
- Explain and clarify school sanitation policies

### **PTAs**

- Dissemination of information on school sanitation to communities (awareness creation)
- Community mobilisation
- Monitoring implementation progress at community level
- Resource mobilization such as community contributions

### **SCHOOLS**

- Implementation of school sanitation activities at schools
- Documentation of information, experiences, practices etc at schools
- Awareness creation on school sanitation
- Resource mobilisation
- Decision making (operational decisions eg technology selection, type and nature of activities)
- School level planning for school sanitation
- Needs assessment
- Carry out O&M activities at schools
- Reporting to DEOs and SUB- D-WASHEs
- Develop S.S materials
- To form peer educators groups through focal point teachers

## **SUB-DISTRICT WASHE**

- Conduct needs assessments
- Create awareness on school sanitation at community level
- Monitoring implementation progress at community level
- Facilitate school sanitation planning
- Report on school sanitation activities (including spin off activities in communities) to D-WASHEs
- Provide technical support to V-WASHEs
- Conduct community mobilisation

## **V-WASHE**

- Conduct community mobilisation
- Facilitate replication of school sanitation strategies into communities
- Create awareness about school sanitation
- Monitoring progress of implementation at community level
- Report to SUB- District WASHE

## **COMMUNITIES**

- Promote environmental sanitation at household level
- Inculcate good health and hygiene behaviour at household level
- Replicate school sanitation activities at household level
- Carry out operations and maintenance activities at community level

## **DONORS**

- Provide technical and financial support
- Advocacy
- Monitor and evaluate school sanitation programme.

## **7.0 PROGRAMME MANAGEMENT**

At the provincial level the school sanitation programme will be managed by the P-WASHE while at the district level the managers will be the D-WASHEs through planning, coordination and monitoring of the programme.

In this regard, the Provincial Education Office (PEO) and the District Education Offices (DEOs) basic role in the programme will be to advocate for the recognition of school sanitation at schools as an integral part of the curricula and extra curricular activities and enforcing the implementation of school sanitation activities in accordance with the requirements in the document on **Integration of WASHE into schools** which provides guidelines on the integration of WASHE into school curriculum by incorporating the lessons into English, Social Studies, Environmental Science and Mathematics subjects. The PEO and DEOs offices will therefore create awareness on the WASHE concept and school sanitation in particular.

Meanwhile, in order to ensure that, what is advocated for by the PEO and DEOs are implemented, the programme will focus on the inspectorate of the Ministry of Education for not only creating awareness on the WASHE concept and school sanitation in particular, but also ensuring that they include school sanitation in their inspection and reporting systems. This will further be done, by monitoring the level to which schools use the **Integration of WASHE into schools** document in their class activities by having discussions with focal point teachers, members of PTAs, Peer Educators and pupils themselves. Meanwhile, focal point teachers will conduct awareness creation activities for some members of the PTA who will in turn create awareness on the WASHE concept and school sanitation to their fellow parents whilst teachers will concentrate on pupils. Basically, the implementers of the programme at school level are the school Head Teachers and focal point teachers, as they will be at the

center of coordination of all key players at that level, namely: PTAs, SUB-WASHEs, the inspectorate and pupils.

## **8.0 CAPACITY BUILDING**

This will be integrated into what is in the capacity building plan for the whole Rural Water Supply and Sanitation (RWSS) programme. For the school sanitation programme, the focus in capacity building will be on:

### **8.1 PROMOTING ADHERENCE TO OPERATION AND IMPLEMENTATION PROCEDURES**

In order to strengthen institutions involved in the management of the school sanitation programme, the programme will emphasize that the same implementation procedures followed for other water sanitation and hygiene education programmes that are being undertaken in the province where WASHE structures are managing the programme will be adhered to. However the following procedures will be emphasized on in the following major management elements:

#### **8.1.1 PLANNING**

- The process of planning will be that the schools where teachers are members of the SUB-WASHE will submit their plans to the SUB-WASHEs in their respective catchment areas and provide copies to the DEOs. The SUB-WASHEs will make consolidated plans to submit to the D-WASHEs and D-WASHEs to the P-WASHE
- The SUB-WASHEs will disseminate information on planning to schools for example about the planning format and agreed planning processes and will also attend school based planning sessions

#### **8.1.2 RESOURCE MANAGEMENT**

##### **i. FUNDS**

Funds will be managed by D-WASHEs. They will be transferred into the D-WASHE accounts from the P-WASHE that will transfer to the DEOs accounts and the DEOs will transfer funds to the schools

##### **ii. MATERIALS**

These include course and hardware materials. Schools will manage these, specifically, by School Head Teachers. Requests for materials will be made through D-WASHE committees. District Education Offices will make logistical arrangements for delivering materials to particular schools.

##### **iii. ASSETS**

Assets such as vehicles and computers will be managed by custodians and memoranda of understanding signed among and between respective parties.

## **8.2 TRAINING**

### **PROVINCIAL AND DISTRICT EDUCATION OFFICES**

As key players in school sanitation programme there will be need for a good understanding of the WASHE concept. This will be carried out through sensitization workshops on the WASHE concept and school sanitation in particular. The target group for these will be school inspectors though DEOs and D-WASHE chairpersons will also be involved.

### **PTAs AND SCHOOLS**

Training for these will be targeted at executive members of PTAs, school Head Teachers, Focal Point teachers and Peer Educators. Apart from sensitizations on the WASHE concept



and school sanitation, training will also include participatory methodologies. Other areas of training will be in management and leadership skills.

#### **FOCAL POINT TEACHERS/PTAs**

Inevitably, these will be trained in monitoring and evaluation and operation and maintenance strategies in line with the overall programme M&E and O & M systems including skills transfer.

#### **8.3 BACK STOPPING ACTIVITIES**

Another mechanism for building capacities will be through back up support activities. The P-WASHE, Ireland Aid-Water Sector Team and D-WASHEs will provide back up support to the stakeholders and schools in particular through regular monitoring, on spot advice and information sharing on aspects relating to school sanitation.

### **9.0 MONITORING AND EVALUATION**

Monitoring of school sanitation activities will be done in line with what is contained in the Rural Water Supply and Sanitation monitoring and evaluation guidelines. However for school sanitation activities the following will be monitored:

- Number of schools implementing school sanitation activities
- The type and levels of activities being carried out at both school and community levels
- The involvement of key players especially pupils, focal point teachers and PTAs
- The incorporation of cross-cutting issues such as gender, environmental protection and HIV/AIDS into school sanitation programme
- The integration of operations and maintenance and health hygiene education into school sanitation activities
- Communities participation in replication of school sanitation activities

Inspectors of schools will be the backbone of monitoring activities in the school sanitation programme. They will incorporate inspecting of school sanitation activities into their routine inspections.

#### **9.1 MONITORING LINKS**

- ❖ D-WASHEs will monitor school level activities and community activities with the leadership of the DEOs.
- ❖ Inspectors will enforce the process by bringing out information on school sanitation activities in their inspection reports
- ❖ Head Teachers will be expected to report on the programme in their quarterly reports and annual returns.
- ❖ PTAs and V-WASHEs will monitor progress made in communities on adopted practices, technologies etc
- ❖ Donors and the P-WASHE will monitor processes, effects, outputs, overall performance of the programme and will evaluate impact

### **10.0 PROGRAMME SUSTAINABILITY**

In order for the school sanitation programme in the province to be sustainable, the approach will emphasize capacity building and participatory methodologies that put emphasis on active community participation in the development process as the key to programme sustainability through among other things, school based cost recovery mechanisms.

Emphasis will also be placed on promoting appropriate technology based on local needs, demands, knowledge and expertise.

In order for the programme to bear fruits at both schools and in communities, commitment and active participation from key players will be cardinal for sustaining the programme.

## 11.0 LOGICAL FRAMEWORK

### OBJECTIVE 1: TO IMPROVE WATER, SANITATION AND HEALTH AND HYGIENE EDUCATION PROGRAMME AT SCHOOLS IN RURAL COMMUNITIIES OF NORTHERN PROVINCE

OUTPUT 1	INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
<p>Minimum of 60 Water supply points and 300 sanitary facilities improved at 10 PAGE schools in 6 concentration districts</p>	<ul style="list-style-type: none"> <li>• No. of water supply facilities constructed, rehabilitated and protected</li> <li>• No. of sanitary facilities constructed, rehabilitated</li> </ul>	<ul style="list-style-type: none"> <li>▪ Program monitoring reports</li> <li>▪ School inspectors reports</li> <li>▪ Annual school returns</li> <li>▪ School records</li> <li>▪ Quarterly reports</li> <li>▪ Annual reports</li> </ul>	<ul style="list-style-type: none"> <li>▪ Donor funding will continue</li> <li>▪ Government will take full control of the programme</li> <li>▪ Education policy remains favourable for promotion of S.S programme</li> <li>▪ Government will fully integrate the S.S programme into school curriculum</li> <li>▪ Minimal interference from non-WASHE programmes</li> </ul>
<p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>▪ Construction</li> <li>▪ Rehabilitation</li> <li>▪ Protection of water points</li> <li>▪ Mobilisation and sensitization</li> <li>▪ O&amp;M activities</li> <li>▪ Monitoring</li> <li>▪ Supervision</li> </ul>			

**OBJECTIVE 2: TO ENHANCE PARTICIPATORY APPROACHES TOWARDS BUILDING OF SCHOOL INSTITUTIONAL CAPACITIES FOR SUSTAINABILITY OF SCHOOL SANITATION IN THE NORTHERN PROVINCE**

OUTPUT 1	INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
PHHE adopted at 10 PAGE schools in 6 school sanitation concentration districts	<ul style="list-style-type: none"> <li>• Reduces cases of water related diseases</li> <li>• No. of communities adopting health and hygiene practices</li> <li>• No. of communities replicating water and sanitary facilities</li> <li>• Health and hygiene education incorporated into class room lessons</li> </ul>	<ul style="list-style-type: none"> <li>▪ Program monitoring reports</li> <li>▪ School inspectors reports</li> <li>▪ Annual school returns</li> <li>▪ School records</li> <li>▪ Quarterly reports</li> <li>▪ Annual reports</li> </ul>	<ul style="list-style-type: none"> <li>▪ Donor funding will continue</li> <li>▪ Government will take full control of the programme</li> <li>▪ Education policy remains favourable for promotion of S.S programme</li> <li>▪ Government will fully integrate the S.S programme into school curriculum</li> </ul>
<b>OUTPUT 2:</b> Management systems enhanced in 6 districts	<ul style="list-style-type: none"> <li>• Incorporation of Documentation into existing management systems</li> <li>• Performance on roles and responsibilities of stakeholders</li> <li>• Adherence to implementation of O&amp;M, M&amp;E system requirements</li> </ul>	<ul style="list-style-type: none"> <li>▪ Program monitoring reports</li> <li>▪ School inspectors reports</li> <li>▪ Annual school returns</li> <li>▪ School records</li> <li>▪ Financial reports</li> <li>▪ Quarterly reports</li> <li>▪ Annual reports</li> </ul>	<ul style="list-style-type: none"> <li>▪ Minimal Interference from non-WASHE programmes</li> </ul>
<p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>▪ Training of peer educators in participatory skills including drama skills</li> <li>▪ Participatory Health and hygiene education</li> <li>▪ Mobilisation and sensitisation</li> <li>▪ Development of participatory tools and materials</li> <li>▪ Documentation</li> <li>▪ Monitoring</li> <li>▪ Dissemination of systems and documents</li> <li>▪ Awareness creation</li> </ul>			

**OBJECTIVE 3: TO CREATE DEMONSTRATION CENTRES AT SCHOOLS FOR COMMUNITIES TO ADOPT WATER AND SANITATION FACILITIES AND BETTER HEALTH AND HYGIENE PRACTICES**

OUTPUTS	INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
<p>Community WASHE basic needs demonstration centres established at 10 PAG E schools in 6 school sanitation concentration districts.</p>	<ul style="list-style-type: none"> <li>• No. of demonstration centres established</li> <li>• Types of facilities and activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Program monitoring reports</li> <li>▪ School inspectors reports</li> <li>▪ Annual school returns</li> <li>▪ School records</li> <li>▪ Quarterly reports</li> <li>Annual reports</li> </ul>	<ul style="list-style-type: none"> <li>▪ Donor funding will continue</li> <li>▪ Government will take full control of the programme</li> <li>▪ Education policy remains favourable for promotion of S.S programme</li> <li>▪ Government will fully integrate the S.S programme into school curriculum</li> <li>▪ Minimal Interference from non-WASHE programmes</li> </ul>
<p><b>ACTIVITIES:</b></p> <p>Awareness creation            Selection of specific schools            Creation of community models</p>			

**12.0 CONCLUSION**

Although the strategy paper has elaborated on activities to be done up to December 2002 when the whole RWSS programme funding phase will end according to the 2000 – 2002 proposal, its relevance to the RWSS programme in Northern Province is long-term in that benefits from the school sanitation programme will spill over to communities where communities experience reduced poverty through the school sanitation programme and its implementation will feed into whatever form of support the province will receive in its WASHE programme after 2002.

## APPENDIX 1: IMPLEMENTATION PLAN

ACTIVITY	RESPONSIBILITY	TIME FRAME
Completion of the strategy paper	Task Team	10-17 <sup>th</sup> June 2002
Presentation of the paper to P-WASHE	Task Team	3 <sup>rd</sup> week of June
Tour to Tanzania	Task Team	
Sensitisation of DEOs, D-WASHE Chairpersons, one member of the D-WASHE and School inspectors through a workshop	Task Team	Mid-July 2002
Appointments and training of Focal point teachers and head teachers	DEOs, D-WASHE and Inspectors	Mid- August 2002
Identification and training of peer educators in drama, participatory methodologies and planning skills	Focal Point Teachers and Head teachers	Mid –September 2002
Planning for school sanitation activities	All stakeholders	Mid-October 2002
Implementation of school sanitation activities	All stakeholders	Beginning of November 2002

## **APPENDIX 2: LIST OF THE MEMBERS OF THE TASK TEAM**

Florence Kanchebele (Mrs)	Senior Planning Officer/Chairperson-MOE
John Mwamba	Environmental Health Specialist- MOH
James Musonda	Water Manager-Ireland Aid/NPDP
Matilda C. Shatunka (Mrs)	Project Officer-Ireland Aid/NPDP
David Nonde Mwamba	Project Officer-Ireland Aid/NPDP

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