



# Livingstone Tanzania Trust

## STRENGTHENING SANITATION AND HYGIENE IN BABATI SCHOOLS

TUBAKI SHULENI SALAMA - LETS STAY SAFE AT SCHOOL!

PROGRAMME REPORT 2021



3 communities are now driving change to improve sanitation and hygiene in Babati schools.



980 children (aged 5 - 18) now have access to permanent handwashing facilities and hygiene education in school



513 girls now have access to clean, private toilets and to menstrual hygiene education, boosting their knowledge and confidence.

## Introduction

Livingstone Tanzania Trust's (LTT) Water, Sanitation and Hygiene Programme - **Tubaki Shuleni Salama** - aims to improve sanitation and hygiene in schools by ensuring that every child has access to hygienic and gender adapted toilets, to improved handwashing facilities and to supportive hygiene and menstrual health education. Together with national government facilitators, schools and local communities in Babati, northern Tanzania, the programme is working to ensure that every child can stay healthy, stay in school and reach their full potential.

The extremely generous support of our funders allowed us to launch Tubaki Shuleni Salama in Babati in December 2020 and we have now completed the programme across three schools. This report provides an overview of the programme and its early results as well as reflecting on key lessons learnt through delivering the programme.



## Why hygiene education matters

Access to safely managed sanitation services, including a handwashing facility with soap and water, is vital to prevent the spread of potentially fatal diseases. Yet despite this being both a Global Goal and a Tanzanian national target, there is still limited capacity for investment in either facilities or behaviour change training in Babati schools. This is a particularly urgent issue as communities in Tanzania and around the world face the rapid and continuing spread of the coronavirus pandemic. In our local partner's most recent survey (February 2020), of the 32 primary schools in the Town Council 74% had no handwashing facilities and not a single school had soap available for students to use at the time of the survey. Meanwhile across schools in the Town Council 20% of the toilet cubicles were considered to be unusable and only 9 schools had toilet facilities that accounted for the specific needs of girls such as providing safe disposal systems for used menstrual products and ensuring girls' privacy while using the toilets.

Alongside appropriate facilities, access to knowledge and support on hygiene and menstrual health is also essential in ensuring young people can develop and practice healthy habits and grow up confidently and well informed. However our own research found that in 2020 just 45% of students reported having ever taken part in hand hygiene workshops and just 12% of girls reported taking part in puberty or menstrual health education in their schools. Providing comprehensive hygiene and menstrual health education can be particularly challenging in contexts where menstruation is a taboo subject and where cultures of silence feed a cycle of misinformation and menstrual shame. Although officially sexual and reproductive health is taught in schools this is often limited in its scope, ad-hoc, informal and does not necessarily provide young people with the information and support they need. Girls are disproportionately affected by this culture of secrecy and by the almost total lack of menstrual hygiene facilities available to them, impacting their wellbeing and confidence and contributing to absenteeism at a critical point in their schooling.

## Programme Overview

Our Tubaki Shuleni Salama programme aims to address these challenges by: improving access to appropriate toilet and handwashing facilities and to hygiene education in schools, strengthening sanitation and hygiene practices amongst students and improving the commitment of school management teams to prioritising and improving Water, Sanitation and Hygiene (WASH) service provision in schools. To ensure long term sustainability, the programme uses a train the trainer approach, strengthening local agency to improve key WASH knowledge, behaviours and attitudes and ensuring that the skills to sustain this are embedded at the local level.

The programme is delivered through a partnership between three organisations: LTT, Maisha Capacity Development Opportunity (MCDO), LTT's long term partner in Babati, and Unlock a Child's Potential (UaCP). UaCP are a Tanzanian NGO with a wealth of experience in delivering behaviour change training in the WASH sector in Tanzania. UaCP acted as the lead technical experts for the programme, with a mandate to also up-skill the MCDO team to enable MCDO's independent delivery of the programme in Babati from 2022.



### **The programme combines five key aspects to achieve its intended goals.....**

**Community Engagement:** Working with national government facilitators, local education authorities and local communities we opened up a series of spaces for community members and leaders to explore the sanitation and hygiene issues their schools and communities face, the urgency of improving hand hygiene and possible action to address key priorities. These sessions also create a forum to discuss menstruation and menstrual health, issues which are rarely talked about openly. The sessions play an important role in starting these conversations, gauging community readiness for change and developing support for action to ensure that the full spectrum of essential WASH service provision can be introduced in schools. In this forum the programme is also discussed openly, ensuring understanding, buy-in and support for all components as well as creating space for adaptation in response to feedback.

**Training of Trainers:** Key influencers from across the participating schools/communities are selected by their communities to become local WASH Ambassadors. This group participate in a series of in-depth training workshops, unpacking the many issues surrounding hygiene, puberty and menstruation in their specific community context and building their knowledge and understanding of Water, Sanitation, Hygiene and Menstrual Health. The Ambassador Team includes parents, teachers, religious leaders, school management committee members and local leaders/officials from each community, alongside the Babati Town Health and Community Development Officers, ensuring buy-in and capacity building at all levels. Through training, the Ambassadors build their skills in how to deliver, advocate for and sustain supportive hygiene education in their schools, with an emphasis on handwashing routines, toilet cleanliness, soap provision, puberty knowledge and creating a supportive environment for girls at school. By working together as a team and unpacking the challenges that are created by poor WASH provision and behaviours the teams become informed and energised to take action to strengthen sanitation and hygiene in their schools and communities.

**Handwashing Facilities:** At each school improved handwashing facilities are installed that are appropriate to the needs of those students. At primary school this involves the installation of 5 multiuser, child-friendly handwashing facilities, enabling 40 students to wash their hands simultaneously. At secondary school 4 handwashing stations, each with 4 separate taps are installed, providing an age appropriate system. Handwashing stations are installed at key point across the school campus such as near the toilets and the kitchen. Where possible handwashing murals are also created at schools, illustrating the important steps in handwashing to inspire and educate students. Each school is also supplied with an initial supply of soap to enable the school to build good handwashing habits.

**Upgrading Student Toilets:** Existing student toilet blocks are extended, renovated or rebuilt as needed. This includes making sure that the main structure is sound and that the cubicles have natural light, are properly plastered, painted, tiled and finished and that the cubicles have properly lockable doors and secure roofs. The school's water supply is also brought directly inside each toilet block to ensure easy access for flushing and cleaning. Each school is also supplied with cleaning materials and equipment to support the school in improving the hygiene standards of the toilets.

Renovations to the girls' toilets also include a specially adapted cubicle for changing sanitary pads, somewhere hygienic and convenient to wash or dispose of them and the building of additional walls where necessary to ensure complete privacy for girls when using the toilets. Each school is also supported to establish and maintain an emergency supply of sanitary pads.

**WASH Clubs and Supportive Hygiene Education in schools:** Together with the WASH Ambassadors each school forms its own "WASH Club" which acts as a vehicle for the delivery of sanitation, hygiene and menstrual health training for students. The clubs are formed of 30 students from Std.4-7 (primary school) or Forms 1-4 (secondary school). The club is led by appointed mentor teachers, 1 male and 1 female, who also act as contact points for girls and boys in need of support around menstruation and puberty. Each WASH Club member then acts as an ambassador for improving sanitation and hygiene levels in the school and for promoting improved WASH behaviours amongst their peers. Students in the club are encouraged to share their knowledge with their peers as well as with their family, becoming agents of change and cascading knowledge through the school population and the wider community.



" I love this training because it has provided me with a deep understanding of WASH issues at school and I must admit that although I am a leader I do not know everything.....I have come to realise how we as a community can do better and I will make sure this knowledge is shared to the community to change their behaviour because a healthy community can attain their development goals."

- Local Leader, Babati

## Measuring Change

To monitor and evaluate the programme we developed a combination of tools and methods to gather both quantitative and qualitative data allowing us to explore changes in WASH service provision, knowledge and behaviours at participating schools. With the WASH Ambassador team at each school we conducted baseline and exit surveys, site inspections and focus group discussions. We also used feedback workshops to explore progress, review observations of change and the impact of the programme as a whole, as well as talking about actions going forward and any challenges or areas for improvement.

We conducted baseline and exit surveys with a sample of students from each school, exploring student perceptions of WASH behaviours, facilities and activities within their own schools. A sample of girls also completed pre and post programme menstrual hygiene knowledge, attitudes and practice surveys, adapted from the work of Irise International and Save the Children. Alongside this we conducted focus group workshops with girls at each school at both baseline and exit to fully understand the issues from girls' perspectives. These workshops employed participatory activities including ranking & rating, storytelling and body mapping.

Changes in WASH service provision in schools was assessed against our Service Ladder for Sanitation and Hygiene, this has been adapted from the WHO/UNICEF Joint Monitoring Programme (JMP) Sanitation and Hygiene Service Ladders, the accepted international standard.

"Our toilets are now in very good condition and we can use them comfortably. Before we were sharing one block with boys and we only had three cubicles which was really challenging, the doors were not locking, we use to compete with boys for buckets and cleaning materials and we were not comfortable going to the toilet at all."

*-Primary School Student, Babati*



## Progress in 2021

Working in close partnership with schools, communities and the local education authorities we have now completed the programme across 3 schools and communities in Babati, installing 14 handwashing stations, renovating 29 toilet cubicles and training 55 key community representatives as WASH Ambassadors. Each team of Ambassadors has gone on to establish a WASH Club in their school and to take action at community level to raise awareness of sanitation, hygiene and menstrual health issues.



**980 children across Babati** now have access to improved handwashing and toilet facilities and to supportive hygiene education - strengthening sanitation and hygiene in Babati Schools

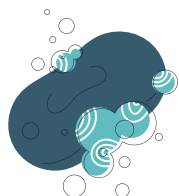
## Improving WASH provision in schools



100% of target schools now have improved handwashing and toilet facilities which are accessible, available and appropriate to the needs of the 980 students in these three schools. As a result of this 513 girls now have access to facilities that meet their specific needs allowing them to feel comfortable and safe whilst managing their periods at school.

We have completed the building/renovation of 29 cubicles across the three schools, ensuring that the toilets at every school provide safe, hygienic and private gender segregated facilities. We have brought water access inside the toilet block and have built an additional cubicle for each girls' toilet block, creating a dedicated space for girls to change sanitary pads and to wash clothes or pads as necessary. This space is completely private, has water access inside the cubicle and provides girls with access to an incinerator for the safe disposal of used menstrual products. **95% of girls described these new facilities as very useful to them** with the remaining 5% describing them as useful.

This work has reduced the boys toilet ratio from an average of 50 students per toilet to 29, whilst for girls the ratio has reduced from an average of 53 students per toilet to 27. Each school now also maintains an emergency supply of sanitary pads to support girls starting their period at school unexpectedly.



Across the three schools we have successfully installed 14 permanent handwashing stations, each equipped with water and soap dispensers, ensuring children's access to appropriate permanent handwashing facilities. **100% of schools now report providing soap and water for students to wash their hands at ALL times of day.** This is an improvement from 0 schools providing soap and water ALL the time in January 2021. Spot checks conducted by our team have confirmed that the new handwashing facilities are robust, fit for purpose and are being regularly used and maintained in every school.



All three schools have established a WASH Club which has been active since its launch with 100% of students now reporting the presence of an active WASH Club in their school and **100% reporting taking part in hygiene education at their schools**, up from 45% at baseline. **86% of girls now report taking part in menstrual hygiene management education** in their school every month, up from just 3% at the baseline.

Service provision in these schools has been assessed against our adapted JMP Service Ladder for Sanitation and Hygiene and has been classed as 'advanced service provision', an improvement from 'limited' or 'basic' service provision at each school at the start of the programme.



## Strengthening students' sanitation and hygiene practices



The programme has had a significant impact on improving sanitation and hygiene practices amongst students in participating schools. The introduction of improved facilities, WASH Clubs, peer to peer awareness raising and schools introducing daily handwashing routines have all contributed to improvements in students' handwashing behaviours. **95% of students now report regularly practicing handwashing, up from 43% at the baseline and 88% now report always washing their hands after using the toilet, up from 58% at the baseline.** Student awareness of critical times for handwashing has also improved with 97% now identifying before eating as a critical time for handwashing, up from just 42% at the baseline.

Very encouragingly when asked about the handwashing behaviour of their peers **93% now report that their peers wash their hands at critical times such as after using the toilet, up from 37% at the baseline.** 98% also report reminding fellow students to wash their hands and 88% report having been reminded by a peer to wash their hands. This suggests that the peer to peer support for improved wash behaviours is taking effect in schools and encouraging children to wash their hands to keep themselves, their families and their communities safe.

All participating schools also report observing improvements in handwashing practices amongst students and have fed back that the programme has translated into improvements in student hygiene skills and increased recognition amongst both teachers and pupils of the importance of good hand hygiene.



"Handwashing behaviour has changed because of the training that we have had here for our Ambassadors and how they are working to train students and to spread that knowledge to the community. I have seen personally the change from this with students now bringing knowledge to the community and to their families and that the families are now listening to their students about handwashing and they now are putting handwashing facilities to their homes."

- School Management Committee Member, Babati



**96% of girls now report feeling well informed about menstruation, up from 20% at the baseline and 74% report feeling comfortable and confident in talking about puberty and menstruation with those they trust, up from 40% at the baseline.** This is a significant step in ensuring girls can practice good menstrual hygiene management and that they feel empowered to ask for support when they need it, keeping themselves healthy and in school as they grow up. 60% of girls now achieve the threshold level of knowledge on a series of menstrual hygiene knowledge, attitude and practice questions, up from just 34% at the baseline. This is a significant early result of the newly introduced menstrual hygiene management (MHM) training for girls in schools and where there is room for improvement as these sessions continue over the coming term.

Peer support on menstrual hygiene has also improved at all schools with 79% of girls now reporting supporting their peers on menstrual hygiene issues, up from 37% at the baseline, and 84% now report accessing support on menstrual hygiene issues.

The changes achieved through the programme have contributed to girls feeling better informed, more comfortable and more confident at school with 100% of secondary school girls and 68% of primary school girls now reporting feeling confident participating in lessons as normal during their periods, up from 40% and 17% respectively. This is a major result for the work of the WASH Clubs and the WASH Ambassadors, ensuring that girls feel supported to continue and thrive in their education once they have started menstruating.

Very encouragingly the proportion of surveyed girls who report missing at least 1 day of school a month for menstruation related reasons has dropped from 31% to 11% which is an early indication of the potential of the programme to improve girls' attendance and therefore their performance at school.



"I have not started menstruating but I think I have enough knowledge and confidence to even help a girl older than me when she gets an emergency."

- Primary School Student, Babati



## Improved awareness of and commitment to prioritising WASH provision in schools



The programme has had a significant impact on improving school management awareness of and commitment to prioritising WASH issues at schools. 100% of the WASH Ambassadors who received training in WASH and MHM remained involved in the programme following training. 100% are also reported to have been active, either directly supporting WASH Clubs, taking action at community level, working on facilities improvements or following up at schools in the last 30 days which is an encouraging sign of the WASH Ambassadors' commitment to improving sanitation and hygiene practices at school and community level.

As well as increasing the availability of soap for handwashing, all three schools have also committed to maintaining the supply of soap and cleaning materials throughout the forthcoming academic year and will ensure funds are allocated from their school budgets for this. At the baseline only the secondary school had a satisfactory supply of emergency sanitary pads, but now all three schools have supplies in place and have made a commitment to maintaining these supplies in school. Schools have indicated that they will allocate funds from within their school budget for this and where necessary gather additional contributions from parents.



All three schools have made a concerted effort to establish the provision of a supportive hygiene education programme in their schools through the formation of WASH Clubs and encouraging peer to peer education. 100% of schools have committed to continuing the WASH Clubs over the next 12 months and will continue to hold monthly MHM training sessions for girls. Encouragingly 50% of girls now report receiving support on MHM issues from their respective mentor teachers, up from 20% at the baseline, and 74% of girls report intentions to access support from the mentor teacher when they need it, up from 40% at the baseline.



All three schools and school management committees have demonstrated an understanding of their responsibilities in terms of maintaining water, sanitation and hygiene facilities in school and have indicated their commitment to resourcing maintenance of these facilities as needed over the coming years.

The data we have collected and the qualitative feedback we've collated from students, teachers and community members all indicates that there has been a significant improvement in schools' commitments to meeting the sanitation, hygiene and menstrual health needs of their students and their commitment to sustaining these improvements and the improved facilities into the future.



Feedback from students, teachers and WASH Ambassadors suggests that the combination of a supportive hygiene education system, regular handwashing routines, access to improved gender and age adapted facilities, improved attitudes towards MHM and greater support for girls on menstrual hygiene and increased engagement from teachers and communities have all contributed towards strengthening sanitation and hygiene in Babati Schools.

98% of students report that the programme has improved hygiene levels at their school and 97% report that the programme has improved their hygiene skills. 92% of surveyed students also report that the programme has contributed to improved attendance at school which is an encouraging early sign of the programmes contribution towards ensuring that every child can stay healthy, stay in school and reach their full potential.

Encouragingly both WASH Club members and WASH Ambassadors also report that knowledge is now being shared by students with their families and neighbours. This, along with the actions of the WASH Ambassadors at community level, has the potential to benefit an additional 3,000 people across these three communities.



### Communities Driving Change: Albus

Albus was nominated by his community to become a WASH Ambassador and joined the training in March 2021.

Albus participated very actively in the first two modules of training on sanitation and hygiene and was keen to start sharing this knowledge with his community. During the final module; menstrual hygiene, Albus's attitude seemed to change, he was very silent and didn't join in in the activities. Our facilitators talked with him to understand what was happening and he explained that for him and his traditions it was *"a shame on men to discuss such things openly"*, especially in front of those he respected. The facilitators talked more with him and explained he did not have to do anything he was uncomfortable doing or to engage in any conversations he did not want to. Albus decided to continue with the training and incredibly on the final day of training it was Albus who stood at the front of the room, in front of all the other trainees, and demonstrated how a sanitary pad is fixed to underwear and talked openly to the group about the importance of all the things a girl needs when she is menstruating including clean underwear, sanitary pads, soap, privacy, support and understanding.

In the following weeks Albus's community launched a campaign called ***Break the Silence – Menstrual Health for the Girl Child*** a campaign to raise awareness and start conversations about menstruation in his community. Albus was at the forefront of delivering this campaign, talking in front of students at schools and in community meetings about menstruation and importance of ensuring that no girl is held back by her period. Albus explained that for him he now understood that menstruation is not a curse but a normal and natural biological process and that even men have an important role in supporting women and girls, advocating for and raising awareness to break the taboo and the silence surrounding menstruation.

Albus went on to say ***"I promise to be a super trainer and agent of change for my community"***.

## Reflections and Lessons Learnt

**Ensuring Sustainability:** A major component of this programme has been ensuring its sustainability and self-sufficient operation in schools after the funded activities come to a close. This has been achieved through ensuring effective buy-in and capacity building of all relevant stakeholders at all levels and achieving attitude changes amongst school management committees and local leadership. This is essential in ensuring WASH issues continue to be seen as priorities for local schools into the future. The increased commitment at town and ward leadership levels and school management level will also ensure that communities can mobilise effectively when maintenance and future renovations are necessary for WASH facilities. Going forwards we will conduct periodic check ins with WASH Clubs and Ambassadors to check on progress and to share feedback with local stakeholders.



**Expanding the WASH Ambassador Team:** We had originally planned to train 3 teachers, 3 school management committee members, 2 local leaders and 5 parents from each community. Following community consultations and discussions with the leadership of each community/school we agreed to expand the team of WASH Ambassadors to include, one religious leader from each of the dominant faiths, Christianity and Islam, from each community, 2 village leaders from each community and both the Ward Education and Health Officers from each community. This was an important and valuable change to ensure buy-in and capacity building at all levels within the community and with local government. It supported ownership and a sense of value in the programme beyond our activities as well as ensuring that those responsible for monitoring the progress of schools after the funded project concluded had developed the relevant skills to provide effective ongoing support and follow up.

**Reusable Pads Training:** Feedback from students in the WASH Clubs indicated a need to also address girls' access to affordable sanitary products. Our previous research in this area had suggested that although an expense girls were being supported with the money for sanitary pads when they needed it. However as girls became more confident in talking about menstruation and their menstrual needs and as parents engaged more in these conversations this issue became more evident. We investigated and discussed a number of options and found that what people really wanted was the skills to be able to make simple reusable pads themselves, using locally available materials. We therefore arranged training for key representatives from each Ambassador team in how to make simple re-usable sanitary pads using low cost materials which will always be available in Babati. This was completed in September ensuring that the skills can be passed onto girls in WASH Clubs and the wider community over the coming year. Going forwards we will incorporate this component of the training into the programme from the outset.

**Handwashing Facilities for Secondary Schools:** We adapted the design of handwashing facilities for secondary schools during the course of the programme. Originally secondary school facilities were to replicate those used successfully at primary schools. However discussions highlighted that the older age of the students required something more mature if it was to support long term behaviour change rather than being a 'fad' activity with a new piece of equipment. Students in the WASH Club, together with teachers and WASH Ambassadors reviewed a number of options before refining a final design for the school. This uses a large central water tank, automatically re-filled via the school's water supply and providing 4 separate taps for handwashing. The Club will be monitoring the performance of these facilities over the next 6 months and any adaptations will be incorporated into the design used for secondary schools going forwards.

**Strengthening the capacity of our partners:** This programme built on our partner, MCDOs, existing strengths in WASH facilities upgrades and enhanced this through an increased emphasis on behaviour change, community awareness raising and on building local capacity. Through this programme we worked for the first time with multiple partners and with National Government Facilitators drawing on additional experience and expertise. Delivering the programme and working with these additional partners has strengthened the capacity of MCDO, developing their skills and confidence in working directly with communities on behaviour change processes and laying the ground work for MCDO to deliver the programme with more schools and communities in Babati independently in the future. Building the knowledge, skills and confidence of the MCDO team is an important part of LTT's long term strategy to support MCDO to grow and develop and to be able to secure additional partnerships with other organisations. This programme is playing an important role in that process.



## **Financial Reporting**

In light of the extremely challenging fundraising environment and the urgency of implementing the programme in Babati, particularly as communities faced the second wave of the coronavirus pandemic we reviewed our delivery plans and budget. Working with our partners UaCP and MCDO we agreed ways to adapt and reduce costs to ensure we could successfully deliver the programme in Babati in 2021, without impacting the quality of the programme or reducing the number of beneficiaries.

We are hugely grateful to all those who have supported this fantastic project.

## Moving Forward

This programme has been instrumental in improving sanitation and hygiene in Babati schools. In partnership with schools, communities and local education authorities we have successfully upgraded both toilet and handwashing facilities, ensuring that young people have access to safe, clean, private and gender inclusive toilets and to permanent, well equipped and functional handwashing facilities. Through the work of the WASH Clubs and WASH Ambassadors students have improved their sanitation and hygiene knowledge, attitudes and practices, supporting students to build healthy habits, reduce the risks of spreading disease and ensuring that no girl is held back by her period.

Building on the success of the programme and working in close partnership with the local education authorities we will be scaling Tubaki Shuleni Salama out to three more schools and communities in 2022 benefiting approximately 1,000 more children in Babati. As we scale out we will continue to focus on strengthening the capacity of local schools and relevant authorities to improve sanitation and hygiene across Babati schools.

We are enormously thankful to the team at UaCP and MCDO for their incredible work and unwavering commitment to supporting young people in Babati and to all of those who have provided funding, support, advice and encouragement throughout the development and delivery of the programme.



"As a parent the training is very useful to me because I did not have a tendency of washing hands at critical times apart from before and after eating, sometimes I would not wash even after using the toilet. As I was not doing this myself I did not see why I needed to tell my children to wash their hands but now with being part of this programme I have seen how wrong I was and what we need to do to improve hand hygiene for our young people and community. I believe this training is going to be very useful at schools because it is where most of our children spend time and if they get the lessons here they will have good health and will be able to study well and do better in their studies."

- Parent Babati