

# Livingstone Tanzania Trust



Beating the drum for change







## Context

Tanzania is committed to gender equality, however in many places there remains levels of inequity. This is very evident in the provision of sanitation services for women and girls in the education sector where both genders are provided an equal number of the same toilets, but the female toilets fail to recognise the needs of the female users.

The Tanzanian Government is committed to improving water, sanitation and hygiene facilities in the education sector yet allocates only limited resources to invest in either toilet facilities or hygiene training.

The toilet facilities in almost all primary and many secondary schools in Babati Town, in the Manyara Region of northern Tanzania are substandard, the knowledge of hand hygiene is poor and knowledge surrounding puberty and menstrual hygiene is confused and inaccurate.

The Livingstone Tanzania Trust, who have worked in Babati since 2007, are delighted to be partnering with our donors to address these challenges in some of Babati's communities under the Tubaki Shuleni Salama Programme - Lets Stay Safe at School.

## ***"It is a secret, a curse...."***

When mothers and daughters are unaware of the relationship between reproduction and menstruation, and the topic itself is taboo, then the ignorance and misinformation is perpetuated and the challenges faced by girls at school will continue to deny them equal access to education.

Toilet facilities at schools fail to provide a safe environment for girls to manage their periods and dispose of used sanitary items. Sewage pipes often get clogged with pads.

The taboo surrounding menstruation prevents boys, men and male teachers from understanding the challenges girls face each month and from being supportive. It encourages mocking when puberty kicks in or when girls have accidents. Teachers are known to withhold toilet breaks for girls during class as a form of punishment not fully understanding the consequences.





# The Challenges

Toilet facilities in so many schools in Babati are such that: -

- they lack basic hygiene.
- users fear to use them.
- they are unsuited to the needs of the female users.
- they lack basic privacy.
- provide no hand washing facilities.

The impacts are clear:-

- students are fearful to use them.
- female students whilst on their periods do not attend school.
- students get sick and miss school.





# Tubaki Shuleni Salama - Lets Stay Safe at School

The Tubaki Shuleni Salama Programme improves sanitation and hygiene in schools by:

- ensuring every child has access to hygienic and gender sensitive toilets
- improving access to hand washing facilities
- supporting hygiene and menstrual health education

To achieve these goals the programme:

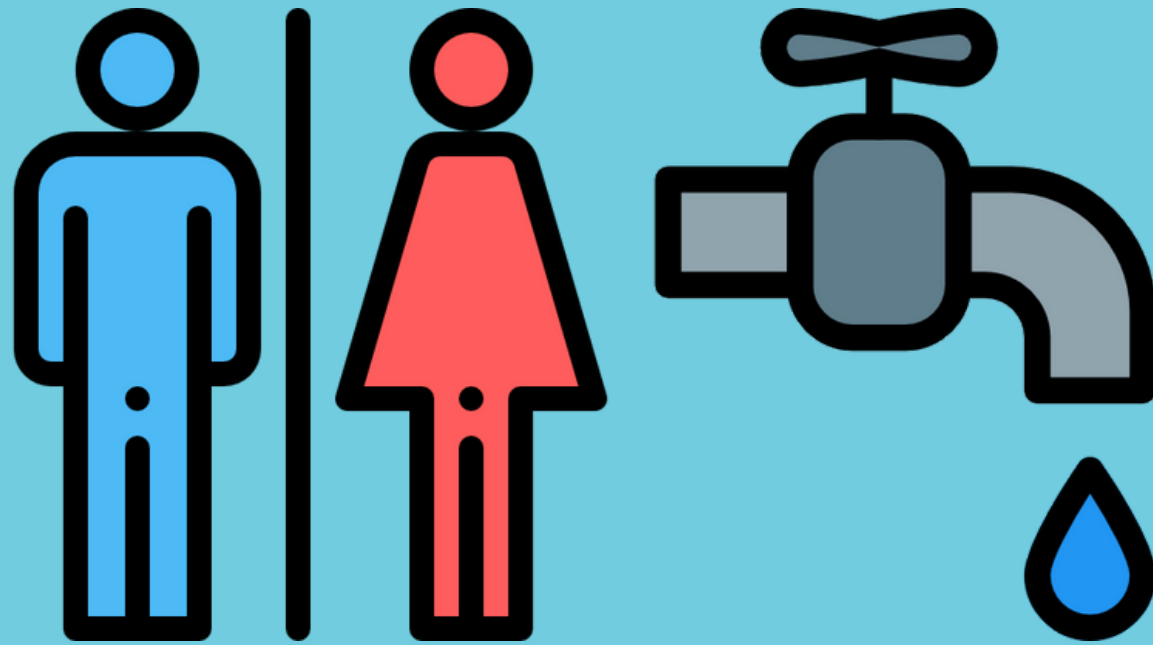
- works with key stakeholders to develop and deliver hygiene and puberty training
- trains community leaders on hygiene and puberty so they may become Ambassadors for change
- tackles the taboo and misinformation associated with menstruation.
- Monitors our progress and the changes we are affecting.





# ACTIVITIES

## Learnings



In 2021 LTT delivered this programme to 3 schools in Babati, in partnership with our delivery partners Maisha Capacity Development Opportunity, the Babati Town Council and Unlock a Child's Potential. Prior to launching into Cohort 2, we had a review with stakeholders to explore what was good and what could be improved upon. As a result of that session we made the following changes:

- We reduced the Ambassador Training Programme from 11 to 9 days because participants were not always able to give up so much time and there was already existing knowledge to build upon.
- We agreed to continue using Conjeta, the national government's water, sanitation and hygiene facilitator, as she was considered vital for both legitimacy and support for Maisha Capacity Development Opportunity.
- We will include the Village Chair in the Ambassador Training Programme as the position is influential on getting the community to make financial and physical contributions.





# ACTIVITIES

## Selecting the Community

Deciding which communities/schools to bring the programme to is done through close consultation at the town and ward levels. Primarily LTT is looking for:

- communities and their leaders are willing to actively participate
- schools that lack adequate toilet and hand washing facilities
- 2 primary and 1 secondary school
- schools that have or are about to have a reliable water source

Through consultation the following schools were agreed

- Daghailoy Primary School
- Ziwani Primary School
- Sigino Secondary School

We also agreed that the Ambassadors, who will act as school and community influencers, should include ward and village executive officers for health and education, Village Chairs, religious leaders, teachers, school development committee members, parents and informal leaders.

Note: At the point of agreement the Sigino and Daghailoy schools did not have their own water source but BAWASA (Babati Water and Sanitation) confirmed that they would be supplying water before the year was out.



# ACTIVITIES

## Community Sensitisation

Community sensitisation is always important when talking about sensitive topics. Initially in all communities there were mixed reactions with women feeling uncomfortable talking about menstruation in front of the men.

Cultural beliefs and behaviours patterns included:

- women whilst menstruating should not work in the fields for fear of drying the crops
- men are not allowed to talk about this in front of anyone but their wives
- girls should be kept in isolation whilst menstruating
- women keep it a secret as it is a curse.
- women are denied access to the mosque during their period

As the discussion in each community moved towards their children and their progression towards puberty, an elderly person in each community took the opportunity of challenging the status quo by announcing that they believed it was important that the topic be discussed, with one elder adding that "*not just the young girls should be educated on this important matter*". At this point in each meeting the atmosphere changed and by the end of the meetings all were in agreement that the training would be beneficial and were looking forward to it.

Allowing the cultural beliefs and practices to be aired is so important as it allows age old beliefs and behaviours to be challenged by the community and new beliefs and behaviours created rather than being imposed upon them.





# ACTIVITIES

## Community Training



The training was conducted at a local school hall and was run by Maisha Capacity Development Opportunity and Conjecta the national facilitator from water, sanitation and hygiene training. The training sessions were run at times suggested by the community and were interactive. Topics covered included:

- Codes of conduct and safeguarding
- Identifying what people want to learn and what is being taught.
- Understanding what hygiene is and where bacteria come from
- Prevention and treatment
- Understanding SWASH (School Water, Sanitation and Health) Guidelines and how to assess your own schools
- Charting the needs and how to tackle them
- Growing up, puberty and physical and hormonal changes
- What support girls need
- Establishing SWASH (School Water, Sanitation and Hygiene) Clubs
- Leadership



# OUTPUTS

## Community Ambassadors

As a result of the training, across the 3 communities there were 52 new Water, Sanitation and Hygiene Ambassadors who now have the knowledge to influence others and bring about change.

As Ambassadors, they inspected their school's water, sanitation and hygiene facilities and each school was found wanting. Through community consultation they agreed to fund:

- toilet upgrades
- provision of soap and toilet cleaning materials
- provision of emergency sanitary pads for the girls

The Ambassadors also committed to educate the community through all reasonable means from village meetings, religious gatherings, and one on one meetings.

The teachers who were on the training agreed to establish WASH Clubs to change the knowledge and behaviour of the students







# OUTCOMES

## Hand Washing Facilities

Multi user hands free hand washing stands were built by local tradesmen and installed by the local builders. There is a tap for a single user and a tap that allows up to 8 users to clean their hands at one time, which in break times is essential. The stands have soap dispensers built into them.

Each primary school has 3 stands which enables 24 users to clean at once, while the secondary school has a slightly different design with 4 taps connected to a 500 litre water tank and they have 4 of them.

LTT agreed to provide 12 months of soap to kick start the programme and the communities have agreed to fund thereafter, with some adding the cost to the school feeding programme so that the management of money collection does not include the teachers, who want to focus on teaching.

1,414 students (732 girls) now have access to 14 new hand washing facilities across 3 schools.

100% of the schools are committed to continuing the supply of soap and cleaning materials.







# OUTCOMES

## School WASH Clubs

Each of the 3 schools have set up WASH Clubs engaging 136 students as mini-ambassadors of change. The aims of the clubs are to:

- Learn about hygiene in general
- Learn about hand hygiene
- Learn about puberty and menstrual hygiene
- Learn about environmental issues
- Learn about keeping the school tidy and free from waste
- Learn about gender based violence and how to report it
- Through peer learning share their knowledge across the school and offer support where needed
- Ensure the hand washing facilities are working, with supplies of water and soap throughout the day
- Monitor the students use of the facilities and encourage those who are not using the facilities.

## Club Members

The Clubs are run by the teachers who attended the training as well as the teachers responsible for teaching about the environment. Each year group is represented and club members must have good attendance, performance and discipline records, they must be good at communicating and able to influence others.



# OUTCOMES

## School WASH Club Feedback

*"Our WASH club has 35 students and is supported by our health and environmental teachers.... the club meets every week to discuss issues, the students have learnt the importance of health and hygiene and are spreading those message to others, for some messages they use singing as a way to send messages because this method works well for us." - Head Teacher at Sigino*

*"To improve student knowledge we have formed a WASH Club, the students are now empowered on the importance of hygiene and of hand washing. they meet two times a month and they have to teach their fellow students." - Head Teacher at Daghailoy*

# IMPACT

## School WASH Club

	Baseline	Now
% of students who took part in hand hygiene education	12%	100%
% of girls taking part in menstrual hygiene training at school	20%	97%
% of students regularly washing their hands	18%	93%
% of peers who are regularly washing their hands	27%	85%
% of girls who felt completely uninformed about menstration	45%	0%
% of secondary school girls who felt comfortable at school whilst having their period	28%	75%
% of secondary school girls who missed school on a regular basis due to menstrual related reasons	34%	0%





# OUTCOMES

## Toilet Renovations

39 Cubicles have been built/renovated as a result of this project

### Ziwani Primary School

The Ziwani Primary School's toilets were not in a bad condition, but because of the cement floor they were difficult to clean. (Cement is corrosive and absorbs aromas, making the toilets unpleasant to use.) The girls' toilet had no space for the girls to manage their periods or safely dispose of any used sanitary items.

During the renovation it became evident that the cesspit was no longer usable. We informed the community and agree with them that if they dug the pit and provided the big stones to line it, we would provide the cement, steel bars and other materials to cover it and link the toilets to it.

Wonderful to see their commitment to improving the toilet facilities at the school.





Local builders were used to

- plaster the walls
- tile the floors and skirting boards
- build a new larger cubicle for girls, with a basin to wash clothes in
- build incinerator with external access and access from the new cubicle
- connect the waste pipes to the new cesspit.

*"Having good toilets is an important step in making girls feel comfortable at school. It plays a part in every day performance and the wellbeing of the students." Head Teacher*

*"Having an Menstrual Hygiene Cubicle gives the girls confidence that their needs are being met - they used to ask permission to go home when on their period and would not come back for 3-4 days. Now they stay at school." Teacher*



# OUTCOMES

## Toilet Renovations

### Daghailoy Primary School



The assessment made by the Ambassadors on these toilets was that they *"were not built in a good way and the plumbing was not thought through well, we always needed to get the fundi (builder) to come and sort our problems. We (the community) have been having lots of discussions to make sure that we build something that can give us a sustainable solution"*.

*"When the programme started in our school, our original plan was to renovate the old toilets but the problems are so much and so many and the plumbing cannot be solved and so building new toilets was a better, more cost effective way forward."* - Village Executive Officer

The community contributed their time, their unskilled labour and building materials (rocks and bricks) towards this rebuilt/renovation.





Local builders were again employed to build these two toilet blocks with a girls cubicle with clothes washing facilities and access to an incinerator for the safe disposal of used sanitary items.

One of the major challenges that the school faces now is that the water company Bawasa have failed to deliver on their promise and that the community are still having to bring water to the school from afar. anticipated date if now August 2023.

*"The Menstrual Hygiene Cubicle is a good addition for the school - before girls had no option but to go home and sometimes girls would stay off school the whole time, maybe missing a week of education.... now we are very proud of our toilets." - Head Teacher*

*"To speak about menstruation is very shameful but after we have been part of the programme and our Ambassadors have raised awareness and understanding and we had community meetings in in that situation they were positive to ensure knowledge was addressed to make sure girls were not being taught misinformation or understanding myths." - Head Teacher*





# OUTCOMES

## Toilet Renovations

### Sigino Secondary School

Prior to commencing work at Sigino, the boys toilets were physically dangerous and so unusable resulting in all the students having to share the girls toilets which is totally unacceptable. The toilets had no space for girls to manage their periods and the girls were dropping their pads or cloth into the toilet and blocking the pipes.

For students to have even got to secondary school they have had to overcome so many challenges and yet their enthusiasm remains intact. It is not unreasonable for them to have expected that when they get to secondary school, answering the call of nature would not be a challenge, but it is.





The top photo is the same toilet as the top photo on the previous page, it has been totally renovated and is now used by the boys.

The girls toilets have been fully renovated and returned to their exclusive use, we have added a new cubicle and an incinerator.

All the work has been done using local builders.

The water company Bawasa have also failed to deliver water to this school and the school continues to rely on water being delivered by a van. Due date is August 2023.

*"I think for the parents to see the finished project made them more proud than any of they expected. One parents said **"we did not think this project would achieve such results and so we need to have a proper celebration"**. The renovation of the toilets is having such big impact to our students" - Head Teacher*



## Water

## Sanitation

## Hygiene

Advance Service

Drinking water from an improved source and water is available at the school at the time of the survey and additional criteria (quality, quantity, continuity, accessibility)

Improved sanitation facilities at the school that are single sex and usable (available to all students, functioning and private) at the time of the survey and additional criteria (student to toilet ration, MHM facilities, accessible to all users, privacy wall, water inside the toilet block, tiles on floor and skirting, access to incinerator, emergency sanitary pads)

Hand-washing facilities with water and soap available at the school at the time of the survey and additional criteria. (handwashing education, group hand washing, MHM materials and accessibility to all users)

Basic Service

Drinking water from an improved source and water is available at the school at the time of the survey

Improved sanitation facilities at the school that are single sex and usable (available to all students, functioning and private) at the time of the survey

Hand-washing facilities with water and soap available at the school at the time of the survey

Limited Service

Drinking water from an improved source but water is unavailable at the school at the time of the survey

Improved sanitation facilities at the school that are either not single sex or not usable at the time of the survey

Hand washing facilities with water but no soap available at the school at the time of the survey

No Service

Drinking water from an unimproved source or no water source at the school

Unimproved sanitation facilities or no sanitation facilities at the school

No hand washing facilities available or no water available at the school



# Impacts

## Progress against the WASH Ladder

- Water - This project did not address water but is putting pressure on Bawasa to fulfill their responsibilities
- Sanitation - All three schools have progressed from effectively No Service to Advanced Service
- Hygiene - All schools moved from No Service to Advanced Service

## Impact on attendance

<u>School</u>	<u>2021</u>	<u>2023 (first 2 months)</u>
Sigino	87%	94.5%
Daghailoy	85%	90%
Ziwani	90%	99%

Note: there will be other contributing factors for attendance, but the state of the toilets will be a significant contributor.

An invisible impact has been an anecdotal shift in the behaviour and attitudes of male teachers who are permitting girls to go to the toilets when they ask and of male students who have been "shocked" that they are involved in these discussions and are being more supporting of their fellow students as a result.

The students are taking pride in maintaining the hygiene standards of the toilets





# Impacts

## Unexpected Impacts

At Daghailoy we found that the school were cooking school meals using the traditional 3 stones technique which is hugely fuel inefficient and contributes to local deforestation. We therefore raised funds to build a fuel efficient stove and, after training the chef, the school has reduced their fuel consumption by over 50%.

At Sigino they have found water consumption has gone up, but because of the high levels of community engagement during this project more householders are contributing to the water bill and so they have not had to raise the level of contributions. This is direct impact of LTT's community wide approach.

In addition the local Member of Parliament has donated guttering and a water tank to support improving their water security.

At Ziwani, we became aware of a wheelchair using student for whom the toilets are not designed and teacher assistance is required. The town council are pushing for greater inclusion of students with physical difficulties into main stream schools. LTT are currently looking to work with a Tanzanian based charity that specialises in building toilets suited to the needs of students with disabilities.

