IMPROVING HEALTH AND HYGIENE FOR THE AFRICAN CHILD
PROJECT WET’S WATER, SANITATION AND HYGIENE EDUCATION PROGRAM

September 15, 2009
This publication was produced for review by the United States Agency for International Development. It was prepared by The Project WET Foundation.
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DISCLAIMER
The author's views expressed in the publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

FRONT COVER: African children learning about the water cycle with Project WET’s Water is Life booklet. Photo by the Project WET Foundation
“The (students) started asking teachers, ‘Where is soap’ after learning the Hand Washing Song”
AGGREY OLUKA, TEACHER, LAKE VICTORIA SCHOOL, ETTEBBE, UGANDA
EXECUTIVE SUMMARY

In order to raise awareness of the importance of water, sanitation, and hygiene and to promote actions and behaviors with positive outcomes, the Project WET Foundation, with the support of USAID’s Africa Education Initiative, developed a series of hands-on educational materials for sub-Saharan African teachers and students. The materials were distributed in 14 African countries, reaching more than 30,000 schools; 175,000 teachers; and five million students between November 2007 and September 2009.

Through a thorough evaluation at the project’s conclusion, Project WET found that hands-on educational materials, delivered as supplements to existing curricula, provide a complementary and effective education model. Many factors including National Ministry of Education support, local non-government organization-driven support, and outreach from church school education leaders played a critical role in the project’s success. The most effective delivery method involved formally training teachers in the innovative hands-on methods.

When developing educational materials, it is imperative to include from the beginning the ideas and considerations of local teachers, government officials, and topic experts. Hands-on and interactive educational materials are an effective method for delivering important water and sanitation content to African teachers and students. Connecting with existing implementers and an array of partners yields efficient and effective implementation.

“The materials are designed to allow easy use by teachers and educators; to facilitate exploratory and interactive learning for pupils; and to be easily adaptable by various educators at all levels. The initiative also is aimed at influencing behavioral changes among pupils in schools, improving sanitation both at school and in home environments as well as promoting positive actions in using and managing water among the youth and children – the future water planners and managers of Uganda.”

HON. MARIA MUTAGAMBA, UGANDA MINISTER, WATER AND ENVIRONMENT

BELOW: Ugandan students play a game from Project WET’s Health Water, Healthy Habits, Health People book.
WATER EDUCATION IN SUB-SAHARAN AFRICA

OVERVIEW
Before the United States Agency for International Development (USAID) began working with Project WET, water education in Africa was virtually non-existent; sparse, sporadic efforts were being made to educate African children about water, sanitation, hygiene and disease prevention or the water cycle. Preventable diseases like typhoid, dysentery, hepatitis, polio and cholera have proliferated in Africa because of a lack of access to clean water as well as a poor understanding of proper hygiene. To educate African children about the healthy habits that can stop the spread of preventable diseases, USAID procured and considered several off-the-shelf children’s books on water, hygiene and health that ultimately lacked the necessary relevance to African children. Consequently, USAID, through its African Education Initiative, collaborated with Project WET to develop, publish and distribute an educators’ guide, with seven lessons, and a companion student activity book on water, health, sanitation and disease prevention as well as water cycle and watershed posters and companion student activity books.

TEACHING THE WORLD ABOUT WATER; EMPOWERING CHANGE
Since 1984, Project WET, an award-winning 501(c)(3) nonprofit, has dedicated itself to the mission of reaching children, parents, teachers, and community members of the world with water education. Project WET achieves its mission of worldwide water education by:

- publishing water resource materials in several languages.
- providing training workshops on diverse water topics (i.e., watersheds, water quality, water conservation).
- organizing community water events, such as Make a Splash with Project WET water festivals and the Global Water Education Village™.
- building a worldwide network of educators, water resource professionals, and scientists.
- empowering individuals to take action in their communities to help address local water-resource issues.
Within educational systems, Project WET materials complement existing curricula and are localized to meet community goals. In the United States, Project WET activities have been correlated with most states’ educational standards.

The cornerstone of Project WET is its methodology of teaching about water resources through hands-on, investigative, easy-to-use activities. Skills such as teamwork, decision-making, and problem-solving that students develop through these activities help prepare them for the water-resource challenges of this century.

In its activities, Project WET empowers change by recommending action projects for individuals, classrooms, schools, and businesses. These projects offer opportunities for participants to apply the knowledge acquired in Project WET activities to affect positive change in communities by either educating members or helping address local water-resource issues.

Project WET is currently active in over 40 countries on five continents. Its materials have been translated into several languages including Arabic, French, Hungarian, Japanese, and Spanish. Students, teachers, and community members of diverse cultures, often with different learning styles, use Project WET.

“Since we received the materials and brought them home, our mother does not allow us to drink water that is not boiled.”

UGANDAN STUDENT

BELOW: A teacher using Project WET’s WASH activities in his classroom.
WHY HANDS-ON EDUCATION?
LEARNING TO SUCCEED IN THE 21ST CENTURY

Global water problems continue to escalate and affect the quality of life for billions of people. The struggle to acquire and maintain clean water supplies saps the energy of communities; children, too ill to attend school because of the effects of waterborne diseases, lose too many precious childhood days. Empowering students through an understanding of the relationship between their health and water resources, teachers can catalyze change in their communities. Project WET materials and training workshops help educators, students, and their families understand sustainable water-resources management.

So, we have to ask ourselves, why does it work? Project WET materials motivate children and adults to learn. Educational theorists maintain that for people to learn, they must find pleasure and joy in learning. What are the qualities of Project WET materials that appeal to children’s natural curiosity and support lifelong learning?

- **Interactive:** Learners participating in Project WET activities are not passive observers. Engaging students through questioning and other inquiry-based strategies, educators become facilitators involving students in hands-on lessons and encouraging them to take responsibility for their own learning. For example, students design investigations seeking answers to real-world problems; play games to explore scientific concepts; reflect; debate; and share learnings by creating songs, stories, and dramas.

- **Multi-sensory:** Activities engage as many of the learner’s senses as possible. Research has shown that stimulating multiple senses enhances learning.

- **Adaptable:** While adaptable for any environment, many Project WET activities are ideal for outdoor settings and encourage children to be physically active.

- **Contemporary (21st Century Skills):** Project WET activities help students develop skills necessary for success in the 21st century. In most activities, students work in small, collaborative groups; many activities engage students in higher level thinking skills requiring them to analyze, interpret, apply learned information (including problem-solving, decision-making, and planning), evaluate, and present. Project WET is aggressively incorporating technology education into its activities and offering cross-cultural materials to prepare learners for participation in a global economy, in which an understanding of water resources is critical.

- **Relevant:** Information is not delivered in isolation; educators are encouraged to localize activities to give them relevance.

- **Solution-oriented (ActionEducation™):** Project WET believes in linking understanding to action and solutions. In this context, Project WET and local education and water partners seek to incorporate educational materials and training with on the ground action and solutions.

- **Measurable:** Project WET activities provide simple assessment tools to measure student learning.

- **Scientifically Accurate:** All of Project WET’s materials are field tested with educators and children, as well as reviewed by experts before being are published. In 2008, Project WET received the Universities Council on Water Resources (UCOWR) Education and Outreach Award. Recognition of its quality of content by this prestigious organization affirms the scientific accuracy of Project WET’s materials. (UCOWR is comprised of international experts in water research and management from leading universities and organizations.)
And what do learners participating in Project WET activities say? Pausing to catch their breath in a game of tag that demonstrates the relationship between healthy habits and healthy drinking water, students will tell you they like Project WET activities simply because they’re fun!

TRAINING, EDUCATION, AND IMPLEMENTATION

After receiving funding to create a new publication, Project WET convenes a leadership team of teachers, academics, researchers, and water experts. This team guides the curriculum development workshop and assists Project WET in finalizing the publication post-workshop. The team also helps ensure that the lessons and materials created meet the needs of the teachers who will use them. Additionally, the team is involved in reviews and the field test to ensure representation of key demographics such as rural teachers, urban teachers, teachers who reach students in different languages and utilize different customs, etc. A unique element of this process is the development of a community vested in the success of the publication. Upon its publication, the community that helped create the curriculum promotes its use.

To launch this project, Project WET hosted a curriculum-development workshop in Uganda. This workshop convened 64 teachers and curriculum experts from Eastern Africa to devise a comprehensive program for teaching African children about water. Feedback from this workshop assisted in developing and refining the materials for cultural appropriateness, effectiveness, and breadth of applicability.

As a result of Africa Education Initiative funding, at the end of 2008, more than 800,000 copies of Project WET’s educators guide, student activity booklets, and posters were printed in French and English and distributed to schools in the Democratic Republic of Congo, Ethiopia, Kenya, Lesotho, Madagascar, Malawi, Mali, Niger, Nigeria, Senegal, Tanzania, Uganda, Zambia, and Zimbabwe. Project WET also validated training models’ effectiveness and distribution of the education materials. Additional teacher training took place in Northern Uganda in the summer of 2009.

“. . . the ideas and information provided are relevant to our lives.”
-UGANDA NATIONAL CURRICULUM DEVELOPMENT CENTRE
INNOVATIVE MATERIALS

Healthy Water, Healthy Habits, Healthy People Educators Guide and Student Activity Booklet

These two companion pieces focus on water sanitation and hygiene issues. Topics touched upon include water treatment, hand washing, fecal-oral disease transmission, and water source protection. All of these topics can be incorporated as part of a broader domestic policy agenda focused on the basic science behind health issues affecting entire communities.

The activities presented in the Educators Guide were designed to be implemented in a classroom setting using commonly-available materials. For example, Healthy Habits, one activity in the Educators Guide, introduces children to the realities of common transmittable diseases such as typhoid fever, hepatitis A, and cholera through a skit. By the end of the activity, children have learned about the causes, symptoms, and prevention methods for each of these rapacious maladies.

The student activity booklet, printed in full color with vibrant illustrations, reinforces concepts from the Educators Guide and is written for students to complete on their own outside the classroom.

“...the materials provide good reading and (are a) source of useful information on water and hygiene, specifically suitable for our children.”

UGANDA DEPARTMENT OF BASIC EDUCATION

BELOW: Ugandan teachers participate in Project WET's Blue Planet exercise.
WATER IS LIFE STUDENT ACTIVITY BOOKLET
This student activity booklet, also printed in full color, addresses water in a much broader context, teaching the reader about the water cycle; the scarcity of fresh, clean water; conservation; and the physiological impacts of water.

THE WATER CYCLE POSTER
The various components of the water cycle are presented in this brightly-colored poster using relevant African illustrations and easy-to-follow diagrams and notations. The poster addresses important concepts such as evaporation, transpiration, ground water, and precipitation in a fun and educational fashion. It is printed on tear- and water-resistant paper to facilitate many years of use.

DISCOVER THE NILE STUDENT ACTIVITY BOOKLET AND POSTER
These materials illustrate the nature and importance of the watershed surrounding the longest river in the world - the Nile River. They were printed in full color, and the poster was printed on tear- and water-resistant paper. Both the student activity booklet and poster emphasize the breadth of the Nile watershed, which covers ten countries and provides water to millions of Africans. The materials convey important concepts such as biomes, geographic features, and indigenous animal species. More broadly, these materials illustrate that we all share the same resources regardless of nationality or culture.

“We want to reach out to youth, parents, and communities with knowledge and information about water and sanitation issues.”
HON. MARIA MUTAGAMBA, UGANDA MINISTER, WATER AND ENVIRONMENT
The water, sanitation, and hygiene education materials initially were distributed in thirteen sub-Saharan countries (see Appendix V for a detailed list of implementation partners and recipient schools) through USAID Missions, government ministries, nongovernmental organizations (NGOs), and church groups. Additional distribution, based on interest generated during the initial distribution, has been extensive:

- While 1,000 schools were reached in the initial distribution, over 2,500 schools requested the materials, even without previously reviewing them.


- A follow-up publication, Discover the Nile River student activity booklet and accompanying poster, were printed in Kampala, Uganda and distributed to 10,000 pupils in five East African countries (Kenya, Uganda, Tanzania, Burundi, Rwanda) through USAID Missions, Peace Corps offices, and local partners. These publications were designed to help standardize educational offerings in the East African Community.

- The Ugandan Ministries of Education and Sports and Water and Environment as well as the National Curriculum Development Center approved of the use of the materials in Ugandan schools nationwide.

- A partnership with Water for All was formed in order to implement the materials in conjunction with PlayPumps installations, potentially reaching over 600 communities in 10 countries.

- 2,000 samples were distributed to African-related water leaders at the Fifth World Water Forum and 3,000 to other water leaders.

- Sample copies were distributed to more than 100 interested organizations working in Africa, including USAID Missions, NGOs, church groups, aid organizations, teachers, and government ministries.

- Considerable interest in adapting the materials for audiences from other regions, including Latin America and Asia, has been communicated to Project WET.

- The educational materials will be available digitally through several media including the Project WET website (www.projectwet.org) and USAID-sponsored educational portals such as the Africa Commons and Global Learning Portal.
School Embraces Education Materials, Uses Drama to Share Information
Kyambura Primary School - Rubirizi, Bushenyi District, Uganda

Due to the lack of educational materials available for teaching students about healthy habits and the prevalence of water-born diseases in Africa, many schools struggle to keep their students healthy and in school. The headmaster of Kyambura Primary School eagerly received Project WET’s water, health, and sanitation materials and quickly and easily incorporated them into the classrooms of his school in Rubirizi, Uganda. In order to stay healthy, it is not only important for the students to learn and practice healthy habits at school but also at home with their families. The school established methods to ensure this happened. Teachers worked with students to prepare skits and poems from the messages in the materials, and then the students performed the skits and recited the poems for their families and the community during parent meetings held at the school.

With students’ enthusiasm for drama and regular performances, they are effectively modeling methods for staying healthy and avoiding diseases meanwhile building a stronger, healthier community.

The project and its materials were recognized globally in other ways, including nomination for the 2009 Kyoto World Water Prize. In addition, the Healthy Water, Healthy Habits, Healthy People Educators Guide won a Distinguished Achievement Award from the Association of Educational Publishers in June 2009 (see Appendix IV).
LOCAL ORGANIZATION’S TEACHER-TRAINING PROGRAMS CREATE SUSTAINABILITY

Soft Power Education Model - Jinja, Uganda

Soft Power Education is a non-governmental organization (NGO) working with volunteers in local Ugandan communities to improve the quality of life through education. Soft Power was a tremendous on-the-ground partner because of their extensive local experience. Located in Jinja, Soft Power’s Amagezi Education Centre and neighboring Health Clinic enable schools to meet students’ needs by offering teacher trainings as well as student educational activities meanwhile helping build communities’ capacities to handle health issues. Because of the relationships Soft Power has developed with local schools and educators, Soft Power was able to introduce Project WET into schools.

Soft Power also participated in the development of the materials and now is integrating them into schools using a “train-the-trainer” model. Teachers now come to the Education Centre for a day-long training and discussion using the Educators Guide and student activity booklets. Soft Power’s familiarity with Project WET’s materials and their close proximity to many of the local schools enabled teachers to refer to Soft Power as a perpetual resource for future questions and continued development. Soft Power also constantly monitors the use and effectiveness of the materials, which ensures teacher understanding and incorporation of the materials into existing curriculum.

### DISTRIBUTION OF PROJECT WET’S WASH MATERIALS

<table>
<thead>
<tr>
<th>Country</th>
<th>Schools</th>
<th>Number of Students Who Received Materials</th>
<th>Original Materials Delivered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male (%)</td>
<td>Female (%)</td>
</tr>
<tr>
<td>Democratic Republic of Congo</td>
<td>222</td>
<td>53</td>
<td>47</td>
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<tr>
<td>Ethiopia</td>
<td>44</td>
<td>52.5</td>
<td>47.5</td>
</tr>
<tr>
<td>Kenya</td>
<td>25</td>
<td>53.5</td>
<td>46.5</td>
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<td>31.2</td>
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<td>49.7</td>
<td>50.3</td>
</tr>
<tr>
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<td>51</td>
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<tr>
<td>Mali</td>
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<td>57.7</td>
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<td>Senegal</td>
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<td>53</td>
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<tr>
<td>Tanzania</td>
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<td>49</td>
<td>51</td>
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<td>Uganda</td>
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<td>50.4</td>
<td>49.6</td>
</tr>
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<td>Zambia</td>
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<td><strong>1000</strong></td>
<td><strong>51.4%</strong></td>
<td><strong>48.6%</strong></td>
</tr>
</tbody>
</table>

“In Ugandan schools, we have water, but the problem we had before was that we didn’t know how to use water well.”

**AGGREY OLUKA, TEACHER, LAKE VICTORIA SCHOOL, ENTEBBE, UGANDA**
In July 2009, a pilot teacher-training program was implemented in post-conflict Northern Uganda covering all three primary districts and 51 subdistricts. In partnership with the Uganda Ministry of Education and Sports, over 500 teachers were trained using the Ministry of Education and Sports’ comprehensive teacher-training infrastructure.

1. A team of 10 facilitation leaders were identified and trained.
2. The facilitation leaders then trained 90 Coordinating Center Tutors (CCTs) and leaders from the three Professional Teaching Colleges (PTCs) in the northern region.
3. The CCTs and PTC leaders then trained 406 teachers from Gulu, Kitgum, and Loro Districts (see Appendix VI for the complete list of 51 subdistricts).
4. The teachers then used the materials with over 40,000 students. Anecdotally, several teachers and CCTs shared the materials with additional teachers locally, further distributing the materials.

See Appendix VI for Northern Uganda Facilitation Leadership Team.

LEFT: African children playing Project WET’s *The Incredible Journey.*
NORTHERN UGANDA IMPLEMENTATION EVALUATION

In summary, 99.7 percent of participants in the Gulu Training rated the experience good, very good, or excellent. The data below shows participants’ responses in more detail. Note: where totals exceed 100, respondents answered both “Yes” and “Other.”

The hands-on activities will be effective in my classroom.

- 97.1% Yes
- 3.6% No
- 9% Other

Example comment(s) from “Other:” As a CC, I will use it with the community.

I feel comfortable that I can use these lessons with my students.

- 99.3% Yes
- 1.8% No
- 0% Other

The content is applicable to Uganda.

- 98.0% Yes
- 3.3% No
- 0% Other

Example comment(s) from “Other:” Very much especially its direct impact on the actual community. This is what curriculum should look like especially in its impact.

The content is aligned with school/district/country

- 98.9% Yes
- 2.2% No
- 0% Other

Example comment(s) from “Other:” Very much especially its direct impact on the actual community. This is what curriculum should look like especially in its impact.

LEFT: Teachers attend a Project WET workshop in Northern Uganda.

As a result of this workshop, I will encourage my teachers to use practical ways of involving learners in real-life activities.”

NORTHERN UGANDA WORKSHOP PARTICIPANT
The workshop improved my professional skills.

The workshop showed how to integrate the activities into Uganda curriculum.

Overall evaluation of the workshop

“As a result of this workshop, I will try my best to see to it that teachers and children in schools develop the habit of hand washing so that the message will finally reach the community and reduce sanitation-related diseases.”

UGANDAN WORKSHOP PARTICIPANT
FINDINGS

MATERIALS
Customizing materials begins by understanding the needs, challenges, and cultures of the end-users. Project WET launched this project with a three-day development workshop, where 50 teachers, government officials, health experts, and NGO leaders from five Sub-Saharan countries were gathered. This workshop’s results led to the development of the seven activities in the Educators Guide, the companion student activity booklet, and the Water Cycle Poster. A field test then was conducted with local teachers from the development workshop to ensure successful implementation of Project WET’s materials upon publication.

IMPLEMENTATION
Numerous implementation models were applied by the diversity of schools participating in this project. All of the models demonstrated successful interventions and were locally appropriate in their scope and approach.

- **Government Ministry of Education Adoption**: In Uganda, the Ministry of Education and Sports and the National Curriculum Development Centre approved and adopted the materials for use in schools. They partnered with Project WET in a comprehensive implementation in over 400 schools in 51 subdistricts in Northern Uganda.

- **Regional NGO Implementation**: Soft Power Education, based in Jinja, Uganda, implemented the materials comprehensively in almost 50 schools via formal teacher training workshops and material distribution.

- **National NGO Implementation**: ENVITA, the Uganda Environmental Education Teachers Network, implemented the materials in 86 schools throughout Uganda through formal and informal training opportunities and school visits.

- **School-Level Implementation**: Several methods proved effective in school-level implementation of the materials.

  - Some created a “library” with the materials. Then, students checked out the materials to use. This method allowed the materials to reach many more students year after year while the teachers were able to control distribution of the materials.

  - The materials were distributed directly to students who then were tasked with sharing the student activity booklet with adults at home. This method encouraged parental involvement and broader community outreach.

  - In Mbarara, the Educators Guide was distributed to students interested in learning higher-level content. These students then were asked to teach the lessons to younger children through drama and skits.

  - At Uganda Coordinating Centers, some materials were warehoused centrally to enable numerous teachers to borrow the materials as needed for teaching the sanitation and hygiene unit in their school.

“...the materials provide good reading and (are a) source of useful information on water and hygiene, specifically suitable for our children.”

UGANDA DEPARTMENT OF BASIC EDUCATION
PRINTING AND DISTRIBUTION
While high-quality printing is available in Africa, in some cases, the electronic transfer of files via the Internet was problematic because of intermittent Internet access or power outages. Having an on-site print coordinator overseeing the printing process, presschecking the publications, and coordinating the shipping was the key to success in this process.

Shipping to Africa and between African countries was expensive and time-consuming given all of the customs paperwork, electronic communications, estimates, assumptions made about total shipment weight, etc. This component of the project caused the most problems and provided the least amount of control of the variables. In one case, miscommunication occurred, and French books were sent to an English-speaking country and vice-versa, confirming the need for an on-site print coordinator.

RECOMMENDATIONS
MATERIALS

1. Begin development with the end-users in mind and always build in time to meet with local teachers, content experts, and implementers to ensure that the resulting materials are relevant, culturally appropriate, and easy-to-use. Project WET promotes this method of material development.

2. Field-test any new materials with teachers, students if possible, and content experts from the target area prior to finalizing the publication in order to ensure that both the approach and content are appropriate.

3. Hands-on pedagogy is culturally appropriate and should be encouraged as a supplemental teaching strategy within African curricula. The Uganda National Curriculum Development Center and Uganda Ministry of Education and Sports, along with the enthusiastic responses from teachers, students, and communities in which the materials have been implemented support this recommendation.

4. Interactive lessons encourage full participation by all students regardless of their aptitude for schoolwork. These interactive lessons also are shared readily with parents and adults, resulting in increased awareness throughout the community.

5. Bright illustrations depicting familiar scenes and people (clothing, surrounding environment, etc.) are important in order for students to relate to the materials and to generate enthusiasm for learning the content.

“If schools include (Project WET) materials, over time we shall not have any water-related diseases.”
-UGANDAN TEACHER

RIGHT: Students engaged in a Project WET activity.
IMPLEMENTATION
1. Consider a diverse group of implementation partners from USAID Missions, government ministries, NGOs, UN agencies, and religious groups.

2. Training is critical to effective implementation of educational materials, especially in this project as the hands-on pedagogy was a different approach than typically used by African teachers.

3. Connecting with existing programs can extend the implementational reach of educational materials. For example, combining UNICEF materials with Project WET materials in Northern Uganda allowed both partners to implement their publications in a single workshop.

4. Translation of the educational materials into local languages is important as expressed consistently throughout this project, especially in rural areas.

5. Utilize digital, web-based, radio, and cell-phone technologies as alternative methods for enhancing the content delivered in the educational materials. These technologies are in place and, in some cases, are being improved greatly to allow for greater access to educational content.

PRINTING AND DISTRIBUTION
1. An on-site printing and shipping coordinator is critical for overseeing details and ensuring a complete and correct distribution process.

2. Print as close to the material’s final destination when possible. Web-based printers only are found in South Africa at this time, but sheet-fed printers are commonplace throughout Africa and can be used for most jobs under 100,000 copies.

3. Digital distribution, which will be enabled as Internet technologies are advanced throughout Africa, provides an opportunity to scale-up the reach of educational materials.

4. Prolific communications - electronic and otherwise - are important for preparing schools to receive the materials. Letters, phone calls, e-mails, and even radio messages are helpful methods for notifying the schools, often rural, when to expect the shipments and how to proceed with implementation after receiving them.

ABOVE: Project WET’s educational materials are used in classrooms in Northern Uganda.
## APPENDIX I

### RECIPIENT SCHOOLS

**Democratic Republic of Congo**
- Mercy Corps (20 school sets)
- USAID (202 school sets)

**Ethiopia**
- OXFAM
  - Abret Primary School
  - Achura School
  - Aweyateye Primary School
  - Bassa Gofara Primary School
  - Bole Primary School
  - Chama Hembelho Primary School
  - Dakuna Primary School
  - Dubbo Catholic Mission School
  - Dubbo School
  - Dugda Rukesa Primary School
  - Gara Godo School
  - Gemo Debere Gelan Primary School
  - Gido Homba School
  - Golba Primary School
  - Herara Mandoye Primary School
  - Katar Fuafate Secondary School
  - Kiyansho Primary School
  - Korke Doge School
  - Matala Hembelho Primary School
  - Meki Primary School
  - Merana Primary School
  - Natile Primary School
  - Oda Bokota Primary School
  - Oda Bokota Secondary School
  - Sore Homba Primary School
  - Tadisa Primary School
  - Wormuma Primary School
  - Yejoka School

**Kenya**
- Engineers Without Borders (nine school sets)
- International Rescue Committee (one school set)

**The Rafi ki Foundation**
- Kibwezi Polytechnic/Imani School
- Rafi ki Village - Kenya
- Save the Children USA (12 school sets)

**Lesotho**
- Peace Corps
  - Mount Carmel High School

**Madagascar**
- USAID (43 school sets)

**Malawi**
- The Rafi ki Foundation
  - Rafi ki Village - Malawi

**Mali**
- CREPA
  - Ecole B2 1er cycle
  - Ecole C1 1er cycle
  - Ecole D2 1er cycle

**Niger**
- CREPA
  - Torodi Centre
  - Torodi Quartier

**MicroCredit in Africa**
- Abzin 2
- Agadestaoua
- Ally Mamadou
- Bana Ané
- Bamo
- Bilmari Nord
- Bilmari Sud
- Boukari Sabo
- Boukary Sabo
- Centre School
- Chateau
- Dadin Sarki
- Dagmanett 1
- Dagmanett 3
- Dagmanett 4
- Dan Keri
- Ecole Attikou
- Ecole Baba Sebou
- Ecole Boukar
- Ecole Boukoki 2
- Ecole Cite Stin
- Ecole Concorde
- Ecole de Filles
- Ecole Doutchi Est
- Ecole Doutchi Nord
- Ecole Fadama
- Ecole Filigue Chateau
- Ecole Filingue Quartier
- Ecole Foulankouara 2
- Ecole Goude 2
- Ecole Karague
- Ecole Kazienne Filles
- Ecole Kazienne Garcons
- Ecole Kouara Tegui
- Ecole Kouarategui 2
- Ecole Kouarategui 1
- Ecole Lossogoungou
- Ecole Nordiraye
- Ecole Saga 2
- Ecole Tallague 3
- Ecole Tounfal Centre
- Experimental
- Fanna Grima
- Festival
- Garin Malam Nord 1
- Gourama 1
- Illo Souley
- Kangna Mai Roua
- Magama
- Majianguero
- Maikourou-Kongomi
- Mallamaoua
- Maradaoua
- Medersa 1
- Medersa 2
- Mijin Yawa
- Mixte 1
- Mixte 2
- Moroh Diakité
Moun-Wadata 1
Moun-Wadata 2
Nouveau Carré 1
Obitara
Ouest
Quartier 1
Quartier 2
Quartier 3
Sabon Gari 1
Sabon Gari 2
Soura Alladey
Yandaka
Zaria 3

**Nigeria**

**The Rafi ki Foundation**

Rafi ki Village - Nigeria

**Water Aid**

Aba-Audu Primary School
Ai-Okpan Primary School
Amala-Obolo Primary School
Christabel Private School
Community Primary School, Aba Audu
Community Primary School, Onyohor
Obu II Primary School
Okari Primary School
Osogbotedo Primary School
State Universal Basic Education Board

**Senegal**

**CREPA**

Ecole Franco-arabe de Bonoba
Ecole primaire de Bonoba
Ecole primaire de Deni Gueth Sud
Ecole primaire de Kaniack
Ecole primaire de Keuw daouda Cisse
Ecole primaire de Ngueudouf
Ecole primaire de Wayembame

**Tanzania**

Trust St Patrick Schools (three school sets)

**Uganda**

**Soft Power Education**

Al Swidiiq Primary School
Avogera Primary School
Bubugo Primary School

**Ministry of Water and Environment and Environmental Teachers Association (ENVITA)**

Bassaja Balaba Primary School
Bishop Stuart Primary School
Bubaare Primary School

Bubangizi Primary School
Bujaga Primary School
Butoha Primary School, Bugaya
Budondo Primary School
Buyala Primary School
Buyenge Primary School
Ibaare Primary School
Ishaka Adventist Primary School
Kabowa Primary School
Kagongi Primary School
Kaguhanza Primary School
Kaiho Mixed Primary School
Kakanju Primary School
Kakenzi Primary School
Kakoba Muslim Primary School
Kamajumbi Primary School
Kamukungu Primary Schools
Kanyogoga Primary School
Kasana Primary School
Kashambya Demonstration School
Kashenyi Primary School
Katabonwa Primary School
Katojo Primary School
Katooma Primary School
Katunguru Primary School
Kibibi Primary School
Kikumbo Primary School
Kinoni Integrated Primary School
Kirume Primary School
Kitabi Boys Model School
Kitongure 11 Primary School
Kitongure Primary School
Kizinda Primary School
Kyambura Primary School
Kyamugora Primary School
Kyamukona Primary School
Kyamwiru Primary School
Kyonyo Primary School
Lake Victoria School
Masaba Infant School
Masheruka Model Primary School
Maya Primary School
Mbarara Army Boarding Secondary School
Mbarara Army Primary School
Mbarara Preparatory Primary School
Mbarara SDA Primary School
Mirama Primary School
Molly Integrated Primary School
Mpumwire Primary School
Mugarusya Primary School
Munyaoni Primary School
Ndekye Church of Uganda Primary School
Nsiika Primary School
Ntinda Primary School
Nyakatuntu Primary School
Nyamityobora Primary School
Nyarubungo Primary School
Rubaia Primary School
Rubindi Primary School
Rugazi Central Primary School
Rusharye Primary School
Rutoto Primary School
Rwakaterere Primary School
Rweibare Primary School
Rweishamiro Primary School
Rwemiyaga Primary School
Rwentanga Primary School
St Aloysious Primary School
St Boniface Bwenkoma Primary School
St Helens Primary School
St John Kizinga Primary School
St Kagwa Primary School
Uganda Martyrs Primary School
USAID (384 school sets)

**Zambia**

Africare (50 school sets)

**Right:** A child reads Project WET educational material.

**Below:** Students toss the Blue Planet to learn about water coverage on earth.
## APPENDIX II

### SUBDISTRICTS REACHED IN NORTHERN UGANDA

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### NORTHERN UGANDA FACILITATION LEADERSHIP TEAM

- Katandi Obbo Gabriel, National Curriculum Development Center
- Kayondo Fredrick, ENVITA
- Elizabeth Mukumba, Ministry of Education and Sports
- Edward Kasimagwa, Ministry of Education and Sports
- Teddy Tindamanyire, Ministry of Water and Environment
- John Etgen, Project WET Foundation
- Basemera Persis, Ministry of Water and Environment
- Santo Ojok, Ministry of Education and Sports
- Robert Mukama, Ministry of Water and Environment
- Oryem Augustus (Principal PTC Kitgum)
- Okello Azad (Principal PTC Loro)
- Ochora Kerosin (Principal PTC Gulu)

**RIGHT:** A teacher in Uganda using Project WET materials in the classroom.
SUCCESS STORY

Empowered by Educational Materials, School Installs Rain Water Harvesting Tanks

Parents inspired to raise money for rain water harvesting systems

Before the introduction of Project WET water, health and sanitation materials to St. Kaggwa Primary School, a rural boarding school in Mbarara, Uganda, the school transported water from 10-15 kilometers away for its 1,000 students, costing the school time and money.

However, empowered by Project WET’s educational materials, students of St. Kaggwa Primary School now have direct access to water because of newly-installed water harvesting systems. Upon receiving Project WET’s materials on water, health and sanitation, which include illustrations of rain water harvesting from roof tops, students carried the booklets home to share with their families. Seeing the colorful illustrations in the materials, parents raised funds to purchase and install rain water harvesting systems for the school. Enough money was raised to install three rain water harvesting systems on the girls’ and boys’ dormitories and kitchen. Students now have access to water for hand washing, cooking and drinking without extra expense.

In addition to increased access to water, students are becoming more aware of their water’s source. St. Kaggwa Primary Teacher Didus Gumisiriza noted, “With the use of the Guide and activities, children are becoming aware of water in their environment.” The incorporation of Project WET materials into St. Kaggwa’s curriculum also helped the school to win an award from the Ministry of Education and Sports for Best Environmental Education Program in Mbarara District. With the school’s innovative implementation strategy, the Healthy Water, Healthy Habits, Healthy People materials will continue to be effective for many years and improve the health of the school and surrounding community.

Through USAID’s Africa Education Initiative, Project WET hosted a curriculum development workshop in Uganda in early 2008. This workshop convened 64 teachers and curriculum experts from eastern Africa in an effort to devise a comprehensive program for teaching children about water, health and sanitation. An educators guide, two children’s activity books and a poster about the water cycle resulted from the workshop. More than 830,000 copies in French and English have been printed and distributed to 1,000 schools in 13 sub-Saharan countries.
SUCCESS STORY

Educational Materials Empower Students to Adopt Healthy Habits

School uses water, health and sanitation materials to promote student enrollment

In 2007, prior to the introduction of Project WET water, health and sanitation education materials at the Lake Victoria Primary School in Entebbe, Uganda, limited hand washing systems and availability of water led to a cholera outbreak (a disease preventable by proper hand washing) that spread quickly through the student population. The outbreak devastated enrollment at the school when the student body dropped from over 2,000 students to only 400 in a matter of months.

Since adopting Project WET materials in 2008, coupled with the addition of health and sanitation lessons into existing curriculum, teachers and the headmaster have noticed students more frequently washing their hands and exercising improved personal hygiene. “Students started asking teachers, ‘Where is the soap?’ after learning the Hand Washing Song,” reports Aggrey Oluka, the school’s science teacher. A previously unused water tank also has been utilized, providing an additional location for students to wash their hands.

Students requested increased access to clean water, and the school administrators answered by setting up a large station where they boil water for students’ daily drinking-water needs. Future plans include student involvement and construction of “Tippy-Taps” (hand washing stations), using an activity from Project WET’s Educators Guide (Hand Washing How To), at the girls’ and boys’ bathrooms. Increased enrollment (with an increase in the number of teachers), ready access to boiled water for consumption and multiple hand-washing stations are additional positive changes at the school.

Project WET’s Healthy Water, Healthy Habits, Healthy People resources, developed in conjunction with USAID and African water experts, include four water education components: an Educators Guide, two Kids in Discovery series (KIDS) student activity booklets and an interactive poster. Use of these colorful and fact-filled materials is helping Lake Victoria School provide students with the education necessary to exercise basic health-and hygiene-related habits that, in turn, prevent many water-borne diseases. Through cooperation with local partners, Project WET materials have been distributed to 1,000 schools in 13 sub-Saharan countries, reaching an estimated 830,000 students.

© Project WET Foundation
Pictured: In Uganda, Lake Victoria Primary Seven students play the Break the Chains board game from Healthy Water Healthy Habits Healthy People KIDS activity booklet.

“Students started asking teachers ‘Where is soap?’ after learning the Hand Washing Song.”

-Aggrey Oluka, Teacher, Lake Victoria School, Entebbe, Uganda
SUCCESS STORY

Hygiene Education Materials Empower Student Club to Reach Out to Community

Club promotes water, health and sanitation awareness through the school and community.

Many African communities suffer from lack of clean water and a poor understanding of proper hygiene. As a result of the health and sanitation materials received from USAID and Project WET, a group of motivated students from the Mbarara Army Secondary School in Mbarara, Uganda have formed a Health and Sanitation Club to help their peers overcome the water related health challenges they face. The club’s mission is to educate and promote water awareness in addition to keeping the school water sources clean and providing advice about healthy habits.

Students utilize Project WET’s *Healthy Water, Healthy Habits, Healthy People Educators Guide* as a tool to educate themselves and then use its activities to teach others. Club members find that one of the most effective methods of conveying water- and hygiene-related information to their audiences is through the presentation of skits. “Some students even learn by watching. Club members practice their skits,” states Lauben Muhangane, secondary school teacher and director of the Health and Sanitation Club.

As testament to its effectiveness, since the inception of the Club, students report a noticeable decrease in the number of cases of diarrhea and other water-borne diseases at the school.

In addition, the Club has designated Food and Water Prefects who monitor the cleanliness of food preparation and water sources at the school on a daily basis. Club members also bring the information home to share with families and community members.

Mbarara Army Secondary School is one of 1,000 schools in 13 sub-Saharan countries that received over 830,000 copies of Project WET’s *Healthy Water, Healthy Habits, Healthy People* resources. Developed in conjunction with USAID and African water experts, these resources include four water education components: an Educators Guide with seven hands-on lesson plans, two Kids In Discovery series (KIDs) student activity booklets and an interactive poster.

“Since we received the materials and brought them home, our mother does not allow us to drink water that is not boiled.”

-Ugandan Student
APPENDIX IV

AN EXCERPT FROM CAPACITY DEVELOPMENT FOR IMPROVED WATER MANAGEMENT PUBLISHED BY THE UN -WATER DECADE PROGRAMME ON CAPACITY DEVELOPMENT

Youth As Water Education Facilitators
by John Etgen, Teddy Tindamanyire, Dennis Nelson and Amy Fuller

Young people have an important role in source-water protection and water research. Individually, as members of a family and community, and as future citizens, today’s youth can catalyze change and guide the development of future activities to ensure the health of the world’s drinking-water sources.

Youth make up 70 percent of the global population and are the natural bridges between generations. They aid in relaying water education and information about water sources, thereby helping to mold future water users and water leaders throughout their communities. They serve as natural bridges between generations because of their growing interest in the future of their water resources, familiarity with technology that makes information available on demand, connections to their community and a broader world through the Internet, and multi-lingual experiences in addition to a thirst for making a difference.

Education and capacity development targeting children and youth is the best strategy for protecting the world’s waters. Awareness of and respect for water resources can encourage a personal, lifelong commitment of responsibility and positive community participation.

Education as a tool to improve water management has become a focus of water managers. Youth, as a category within the population, still have a low profile in water education and water management, yet they are the future managers of water. Young people need to be recognized as major stakeholders who can extend education and provide ActionEducation™ in their environments.

In Uganda, for instance, an analysis of the water and sanitation sectors over the last year shows that youth are responsible for fetching water for domestic use at the household level. They are often left out of the capacity-building process because the focus is on professional expertise aimed at solving supply and water-quality issues. Young water users are not given the attention they deserve and too little has been done to empower them.

Young people need to understand water quality in a language that matches their environment and situation. Project WET’s approach to water education includes educational materials that are interactive, practical, enjoyable, relevant, and adaptable to situations in and out of school.

Children in school need to be a focus of water education with the hope that they will duplicate the information and the experience not only with the school community but also with parents and peers, thereby influencing the larger community.

RURAL WATER SUPPLY AND SANITATION

In Uganda, national household latrine coverage is estimated at 48 percent. There is, however, wide variation of coverage from district to district (with a low of four percent in Karamoja District and over 80 percent in districts in the southwest part of the country). Coverage of public latrines is also very low (19 percent), with most of these latrines located in schools, markets, and health units. In terms of water supply, the number of constructed facilities does not necessarily reflect actual usage by all intended users (e.g., due to facility cleanliness and/or cultural taboos and beliefs). Presently, about 40 percent of the population lives without access to clean water while about 57 percent is without a safe place to use the toilet. Women in Uganda often have to walk over 20 km a day to collect potentially unsafe water from rivers and muddy holes, thereby carrying disease. This is the only option open to them as, otherwise, their family would die from dehydration.
GETTING UGANDAN YOUTH INVOLVED IN WATER EDUCATION

Uganda’s youth are categorized as those in school and those out of school. In a country where literacy levels are only as high as 45 percent among the girls and 30 percent among boys, using interactive methods and easily adaptive, enjoyable lessons is ideal.

A case study of Uganda water educators reveals new experiences that are moving knowledge out of traditional classroom teaching and into rhetoric-rich community presentations. The traditional education from those who know to those who don’t know is moving toward interactive, practical, hands-on experiences that can be seen as a new step towards achieving wider knowledge about water issues and the discovery of multiple methods of handling water access issues, water diseases, and water use in a variety of audiences. Everyone involved has a role to play in relating knowledge about water to the community.

There is a need to motivate youth to educate other youth and the community with a focus on local water problems and issues. This will encourage young people to think about potential outcomes for youth water education as well as to design relevant programs and develop skills important to water education. By giving youth opportunities to express themselves, they will be motivated to think of youth programs that are characterized by voluntary actions aimed at maintaining a healthy environment; they will be motivated when they understand how their choices can improve their lives and communities, and they will become valued partners in local water problem-solving initiatives. The level of influence in the community that youth can provide has not been fully examined in the water education experience in Uganda.

PROGRESS IN CAPACITY BUILDING FOR CHILDREN AND YOUTH IN UGANDA

Uganda is among the African countries that have participated in different water-management activities in line with the Millennium Development Goals and the UN Year of Water and Sanitation. An African, tailored-made curriculum is one such endeavor, in line with Sobel’s principle of place-based education. This is a timely strategic move to address the unique African water issues as part of the global initiative and part of the Poverty Reduction Agendas that focus on children in school and synergies with the community.

For many years, Ugandan youth and students have been learning through the teacher-based education system. Interactive learning and hands-on activities have gained popularity and, no doubt, these will have more impact than the traditional methods for sanitation and water education in schools. The exposure of teachers in Uganda to Project WET activities has shown that teachers and students are positive about field-based, interactive learning mixed with classroom-based programs. A few monitoring exercises indicate that changes in students’ attitudes and knowledge have generated behaviors to manage water and related ecosystems within their reach. It is, therefore, hoped that this approach will have an even greater impact on students, youth, and other learners in advancing better sanitation and water stewardship.

Use of Project WET’s materials, tested so far in about 12 schools, has indicated that young people can impact the future management of water. The motivation of learners resulting from their participation in enjoyable, interactive, and relevant lessons is unequaled. This is the kind of learning that will help Uganda both now and in the future.

It has been fascinating to observe ENVITA School teachers build synergies between the schools and the community in peri-urban and urban school community environments – where community sanitation and school linkages have been strengthened through Project WET’s WASH education materials.
THE STRATEGIC ISSUES THAT UGANDA NEEDS TO ADDRESS

Youth and children are the focus and core of water education at all levels. There is also a potential to involve the whole community in the education of children through targeted educational materials in which both groups can take pride and ownership.

Currently, Project WET is music to Ugandans’ ears, but the vision for the future is to see evidence of water education beyond classroom walls. The desire is to see youth and children do something important for themselves, for the community, and for the country as a whole, as they contribute to better sanitation conditions and better health.

BELOW: A little girl carries her water back home from the well.
Project WET’s Educators Guide Wins Prestigious Education Award

The Healthy Water, Healthy Habits, Healthy People Educators Guide Addresses Water, Sanitation and Hygiene Topics

Bozeman, Mont. 29 July, 2009 — Project WET’s Healthy Water, Healthy Habits, Healthy People Educators Guide, published in mid-2008 with funding from the United States Agency for International Development (USAID), was named a Distinguished Achievement Award winner by the Association of Educational Publishers (AEP) at AEP’s annual June Summit. Healthy Water, Healthy Habits, Healthy People Educators Guide is the 17th Project WET publication to earn AEP recognition.

As noted on its website, “Established in 1895, AEP is a national, nonprofit professional organization for educational publishers and content developers. For more than four decades, AEP’s Awards have honored outstanding resources for teaching and learning. One of the largest and longest-running awards programs for educational products, AEP’s Awards aim to:

- give credit and recognition to the organizations who are leading the way in the field of educational products and
- set benchmarks to which the rest of the industry can aspire.”

Written specifically for sub-Saharan Africa, the Healthy Water, Healthy Habits, Healthy People Educators Guide enables teachers to take an active role in making a difference in children’s and their families’ lives. Its 40 pages are filled with engaging methods of teaching how common water-borne and hygiene-related diseases are spread as well as the healthy habits one can adopt to stop the spread of these diseases. In addition to learning how to protect their health and that of their families, students gain respect for their water sources while learning how to protect them. The publication also is available in French.
At the same time Project WET published the *Healthy Water, Healthy Habits, Healthy People Educators Guide*, it also produced two children's activity booklets: *Water is Life* and *Healthy Water, Healthy Habits, Healthy People*, the companion to the *Educators Guide*, and a *Water Cycle Poster*. Together, these four pieces were distributed to nearly a million children at 1,000 schools in 13 countries in sub-Saharan Africa by the end of 2008. Direction for the publications' content was provided by 64 African teachers, water experts and scientists at a writing workshop in early 2008.

A USAID project found that water education in Africa appeared virtually non-existent before the start of this project. Research indicated sparse, sporadic efforts being made in educating African children on the use of water in hygiene and sanitation or the water cycle. Materials found lacked relevance to African children. USAID needed materials that would make a difference in the lives of children living in sub-Saharan Africa.

And indeed the materials have made a difference. While evaluating the materials' effectiveness, Project WET heard from one Ugandan student, “Since we received the materials and brought them home, our mother does not allow us to drink water that is not boiled.” A teacher also noted, “Students started asking teachers ‘Where is the soap?’ after learning the *Hand Washing Song*.” In addition, at Lake Victoria Primary School, the materials inspired students to change their habits, including: washing their hands more frequently, practicing improved personal hygiene and attending school more regularly. These changes led to ready access to boiled water for consumption and multiple hand-washing stations.

With additional funding from USAID and a partnership with the Uganda Ministry of Education, Project WET now is training more than 350 teachers in Northern Uganda to use the activities in the *Educators Guide*.

For success stories related to the use of these materials, visit www.projectwet.org.

**About Project WET**

Since 1984, Project WET, an award-winning 501(c)(3) nonprofit organization, has dedicated itself to the mission of reaching children, parents, teachers and community members of the world with water education. Project WET achieves its mission of worldwide water education by:

- publishing water resource materials in several languages.
- providing training workshops on diverse water topics (i.e., watersheds, water quality, water conservation).
- organizing community water events, such as *Make a Splash with Project WET* water festivals and the *Global Water Education Village™*.
- building a worldwide network of educators, water resource professionals and scientists.

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BELOW: An African Teacher learns how to use the Project WET Materials in a training workshop.