Promoting Attitude and Behavioral Change Through Water Education
Results achieved

The Northern Uganda pilot implementation of Project WET’s Africa WASH project has been extensively evaluated, with 40 schools out of 500 randomly sampled to evaluate the effectiveness of the WASH education materials. ProEvaluation conducted one year after training rollout yielded the following results:

**Statistical results:**
- 92% of schools reported behavior changes in their students related to WASH.
- 85% reported overall increased hand washing with soap and water.
- 67% reported increased hand washing with soap and water after using the latrine.
- 52% reported an increase in hand washing with soap and water before preparing food.
- 69% reported an improvement in hand washing technique.
- 85% like the Project WET WASH Education materials and find them easy to use.
- 87% reported that the students enjoyed learning from the materials.
- 90% were still using the Project WET materials one year after implementation.
- 25% of the schools had used the materials in the community at large.
- 40% had shared the materials with neighboring schools, including secondary.

**Health Improvement:**
- “The record of students coming to me for first aid medical checks is now reduced. I (used to) get about fifteen students complaining of stomachaches and about five complaining of fever or headache (per day), now I get less than five students coming to me ever since the hand washing programme was strictly adhered to by the pupils.” Mr. Ojok Sam, Health and Sanitation Teacher, also in charge of first aid at Dokolo Primary School, Lira District, N. Uganda
- “I liked the Project WET materials because they help to reduce the number of diseases among the pupils,” Kilama Mike, Padibe Primary School

**Attitude and Behavior Change:**
- “They are happy and all the time they practice (hand washing with soap and water) without being forced.” Lomoi Hollin Margaret, teacher, Kitgum Primary School.
- “I’ve seen a very good change as their personal hygiene has improved and they willingly carry out health activities without force.” Ojera Alex Obonyo, Dure Primary School

**Improvement of Sanitation Facilities:**
- Eight permanent hand washing stations were installed at Police Primary School in Gulu District after implementing the Project WET materials.
• In Padibe, at least 10 Tippy Taps were installed in the village surrounding the Padibe Girls Primary School, with the help of students.

• Students from Odike Primary School have encouraged their parents to install Tippy Tap hand washing stations in their village.

**Project WET Healthy Habits Model School Success**

The Lake Victoria School in Entebbe, Uganda faced a major cholera outbreak in 2007, when the population of the school plummeted from more than 2,000 to just 400. After Project WET was implemented, hand washing rates increased from just 5% to 38%. The lessons also empowered the students to install a rainwater catchment system, which reduced the school’s monthly water bill from $600 to just over $38 per month, with the savings going to support school supplies and food for children in need.

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**Sustainability**

Sustainable programs are the key to lasting success in meeting the Millennium Development Goals and related improvements in healthy habits and education and are of primary importance to the Project WET Foundation and this Best Practices project. There are several elements of sustainability employed in this project, including:

**Social and Cultural Sustainability:**

• A focus on female pupils and teachers for implementation to improve healthy habits with respect to their unique sanitation and hygiene needs.

• Attitudinal change investing individuals in conducting healthy habits (i.e., pupils now “wanting” to wash their hands, versus being “forced” previously).
• Behavior change following attitudinal changes: increased hand washing rates, improved sanitation facilities, increased number of sanitation stations, community outreach programs by students to adult audiences and more.

Institutional Sustainability:

• WASH education becomes increasingly sustainable as acceptance within institutional programs grows. In this project, Ministries of Education fully approved the use of the materials within their curricular offerings, and implementation rollout was accomplished through existing Ministerial training networks.

• Diversifying implementation leads to sustainability and supports the institutionalization of the materials.

• The Project WET Foundation continues to scale-up the use of these materials by donating them to dozens of organizations requesting them for use in the project region and beyond. UN agencies have asked the Project WET Foundation to customize these materials for use in other regions, including Latin America and Asia, which is currently underway.

• Capacity Development remains a critical element to local ownership of this WASH education program. Training in new pedagogy, technical training in illustration and graphic design and training in curriculum development and design were all elements.

Lessons learned

1. Training is critical to effective implementation of educational materials, especially in this project. Hands-on pedagogy was a different approach than typically used by teachers.

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

3. Translation of educational materials into local languages is important, especially in rural areas.

4. Utilization of digital, Internet, radio and mobile phone technologies should be used as alternative methods for enhancing the content delivered in the educational materials. Project WET utilized mobile phone surveys to analyze project impact and will continue to expand this technology.