GOOD HYGIENE IS HABIT-FORMING
CHANGING THE HABITS & ATTITUDES OF AFRICAN CHILDREN TO IMPROVE HEALTH

SEPTEMBER 30, 2010
This publication was produced for review by the United States Agency for International Development. It was prepared by The Project WET Foundation.
GOOD HYGIENE IS HABIT-FORMING
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FRONT COVER: Ugandan students practicing hand washing.
Before the United States Agency for International Development (USAID) began working with the Project WET Foundation in 2007, formal water education in Africa was virtually non-existent. The lack of a systematic program meant that preventable waterborne diseases continued to proliferate unchecked because the healthy habits that can stop disease transmission—hand washing, boiling water and water source protection, for example—had simply not been introduced to African children in a meaningful way.

To address the gap, USAID first considered several existing children’s books on water, hygiene and health but found that they lacked the necessary relevance to children, teachers and communities in Africa. Ultimately, USAID—through its African Education Initiative—worked with Project WET to develop, publish and distribute an original educators’ guide and companion student activity book on water, health, sanitation and disease prevention as well as water cycle and watershed posters and companion student activity books.

All of the materials were developed in collaboration with African educators and ministries, making them truly applicable to the situation on the ground. Over the past three years, Project WET and USAID have succeeded in developing and implementing innovative, hands-on learning materials that are making a real impact on the health of children in Africa.

The cornerstone of Project WET’s methodology is teaching about water resources through hands-on, investigative, easy-to-use activities and empowering change by offering opportunities for participants to effect positive change in communities. The system works because it motivates children and adults alike to learn using Project WET’s interactive, multi-sensory, adaptable, relevant and scientifically accurate materials—but participants will tell you they like Project WET activities because they make learning fun.

Project WET’s international growth is a testament to its effectiveness. The organization is currently active in over 50 countries on five continents, with materials translated into numerous languages, including Kiswahili, French and Arabic.
CHANGING THE HABITS AND ATTITUDES OF AFRICAN CHILDREN TO IMPROVE HEALTH

OVERVIEW

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. The activities presented in the *Educators Guide* were designed to be implemented in a classroom setting using commonly available materials. The student activity booklet, printed in full color with vibrant illustrations, reinforces concepts from the *Educators Guide* and is written for maximum engagement with school-aged children. (Available in English, French and Kiswahili; Spanish TBP; Dari *Educators Guide*)

**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. 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 10 countries and provides water to millions of Africans, and convey important concepts such as biomes, geographic features and indigenous animal species.

**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 water, conservation and the physiological impacts of water. (Available in English and French)

**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. (Available in English and French)
PROJECT WET WASH EDUCATION IN AFRICA: TRAINING, EDUCATION, AND IMPLEMENTATION

To launch the project, Project WET hosted a curriculum-development workshop in Uganda. This workshop convened 64 teachers and curriculum experts from countries throughout East 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.

Following publication of the materials, teacher trainings—hosted by Project WET staff members and community partners—were held, using a train-the-trainer model. The first training workshops took place in Northern Uganda; subsequent training workshops have been held in Rwanda and Tanzania. An additional curriculum development, translation and localization project was also conducted in Tanzania. Additional information about both the original pilot program in Northern Uganda as well as subsequent programs in other countries is contained in this report.

ABOVE: The countries included in this project: Kenya, Uganda, Rwanda, Democratic Republic of Congo, Tanzania, and Malawi.

LEFT: Teachers try out Project WET activities during a train-the-trainer workshop in the Mtwara region of Tanzania.
DRC: GOOD HYGIENE IS HABIT-FORMING
CHANGING THE HABITS & ATTITUDES OF CONGOLESE CHILDREN TO IMPROVE HEALTH

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DRC: GOOD HYGIENE IS HABIT-FORMING
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FRONT COVER: A representative from UNICEF receives Project WET materials from USAID DRC in an August 2010 ceremony.
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EXECUTIVE SUMMARY

In 2009, Project WET water, sanitation and hygiene (WASH) materials were shipped to Democratic Republic of Congo (DRC). The materials included the Healthy Water, Healthy Habits, Healthy People and Water is Life Kids in Discovery series (KIDS) booklets in French and English, the Healthy Water, Healthy Habits, Healthy People Educators Guide and The Water Cycle posters in French. The goal of the project was to reach children in DRC with WASH education that improves the health of students, teachers and communities.

In 2010, Project WET worked with USAID, UNICEF and the Education Development Center (EDC) to distribute the French-language materials to schools throughout DRC.

As this funding cycle ends, Project WET WASH materials are in the process of being distributed to over 3,100 schools.

ABOVE: The Breaking the Chains activity from the Healthy Water, Healthy Habits, Healthy People KIDS book in French.
In 2009 the USAID Office in Kinshasa, DRC received about 74,000 copies of Project WET’s Healthy Water, Healthy Habits, Healthy People KIDs booklets, 3,315 copies of the Healthy Water, Healthy Habits, Healthy People Educators Guide, 74,000 copies of the Water is Life KIDs booklet, and 3,330 copies of The Water Cycle poster, all in French.

In 2010, Project WET began the process of distributing the French-language books to teachers and students in DRC through partnerships with UNICEF and EDC.
In all, UNICEF received 7,200 *Healthy Water, Healthy Habits, Healthy People* KIDs books, 135 *Healthy Water, Healthy Habits, Healthy People Educators Guides*, 7,200 *Water is Life* KIDs books and 135 *Water Cycle* posters in August 2010.

These materials will reach approximately 7,000 students and 129 teachers in 19 schools in the Lualaba Health Zone in Katanga Province (near Kolwezi) in southern DRC.

The remaining materials (66,400 *Healthy Water, Healthy Habits, Healthy People* KIDs books, 3,030 *Educators Guides*, 66,400 *Water is Life* KIDs books and 3,045 *Water Cycle* posters) are being sorted for inclusion in kits to be delivered in the Fall of 2010 to 3,000 schools through EDC. Each school will receive 22 copies of the *Healthy Water, Healthy Habits, Healthy People* KIDs book, 22 copies of the *Water is Life* KIDs book, one *Educators Guide* and one *Water Cycle* poster.

The more than 88,000 English-language *Project WET WASH KIDs* books mistakenly shipped to DRC by the printer during a previous project were moved to Rwanda for implementation through the Peace Corps.
METHODS
Throughout 2010, Project WET has worked with USAID, UNICEF and EDC in DRC to determine the best ways to distribute the French-language Project WET materials they had received during a previous USAID project and to re-purpose the English-language Project WET materials.

In February 2010, the Project Director travelled to Kinshasa, DRC to meet with USAID representatives to discuss possible distribution methods for the materials. UNICEF was brought into these discussions as a possible mechanism for distribution. The Project Manager worked with UNICEF over several months to arrange the pick up and eventual distribution of these materials. The Project Manager also attempted to plan a training session for teachers who would be receiving Project WET materials through UNICEF but was unable to complete the training due to national testing schedules. UNICEF received the materials from USAID in August 2010.

In June 2010 the Project Director, Project Manager and Project Assistant were able to meet the USAID DRC team at the Africa Regional Education Workshop in Dar Es Salaam, Tanzania. At this meeting it was determined that EDC might be a possible partner to distribute Project WET materials to schools. In August 2010, a partnership between Project WET and EDC began. Project WET materials were moved and sorted for inclusion in kits to be sent to 3,000 schools in the Fall of 2010.
CHANGING THE HABITS AND ATTITUDES OF CONGOLESE CHILDREN TO IMPROVE HEALTH

DRC PROJECT

RESULTS

UNICEF
UNICEF collected 7,200 Healthy Water, Healthy Habits, Healthy People KIDs books, 135 Healthy Water, Healthy Habits, Healthy People Educators Guides, 7,200 Water is Life KIDs books and 135 The Water Cycle posters in August 2010. These materials have been distributed to 7,000 students and 129 teachers in 19 schools in the Lualaba Health Zone in Katanga Province in Southern DRC.

Project WET worked with UNICEF to plan a training session for educators and officials in the Lualaba Health Zone that was to be held in May 2010 (the materials were originally scheduled to be distributed prior to this time). Unfortunately, at the last minute DRC national teacher testing schedules dictated that educators and officials would not be able to travel to the training and it had to be postponed.

EDC
In August 2010, Project WET began a partnership with EDC in DRC. EDC had already begun a project to develop educational kits to be shipped to 3,000 schools. Project WET materials were moved and sorted to be included in these kits. As Project WET’s USAID funding cycle ends, the kits are being prepared by EDC in DRC. Project WET has paid for storage and sorting through the end of September. Funding is being sought for the remainder of the project. Approximately $30,000.00 is needed to complete sorting, additional storage and shipping costs.

RWANDA
In June 2010, the Peace Corps in Kigali, Rwanda received 44,200 copies of the Water is Life KIDs booklet and 44,600 copies of the Healthy Water, Healthy Habits, Healthy People KIDs booklet in English from USAID in DRC.

The cost per teacher for this project was $1.56. The cost per student was $0.01.

FINDINGS & RECOMMENDATIONS

• If funding allows in the future, Project WET would like to complete a training session about Project WET WASH materials for educational officials and teachers in the Lualaba Health Zone where materials will be distributed through UNICEF.

• It is very important to secure funding to complete the distribution of Project WET materials through the EDC project. If completed, distribution of materials to 3,000 schools could result Project WET materials reaching approximately 4,500,000 students over a three year period, but if funding is not secured, the materials may be removed from the kits.

RIGHT: The Healthy Water, Healthy Habits, Healthy People KIDs Book in French.
KENYA: GOOD HYGIENE IS HABIT-FORMING
CHANGING THE HABITS & ATTITUDES OF KENYAN CHILDREN TO IMPROVE HEALTH

SEPTEMBER 30, 2010
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KENYA: GOOD HYGIENE IS HABIT-FORMING

CHANGING THE HABITS & ATTITUDES OF KENYAN CHILDREN TO IMPROVE HEALTH

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FRONT COVER: Students from the Montana State University chapter of Engineers without Borders learn how to wash clothing while conserving water in Kenya.
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A partnership between Project WET and the Montana State University (MSU) chapter of Engineers without Borders (EWB) was initiated in 2008. In 2010, the Project WET Project Manager visited the EWB sites in the Khwisero Division of Eastern Kenya to learn more about the distribution and implementation of Project WET materials that had been held up in customs in 2008. Despite uneven distribution and lack of training, Project WET materials are still instigating positive student behavior changes in schools in Kenya, and there is much potential for the Project WET/EBW partnership to continue and grow.
In 2008, Project WET and the Montana State University (MSU) chapter of Engineers without Borders (EWB) initiated a partnership for work in Kenya. The MSU chapter of EWB has its field sites in the Khwisero Division of Eastern Kenya. Each summer, teams of students travel to this region to implement water, sanitation and hygiene (WASH) project such as building compostable latrines at local schools. Project WET WASH materials complement the EWB projects by providing educational materials about the importance of water sanitation and hygiene to accompany the facilities.

During the summer of 2008, Project WET hosted a half-day training for a few EWB students in Bozeman, Montana prior to their departure for Kenya. Approximately 7,200 Healthy Water, Healthy Habits, Healthy People and Water is Life Kids in Discovery series (KIDs) books, 135 Healthy Water, Healthy Habits, Healthy People Educator’s Guides and 135 The Water Cycle posters were then shipped from the printer in South Africa to Kenya. Unfortunately, the materials were held up in customs for several months. EWB students were eventually able to retrieve the materials at the end of their field season, but it was unclear to both Project WET and EWB what happened to the materials after that.

In June 2010, the Project WET Project Manager traveled to the Khwisero Division of Kenya to visit EWB sites, meet with EWB participants, learn more about how EWB operates in the field, research how Project WET materials have been distributed and implemented and discuss ideas for the future of the partnership.
IMPACTS

3,600 copies of Healthy Waters, Healthy Habits, Healthy People KIDs book, 3,600 copies of Water is Life KIDs book, 135 copies of the Healthy Waters, Healthy Habits, Healthy People Educators Guide and 135 copies of The Water Cycle poster were distributed to teachers in Khwisero, Kenya.

On a Saturday, all 10 copies of Project WET KIDs books at Ebukwala Primary School in the Khwisero Division of Eastern Kenya were checked out to students.

Despite only having ten copies of the Project WET KIDs books, teachers at Ebukwala Primary School report improved student WASH behaviors from reading the books.

METHODS
While in Kenya, the Project Manager spent a few days with the EWB students visiting a school that had received some Project WET materials and an EWB worksite at a school where a composting latrine would be installed later in the summer and discussing possibilities for future partnerships.

The Project Manager and EWB representative met with the local EWB coordinator, Mr. Jackson, who had been responsible for distributing the Project WET materials. If the materials had not been held up in customs, the plan had been for EWB students to distribute them during the summer and train teachers, at least in the schools where they were working, to use them. However, since the materials were finally removed from customs at the very end of the field season, they were left with the local coordinator to be distributed. He recalled contacting teachers to come pick up materials at a specified time and location. He did not have records of how many teachers got materials. From visiting Ebukwala Primary School, which had received materials through this pick-up, it became clear that the materials had not been distributed evenly, according to the way that Project WET normally distributes materials (each school normally receives sets of KIDs books and Educators Guides which complement each other). For example, instead of receiving both KIDs books and Educators Guides, Ebukwala Primary School had only received about ten KIDs books.

RESULTS
• Project WET materials that had been held up in customs were eventually received and distributed in Khwisero Division.
• There are approximately 57 primary schools in Khwisero Division—it is unclear if every school received materials as the materials were distributed through a teacher pick-up method and records were not kept.
• Many, if not all, schools in Khwisero Division received materials (number of schools unknown), but many schools received KIDs books or Educators Guides, not both. Teachers were asked to come to a location to pick up the Project WET materials, but records were not kept about where the materials went or how they were divided.
• Any training that was done in relation to Project WET materials to date has been informal and undocumented.
• Ebukwala Primary School, with about 756 students and 16 teachers, was visited by the Project Manager. The school had received about ten KIDs books (they had not received and were not aware of the Educators Guide). However, the school was using the KIDs books as resource materials in their library. On the Saturday when the Project Manager visited, the Head Teacher could not show the Project Manager the condition of the books because they were all checked out to students.
• Despite the small number of books, the teachers reported observing positive behavior WASH behavior changes in their students based on
• When asked how many more books they would like to receive if they could, the teachers at Ebukwala Primary School requested an additional 2,000 copies of the books.

• The Head Teacher and other teachers at Ebukwala Primary School were very interested in receiving more materials and training.

• Ebukwala Primary School specializes in blind students and there was a request to produce Project WET materials (books and posters) in large print or Braille.

• The cost per student for this project was $0.02, and the cost per teacher was $5.45

FINDINGS & RECOMMENDATIONS
• There is interest and demand for Project WET materials in the Khwisero Division of Kenya.

• EWB students are excited and willing to work with Project WET and are willing to attend trainings prior to travel to Africa, assist in material distribution, plan and host trainings in the Khwisero Division and even perform follow-up assessment.

• Trainings for EWB students should be held by Project WET before the Spring Semester at MSU ends. Many EWB students leave immediately for Africa following the end of the semester. Others return to homes away from MSU and leave directly from there for Africa.

• Project WET materials should be printed in Kenya to avoid customs delays and costs.

• Project WET should pursue and expand a partnership with the EWB chapter from MSU, and also with other EWB chapters based in other regions of Kenya and other African countries.

• Project WET should create materials for visually impaired students in the future.
MALAWI: ENHANCING LITERACY WITH INTERACTIVE POSTERS

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FRONT COVER: A portion of the “How to Care for a Book” interactive poster created for primary schools in Malawi. Illustrations by Peter Grosshauser.
During the summer of 2010, the Project WET Foundation and project partners successfully used a new, integrated approach combining WATSAN education with literacy promotion for primary schoolchildren in Malawi. Project WET created four classroom posters, printed on hardy yupo paper, for 19,080 primary school classrooms throughout Malawi. Alphabet posters in Chichewa and English, as well as a poster on caring for books and another on sources and uses of water, will complement the Malawi Ministry of Education’s national literacy campaign, “Read Malawi!”. Project WET also traveled to Malawi in August 2010 and conducted a hands-on illustrator workshop. At a cost of just $0.04 per student or $4.43 per teacher, the WATSAN messages in these materials will reach approximately 1.9 million Malawian schoolchildren every year.

This project demonstrates that WATSAN concepts can be effectively integrated into literacy campaigns. Further, collaborative efforts with local illustrators in Malawi can enrich the quality of printed materials; acquisition of computers would facilitate future opportunities for this collaboration.

BELOW: Malawian illustrators practice using digital techniques at the Project WET illustrator workshop in Zomba.
Read Malawi! is a national initiative promoting literacy in primary schoolchildren throughout the southeastern African nation. Materials for Read Malawi! are being developed, with the support of USAID, as a collaborative effort between the Malawi Ministry of Education, the Project WET Foundation, the University of Texas at San Antonio, and the University of Texas at Austin.

Project WET took the lead on the creative development and delivery of four full-color, interactive posters that will hang in primary school classrooms throughout Malawi. These posters promote literacy while also educating children on WATSAN behaviors and healthy water habits.

The first poster, entitled “Water Sources and Uses” (following page) presents a visual display of clean sources of water: borehole pumps and rainwater collection. The scene also portrays numerous healthy water habits, such as boiling water before drinking, and using clean water for chores like laundering clothing or bathing. The second poster, “How to Care for Books,” (below) illustrates healthy practices, for example the importance of washing hands before handling books, and also promotes positive attitudes toward reading by suggesting sharing books with friends and family. Both of these posters are interactive, with sidebars inviting children to match good practices with the illustrations in each poster scene.

The second set of posters are illustrated alphabets, one in English and a matching poster in Chichewa. All four posters are customized to the Malawian culture and environment, from the style of school uniform portrayed to local flora and fauna (i.e. an illustration of a cichlid for “Fish” on the English alphabet poster, a type of fish endemic to Lake Malawi that is a valuable resource).

The posters will complement children’s books that are being written and illustrated by Malawian teachers and illustrators. Project WET organized a hands-on workshop in Malawi in August 2010 where local illustrators learned new techniques and computer skills from the illustrator of Project WET’s award-winning posters and booklets.
Four poster designs, a local illustrator workshop and lifelong impact for 1.9 million Malawian school children each year.

76,500 Project WET posters are being distributed to 1,272 primary schools throughout Malawi.

Cost per student: $0.04
Cost per teacher: $4.43

Statistics based on an estimated 100 children and one teacher per classroom, and 15 classrooms per school, over a period of three years. Estimates are based on classrooms observed by Project WET staff.

BELOW: Since most of Malawi’s population is rural, the “Water Sources and Uses” poster was designed with a Malawian home and school environment in mind.
METHODS
The four posters were designed by combining cultural input from officials at the Malawi Ministry of Education, extensive research on local environments, WATSAN principles and the expertise of team members on primary education. The illustrations in all four posters are connected to the story- and ABC-books being published through the Read Malawi! initiative. During Read Malawi! rollout training sessions, to be conducted by the University of Texas at San Antonio in October, teachers will learn how to integrate the posters with the new books for use in their classrooms. The four posters were printed in Africa on yupo paper, a durable stock designed to hold up to wear and tear in Malawian classrooms.

In August 2010, Project WET staff conducted a personalized illustrator workshop in Zomba, Malawi for local illustrators working on Read Malawi! children’s books. The illustrators were taught digital artwork techniques on laptop computers and went on a field trip to a wildlife reserve to observe and sketch animals that, though only 40 kilometers away, they had never seen in person before.

LEFT: In addition to promoting literacy, Read Malawi! materials also educate students on ways to properly handle books. The “How to Care for Books” poster integrates WATSAN principles with book care, such as handwashing before handling books and other printed materials.

RIGHT: During an illustrator workshop in Zomba, Malawi, Project WET poster illustrator Peter Grosshauser shares the techniques he uses for Project WET KIDs booklets.
RESULTS
In September 2010, 76,500 posters were printed and shipped to Malawi. This quantity will supply each classroom in 1,272 Malawian primary schools with four posters each – one of each design. After three years in the classroom, the posters will have reached up to 5.7 million Malawian schoolchildren, at a cost of just $0.04 per student.

In addition, the illustrators trained during the August workshop are integrating their new experiences and skills into the books currently being published, enhancing the visual quality of the books and their educational impact on students.

FINDINGS & RECOMMENDATIONS
• Literacy and WATSAN education can be easily integrated into interactive and vibrant classroom materials.

• Printing on yupo paper is not yet a possibility on presses in Malawi. Promoting this technical capability would increase the efficiency of publishing educational materials for Malawian schools.

• Malawian illustrators may have never seen the wildlife or environments they are asked to draw. Those who attended the workshop showed aptitude and enthusiasm for integrating their work with computer technology, but the lack of laptops and software are still a major obstacle.

• Malawi posters may be able to be used in other countries in the future.
RWANDA: PEACE CORPS TEACHES ENGLISH USING WASH CONCEPTS
IMPROVING THE HEALTH OF STUDENTS, TEACHERS AND COMMUNITIES

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FRONT COVER: U.S. Peace Corps Volunteers in Rwanda at a Project WET training.
The books are great, the teacher guide is helpful, and most importantly it helps us do our job better and more efficiently

KATY MORAN, U.S PEACE CORPS VOLUNTEER, RWANDA
In 2010, nearly 90,000 Project WET *Healthy Water, Healthy Habits, Healthy People* and *Water is Life* Kids in Discovery series (KIDs) booklets were shipped to Rwanda for use by U.S. Peace Corps Volunteers. The books were designed to teach both English language and water, sanitation and hygiene (WASH) concepts.

In May 2010, the Project WET Project Manager and Project Assistant led a spirited training session for Peace Corps Volunteers in Gisenyi, Rwanda. The Project WET materials and training were very well received by the Peace Corps Volunteers. Since the training, Project WET materials have been distributed to 33 schools and are slated to be distributed to 60 more schools by January 2010. An additional 80 incoming volunteers will be trained by their peers in October. In July 2010, 3,500 *Healthy Water, Healthy Habits, Healthy People Educators Guides* were printed in Tanzania and are in transit to Rwanda.

Feedback from the implementation of the Project WET materials clarifies that the materials are being well received by students, teachers and Peace Corps Volunteers.
Due to a printing company error, English-language Project WET materials including 44,200 copies of the Water is Life Kids in Discovery series (KIDs) booklet and 44,600 copies of the Healthy Water, Healthy Habits, Healthy People KIDs booklet ended up with USAID in Kinshasa, Democratic Republic of Congo, along with their French materials. In 2010, these English materials were shipped to Kigali, Rwanda to be used by the Rwanda Peace Corps to teach not only sanitation and hygiene but also English. Rwanda recently adopted English as the national language used in schools, so students now learning the language are in need of materials at the appropriate level.

In May 2010, Project WET’s Project Manager and Project Assistant travelled to Gisenyi, Rwanda to train 30 Peace Corps Volunteers (PCVs). The volunteers were among the first group of PCVs in Rwanda since the early 1990’s, when the Peace Corps closed its original Rwanda program.
Project WET materials have currently been distributed to 33 schools where Peace Corps Volunteers are located. Each school received 600 copies of the Water is Life KIDs booklet and 600 copies of the Healthy Water, Healthy Habits, Healthy People KIDs booklet.

About half of the KIDs books have been distributed. The remaining books have been set aside for the training of the new group of PCVs arriving in October 2010. Those materials will then be distributed to about 60 schools in January 2011.

“Games in class are always a hit, but even better, I appreciate that the informative texts are at a good reading level for the majority of my students.”

CHRISTA MAIORANO, RWANDA PCV

“The communities, schools, and PCVs where the materials were distributed are very happy about this development.”

RUKUNDO, KANYANKOLE, ASSOCIATE DIRECTOR FOR EDUCATION, U.S. PEACE CORPS – RWANDA

BELOW: Rwanda Peace Corps Volunteers have fun with a game of Break the Chains from Project WET’s Healthy Water, Healthy Habits, Healthy People KIDs booklet.
Methods
On May 29, 2010 Project WET hosted a half-day training at the Peace Land Hotel on the northern shores of Lake Kivu in Gisenyi, Rwanda. The PCVs were on their fourth day of an intensive five-day in-service training. They started the day clearly restless from the lengthy training session. However, hands-on Project WET activities proved to be just the thing to energize the group. The group was trained on how to use the KIDs books and also the Healthy Water, Healthy Habits, Healthy People Educators Guide.

While in Rwanda, the Project Manager and Project Assistant researched possible printers in Kigali to print the Healthy Water, Healthy Habits, Healthy People Educators Guide to compliment the KIDs books. Unfortunately, a lack of affordable print options forced printing of the guide to take place in Tanzania. In July 2010, 3,500 copies of the guide were printed in Dar Es Salaam, Tanzania by Jamana Printers. These have been shipped to the Peace Corps office in Kigali, Rwanda for distribution.

Results
By mid-July, Project WET materials had been distributed to 33 schools where Peace Corps Volunteers are located. Each school received 600 copies of the Water is Life KIDs booklet and 600 copies of the Healthy Water, Healthy Habits, Healthy People KIDs booklet. About half of the KID books have been distributed. The remaining books have been set aside for the training of the new group of Peace Corps Volunteers arriving in October 2010. Those materials will then be distributed to about 60 schools in January 2011. The cost per teacher for the project was $41.81 and the cost per student was $0.14.
FINDINGS & RECOMMENDATIONS

All of the following quotes are from PCV evaluations of the training session in Rwanda. For additional feedback, please see Appendix I.

• Project WET materials are a good fit for English language-focused PCV in Rwanda
  – “Really clear, realistic and manageable lesson plans! Thank you.”

• Project WET materials can help students learn English and WASH
  – “I want to use them in my English classes as content-based EFL—spark some class discussion and critical thinking.”
  – “I can use all the activities with my students and teachers can use many of the small texts individually for content-based ESL/Health lessons.”

• Peace Corps Volunteers are excited about Project WET and really enjoyed the activities and training.
  – “Creative and engaging (It’s nice to be able to move).”
  – “Got us off our rears and showed us how to do activities rather than telling us.”
  – “Playing the games is going to make them really easy to teach.”
  – “I want a job [with Project WET] when I’m done with Peace Corps!”
  – “This was a really entertaining session. I think we’ll be able to incorporate these lessons into our classes.”

• Peace Corps Volunteers loved the illustrations and games

• English-focused PCVs also think Health-focused PCVs will benefit from Project WET WASH materials

• PCVs are not necessarily thinking about where their water comes from

• Boiling as a method of purification could be a problem—interest in other methods such as gravel filtration and solar disinfection
From: Katy Moran
To: John Etgen
Sent: Sat May 29 03:52:55 2010
Subject: Thank you from Rwanda!!!

Dear John and everybody at Project Wet-

My name is Katy Moran and I’m a Peace Corps Volunteer in Rwanda. I just wanted to send a quick email applauding the Project Wet program and thank you for sending two excellent representatives to introduce us to it. I’m an English teacher of 100 Senior one students (ages ranging from 11-16), and this material was incredibly helpful in giving me interactive games and activities for my students. Morgan and Molly did a GREAT job in presenting the materials and explaining each section of the books. The books are great, they are 100% applicable and relatable for my students. I’ve only heard extremely positive feedback from my fellow Peace Corps Volunteers after Molly and Morgan’s session and how it will help them in their villages and schools.

Not only will they help our students, but Molly and Morgan also brought it to our attention that over 90% of PCVs didn’t have a clue where are water came from which is important information for us to know.

I hope to see them again in October when 70 more volunteers come to Africa; the materials will be the most useful out of all the materials the volunteers receive. There isn’t a single program that offers the access to materials for most of the students like Project Wet does. The books are great, the teacher guide is helpful, and most importantly it helps us do our job better and more efficiently. Thank you Molly, Morgan, and everybody at Project Wet for helping us out in Rwanda!!! The many villages we are located in thank you as well.

Have a great day and I really hope to run across Project Wet again-

Katy

From: Christa Maiorano
Sent: Wednesday, September 15, 2010 1:36 AM
To: Molly Ward
Subject: Re: Seeking feedback about Project WET materials

Hi Molly!

Just wanted to say that I used the Project WET materials last term on a little mini-unit for one of my classes. We were focusing on clean water and the malaria cycle. I was amazed at how much the kids didn’t know, so the Project WET books gave me some great activities and texts to work with. They loved it!

Games in class are always a hit, but even better, I appreciate that the informative texts are at a good reading level for the majority of my students. Thanks for passing those out!

Christa Maiorano
TANZANIA: GOOD HYGIENE IS HABIT-FORMING
CHANGING THE HABITS & ATTITUDES OF TANZANIAN CHILDREN TO IMPROVE HEALTH
TANZANIA: GOOD HYGIENE IS HABIT-FORMING
CHANGING THE HABITS & ATTITUDES OF TANZANIAN CHILDREN TO IMPROVE HEALTH

DISCLAIMER
The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

FRONT COVER: Participants at a Zanzibar Project WET training workshop play the Break the Chains game from the Healthy Water, Healthy Habits, Healthy People KIDs book.
“I would like to share with you that even new participants were so excited, enjoyed and really love this project”
MS. MSHAURI KHAMIS, ZANZIBAR PROJECT COORDINATOR, AFTER THE ZANZIBAR PROJECT WET TRAINING HELD IN AUGUST 2010

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In 2010, Project WET introduced their award-winning WASH materials to Tanzania. Originally developed in Uganda with the input of African educators, the *Healthy Water, Healthy Habits, Healthy People Educators Guide* and *Kids in Discovery series (KIDs)* books were customized and translated to meet the needs of Tanzanian pupils and educators. In June 2010, the Project WET Project Director, Project Manager and Project Assistant travelled to Mtwara and Zanzibar, Tanzania where workshops were held with regional educational officials and educators to customize existing materials. Project WET incorporated the customizations, translated the materials into Kiswahili and returned in August 2010 to host trainings using the newly published books. During September 2010, more than 900 teachers representing every primary school in Zanzibar and Mtwara were trained, and Project WET materials were distributed to primary schools throughout both regions. The goal of the project is to reach Tanzanian children with water, sanitation and hygiene education that improves the health of students, teachers and communities.

**ABOVE:** Tippy Taps made by Zanzibar Training participants
Following the success of the implementation of Project WET WASH materials in Northern Uganda, Project WET—with the support of USAID and the participation of educational officials and educators in Mtwara and Zanzibar—customized and translated into Kiswahili the existing Healthy Habits, Healthy Water, Healthy People Kids in Discovery series (KIDs) booklet and Educators Guide book for Tanzanian audiences. The goal of the project was to reach Tanzanian children with equivalent water, sanitation and hygiene education to improve the health of students, teachers and communities.

In early June 2010, Project WET hosted customization workshops with regional educational officials and educators in both Mtwara and Zanzibar. Suggestions for customization were incorporated and the materials were translated in late June and early July. The new books were printed in late July in Dar Es Salaam, Tanzania. In early August, Project WET returned to host trainings on the new materials. By the end of September 2010, the new books will have been distributed to more than 900 schools throughout both regions, and at least one teacher from every primary (or basic) school in the two regions will have been trained through a series of rollout trainings.
TANZANIA (MTWARA AND ZANZIBAR)

In 2010, 204,000 customized *Healthy Water, Healthy Habits, Healthy People* KIDs books and 10,000 *Educators Guides* were printed in Dar Es Salaam, Tanzania.

Among the 900+ schools in both regions, this project has the potential to reach approximately 13,515 teachers and 1,351,500 students in a year.

One hundred percent of the educational officials and educators in both regions said they felt prepared to lead a Project WET workshop for other teachers in their region following the Project WET training.
MTWARA

In Mtwara, 609 teachers—at least one from every primary school—and at least one representative from each of 27 teacher coordinator centers has been trained through a series of rollout trainings.

Mtwara received 134,000 copies of the Healthy Water, Healthy Habits, Healthy People KIDs books and 6,500 Educators Guides.

Through the 609 schools in Mtwara, this project has the potential to reach approximately 9,135 teachers and 913,500 students in a year.

ZANZIBAR

In Zanzibar, 292 teachers—at least one from every primary (or basic) school—and at least one representative from each of 10 teacher coordinator centers has been trained through a series of rollout trainings.

Zanzibar received 70,000 copies of the Healthy Water, Healthy Habits, Healthy People KIDs books and 3,500 Educators Guides.

Through the 292 schools in Zanzibar, this project has the potential to reach approximately 4,380 teachers and 438,000 students in a year.
Prior to any customization work, the existing Project WET WASH materials were translated directly into Kiswahili. In preparation for the customization workshops, a short print run was done to be able to provide participants with a KIDs book and Educators Guide in Kiswahili.

In May 2010, Project WET employees travelled to Mtwara and Zanzibar, Tanzania and hosted a one-day customization workshop in each region. In Mtwara, the main contacts established through USAID were the Regional Education Officer Mr. Kipenya and the Regional Academic Officer Mr. Kalugendo. In Zanzibar, the main point of contact was Ms. Khadija A. Moh’d and Ms. Mshauri Khamis, from the Department for Policy and Planning within the Ministry of Education and Vocational Training.

In each region, the head contact was invited to choose up to 25 participants to attend the customization training. In both regions, participants were a mix of educational officials and teachers (mainly head teachers).

During the customization workshop, participants spent the first half of the day participating in existing Project WET WASH activities from the Healthy Water, Healthy Habits, Healthy People Educators Guide and KIDs books to become familiar with them. After lunch, the participants were divided into seven groups. Each group focused on various aspects of one of the existing activities and provided feedback and suggestions for changes and customizations. Their input was recorded on an Activity Customization Worksheet (Appendix I), which included a photocopy of the activity they were working on in English. These worksheets were collected by the Project WET team to be analyzed upon return to the United States.

Upon returning to the United States, the Project WET team immediately began work on incorporating suggestions and customizing existing WASH materials. All customizations were made within about a two-week period (major changes are summarized in the Results section below). The changes were translated and materials were sent to Jamana Printers in Dar Es Salaam, Tanzania. Project WET’s contracted print coordinator travelled to Tanzania in the last two weeks of July to oversee the printing and shipping process. Two hundred thousand KIDs books and 10,000 Educators Guides were slated to be printed. An overrun of 4,000 KIDs books was donated by Jamana Printer and was added to the shipment for Mtwara. In all, Mtwara received 134,000 KIDs books and 6,500 Educators Guides and Zanzibar received 70,000 KIDs books and 3,500 Educators Guides.

As the printing finished, the training team returned to Tanzania to host a second training session in both Mtwara and Zanzibar. This time, the head contacts were instructed to invite up to 40 participants (including the original 25 participants) to be trained on how to use, and how to instruct others to use, the customized materials. Trainings were held on August 4 in Mtwara and August 7 in Zanzibar. Participants were first introduced to the changes in the materials by participating in several activities. The partici
pants were then divided into groups and assigned activities to lead for their peers. In addition, in both regions’ participants were invited to make their own tippy tap hand washing stations to keep and use for future trainings.

While visiting Mtwara and Zanzibar, the Project WET team also met with officials about how to distribute the materials and implement rollout trainings. Rollout training plans and budgets were established for each region.

In Mtwara, materials were distributed from Mtwara Town to 11 different training locations. In Mtwara, rollout training budgets included providing each teacher trained (over 600) with the materials to make a Tippy Tap during the training.

In Zanzibar, materials were distributed from the Ministry of Education building (near Stonetown) to 10 locations—six on the island of Unguja and four on the island of Pemba. Rollout trainings were held on Unguja September 17-18, 2010 and on Pemba September 20-21, 2010. Materials were distributed through the rollout trainings.

Project WET also used the rollout trainings as a venue to collect baseline data from teachers about their schools prior to the implementation of the Project WET materials. In order to receive their per diem reimbursement, participants had to complete a short questionnaire regarding WASH in their school. The following questions were asked:

• Do you have access to a water source at your school (well, pump, stream, etc.)? If so, what kind of water source does your school have?
• Are there places at your school for children to wash their hands (hand washing stations)?
• How many hand washing stations does your school currently have?
• How many times a day does a typical student wash his/her hands?
• Do students wash their hands after they use the latrine?
• Do students wash their hands before they eat?
• What is the absentee rate at your school?
• What are the test scores or pass rates for the students in your school?
RESULTS

This project resulted in the publication of two new Project WET titles in Kiswahili and the printing, distribution and training on these materials for primary schools and teachers throughout the regions of Mtwara and Zanzibar, Tanzania.

These two publications are the first publications Project WET has created in the language of Kiswahili. The language isn’t the only thing that sets these apart from the original Healthy Water, Healthy Habits, Healthy People WASH publications, however. Customizations to these materials were based largely on feedback from the two workshops in June in Mtwara and Zanzibar but also in part on feedback gleaned during follow-up on implementation of existing materials in Northern Uganda (site visit data from a sample of the schools that had received the materials in August 2009 was available by the time the customizations were made and some was incorporated), as well as input from Project WET staff about improving the materials since their original publication. The results were activities that not only work for Tanzanian audiences, but that are also improved in every way. Because of this, revised English versions of the new books were also published as a result of the Tanzania project.

The cost per teacher for this project was $28.01 and the cost per student was $0.09.

Major customizations to the new publications include:

• The addition of the disease Bilharzia (Schistosomiasis) and healthy habits to help prevent its spread, as suggested by Zanzibar participants, into the Healthy Habits and Break the Chains activities.

• The addition of disease Malaria, as suggested by the Project WET team, into the KIDs book and Educators Guide. This disease is mainly addressed in the Healthy Habits and Break the Chains activities in the Educators Guide. In the KID’s book, an ongoing Malaria story was added to the bottom of the pages. Malaria is a disease related to water, as the Anopheles mosquito breeds in stagnant water.

• Due to the addition of Malaria and Bilharzia to the books, vector disease transmission is now addressed in both the Healthy Habits and Break the Chains activities.

• Based on feedback from the implementation of Project WET WASH materials in Uganda, some changes were made to the activity Water Wisdom. Instead of matching the beginning and end of a proverb, students now match a proverb to its interpretation. Also, all the proverbs from the original publication were replaced by proverbs suggested by the Zanzibar Customization Workshop participants because it became clear during these workshops that translating proverbs in English into Kiswahili was not feasible.

• Also based on feedback from the Northern Uganda implementation of Project WET materials, slight yet important changes were made to the text of the Finding the Source activity to eliminate confusion teachers were having between focusing on the source of water for their school (pump, borehole, etc.) and the original source of water for their community (lake, stream, etc. where water comes from to get to the pump, etc.).

• Since the original publication, the Project WET team had modified their own presentation of the Warm Up to the Boil It! activity to make it into a contest. This method was
very successful, and the activity was modified to reflect this new Warm Up method.

- The activity called Boil It! not only got a new Warm Up, but also a new name and some additional improvements. The Project WET team felt that the original Boil It! activity did not involve much interaction or completely address the objectives. This activity was largely rewritten and renamed The Path to Healthy Drinking Water. The activity now clearly focuses on the steps that must be taken to ensure water is safe to drink. Also, at the request of participants in the workshops in Tanzania, new, relatively inexpensive and more practical methods of water purification were added to replace cloth filtration and the three pot method. The new activity focuses on boiling, solar disinfection and chemical treatment as methods of water purification but also leaves the door open to suggestions from activity participants to discuss other methods.

- Based on feedback from the implementation of the Project WET materials in Northern Uganda, it is clear that the majority of schools are using the Healthy Water, Healthy Habits, Healthy People KIDS books as school resources and not allowing students to take them home. Originally it was intended that each student would have his or her own copy, but the number of students in African schools (typically around 100 students per classroom) and the lack of materials in classrooms has made this impossible. To make the KIDS books more useful to teachers and students based on the way we know they are being used, Project WET decided to modify text and activities in the KIDS book so that it no longer suggests the student write in the book. This way, the book can be used longer, more effectively and with more students as a resource in the classroom.

- Illustrations in the KIDS book (and a few in the Educators Guide) were modified to reflect cultural norms of dress, such as the addition of sleeves to women’s clothing, hijab headdresses for women and girls and kofia on men and boys.

**Trainings**

When asked, “Do you feel that this training workshop has prepared you to lead a Project WET workshop for other teachers in your region?” at the end of the Project WET Training in August, 100 percent of the participants in both regions answered yes.

“I praise the Project WET for improving the diagrams which show the Zanzibar dresses e.g. skull cap, and head scarf. Also the language used is better now.”

TANZANIA WORKSHOP PARTICIPANT
Participants in both regions seemed to appreciate and take pride in being part of the customization process. It gave them ownership of the materials and incentive to implement rollout trainings.

Taking the time to organize workshops to get regional input was worthwhile and necessary. By conducting these workshops, we learned from the end users what they needed—something Project WET could not have determined without working directly with educators on the ground.

The timeline for customization was too short. We were not able to make as many changes as we would have liked.

The product of this project is two high-quality educational pieces about WASH topics in Kiswahili that should be distributed throughout Tanzania and can also be used in Kenya.

**Translation**
Translation of materials to Kiswahili prior to customization workshops had both positive and negative repercussions. Materials were translated prior to workshops to allow participants to identify changes to be made based on regional language differences.

- In some places, multiple changes were suggested
- Only one version of the books was made for both regions, meaning a more universal translation was necessary
- Changes were made to both the English and Kiswahili versions in the customization process, making it difficult for the translator to incorporate changes
- Proverbs do need to be kept in their language of origin, as meaning is lost when they are translated back and forth

“This training has prepared me to a large extent to be capable to lead a project WET workshop for other teachers elsewhere.”

TANZANIAN TEACHER
APPENDIX I

Activity Customization Worksheet
Project WET Development Workshop
Mtwarra, Tanzania
June 3, 2010

Group Participant Names:
1. ___________________________________________________________
2. ___________________________________________________________
3. ___________________________________________________________
4. ___________________________________________________________
5. ___________________________________________________________

Activity Title (please circle one):
- Healthy Habits
- Don’t Pass it Along
- Hand Washing How To
- Break the Chains
- Boil It!
- Finding the Source
- Water Wisdom

For each of the questions below please write your notes and answers on this form and indicate changes on the attached English copy of the activity.

1. What changes would you suggest to ensure this lesson is appropriate for your school?

2. Proposed changes to activity Title:

3. Do the objectives for this activity address issues that are important in your region? If not, why, and what issues do you suggest are addressed instead?

4. Are all the materials for the activity available to teachers in your region?

5. Do you have any changes to suggest for the Background section of the activity?

6. Do you have any changes to suggest for the Warm Up to the activity?

7. Do you have any changes to suggest for the The Activity section (please indicate Parts I and II if appropriate)?

8. Do you have any changes to suggest for the Wrap Up section of the activity?

9. Are the photos in the activity appropriate for your region?

10. Are the diagrams in this activity appropriate for your region?

11. Are there any changes that you feel need to be made to the Kiswahili translation of this activity? Please indicate these changes on the master Kiswahili booklet that the session leaders have.
SUCCESS STORY
Training Teachers in Tanzania

Project WET WASH materials prepared especially for Tanzania expected to impact more than a million students

“\textbf{This training has prepared me to a large extent to be capable to lead a project WET workshop for other teachers elsewhere.}”
- Tanzanian Workshop Participant

How do you say “better health through water education” in Kiswahili? The words may be simple to translate, but the concepts are far from easy. Project WET has been working to translate and localize the Project WET water sanitation and hygiene (WASH) materials to make them applicable and useful to children and teachers in Tanzania.

The project focuses on two regions of Tanzania—Mtwara and Zanzibar. Workshops were completed in each region to allow local educators to provide input about the best ways to customize the existing Project WET WASH materials to make them more appropriate in their regions.

Then, with the newly adapted, translated, published and printed materials in hand, a second round of workshops were held in August 2010 to train approximately 80 educators—including district academic officers and Teacher Resource Center representatives from each region. These educators will return to their home communities and lead further teacher trainings.

One of the local leaders reported after the training that “even the new participants were so excited, enjoyed and really love the project.”

Overall, with the support of USAID, Project WET has printed enough Kiswahili materials to distribute 200 KIDs booklets and 5 Educator’s Guides to every primary school and Teacher Resource Center in each region. The materials are expected to be used in more than 900 schools, with the potential to reach approximately 1.3 million students. Baseline WASH data has been collected from both of the regions and if results there are similar to those seen in other African nations using Project WET WASH materials, Tanzanian children will experience better health thanks to water education.
UGANDA: GOOD HYGIENE IS HABIT-FORMING
CHANGING THE HABITS & ATTITUDES OF NORTHERN UGANDAN CHILDREN TO IMPROVE HEALTH

SEPTEMBER 30, 2010
This publication was produced for review by the United States Agency for International Development. It was prepared by The Project WET Foundation.
UGANDA: GOOD HYGIENE IS HABIT-FORMING
CHANGING THE HABITS & ATTITUDES OF NORTHERN UGANDAN CHILDREN TO IMPROVE HEALTH

DISCLAIMER
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FRONT COVER: Ugandan students in their classroom at Ambala Primary School play the Break the Chains game from Project WET’s Healthy Water, Healthy Habits, Healthy People KID’s booklet.
“[I liked the Project WET materials because] they help to reduce the number of diseases among the pupils.”
KILAMA MIKE, TEACHER, PADIBE PRIMARY SCHOOL, N. UGANDA
In August 2009, Project WET water, sanitation and hygiene (WASH) materials were distributed to approximately 500 primary schools in the Kitgum, Lira and Gulu districts of the post-conflict region of Northern Uganda. Concurrently, some 500 teachers—at least one from each school in the three regions—were trained through a series of rollout trainings. The goal of the project was to reach Northern Ugandan children with WASH education designed to improve the health of students, teachers and communities.

Following the distribution and training, Project WET conducted an Impact Assessment to determine if and how the Project WET WASH materials were being implemented in the schools, and to see if behavior changes related to WASH behaviors were being observed after the implementation of Project WET materials. Three different methods were employed: communication with regional educational officials (Primary College Tutors), site visits to a sample of the schools and automated mobile phone surveys.

Data collected through these three methods indicates an overwhelmingly positive response to the Project WET WASH materials. The vast majority of students and teachers surveyed like the materials, and 90 percent of the schools visited during the site visits are using the Project WET materials.

Beyond the books and lessons, impressive increases in hand washing with soap and water, especially after using the latrine, were observed. Hand washing facilities in both schools and communities also showed gains. A decrease in reported illness associated with the increase in hand washing was also observed. In addition to improved behaviors, improved attitudes towards hygiene and sanitation were also reported.

Based on the positive results of the Northern Uganda Impact Assessment, Project WET recommends scaling up the WASH material implementation throughout Uganda.
In August and September 2009, a Project WET WASH material training workshop was held in Gulu, Uganda. Approximately 90 educators and educational officials were instructed by a small group of trainers, including Project WET employees and local partners. Immediately following this workshop, Project WET materials were distributed to approximately 500 schools throughout three regions of Northern Uganda—Lira, Kitgum and Gulu—and a series of rollout trainings were hosted by the newly trained educators in which more than 500 teachers were trained. Materials distributed included:

- Healthy Water, Healthy Habits, Healthy People Educators Guide
- Healthy Water, Healthy Habits, Healthy People KIDS booklet
- Water is Life KIDS booklet
- The Water Cycle poster

An evaluation process called the Northern Uganda Impact Assessment measured the impacts of Project WET WASH materials on the students, teachers, schools and communities where they were implemented during the training and material rollout in August 2009.
CHANGING THE HABITS AND ATTITUDES OF N. UGANDAN CHILDREN TO IMPROVE HEALTH

IMPACTS

According to the data collected using the three methods described below, the following were found to be impacts related to the implementation of Project WET WASH materials in Northern Uganda:
(For a full accounting of the data, please see Appendices III and IV.)

IMPROVED HYGIENE AND SANITATION BEHAVIORS

85% of schools visited reported increased hand washing with soap and water

67% of schools visited reported increased hand washing with soap and water after using latrine

“There is improvement in water source, water storage, tippy taps in many homes, personal hygiene improved.”
MRS. AKOT P. SUSAN, ODIKE PRIMARY SCHOOL, N. UGANDA

DECREASED ILLNESS

“The records of students coming to me for first aid medical check up is now reduced. I would 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, 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, N. UGANDA

The Project WET Corner at Dokolo Primary School gives students a place to spread the message about healthy hygiene and sanitation practices (See Appendix VI).
CHANGING THE HABITS AND ATTITUDES OF N. UGANDAN CHILDREN TO IMPROVE HEALTH IMPACTS

INCREASED HAND WASHING FACILITIES

AT SCHOOL
Please see Success Story: Project WET Inspires Hand Washing (Appendix I)

“Hand washing facilities are placed around toilets in all schools.”
ETAPU EMAJU ISAAC, AWACH COORDINATING CENTER, N. UGANDA

IN COMMUNITIES
Please see Success Story: Padibe Tips the Tap (Appendix II)

RIGHT: A woman in the village of Padibe shows off the tippy tap hand washing station by her house. At least 10 tippy taps were installed in the village with the help of Padibe Girls Primary School students.

LEFT: Eight permanent hand washing stations installed at Police Primary School after using Project WET materials.

BELOW: Students from Odike Primary School have encouraged their parents to install tippy tap hand washing stations in their village.

IMPROVED ATTITUDES ABOUT HYGIENE AND SANITATION

“[I’ve seen] a very good change [in behavior] as their personal hygiene is improved and [students] willingly carry out health activities without force.”
OJERA ALEX OBONYO, DURE PRIMARY SCHOOL, N. UGANDA

“They are happy and all the time they practice [hand washing with soap and water] without being forced.”
LOMOI HOLLIN MARGARET, KITGUM PRIMARY SCHOOL, N. UGANDA

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METHODS

The Northern Uganda Impact Assessment attempted to collect data in three different ways: 1) email communication with regional education officials, 2) site visits to a sample of the schools that received Project WET materials and 3) a mobile phone survey.

PCT COMUNICATION
Utilizing what limited email connectivity was available, Project WET attempted to communicate with educational officials for the Gulu, Lira and Kitgum regions. Uganda is divided into 80 districts. Each district has its own Primary Teaching College (PTC). At each PTC, there is at least one Primary College Tutor (PCT) who oversees several Center Coordinating Tutors (CCT). The CCTs oversee approximately nine schools each. PCTs from Lira, Kitgum and Gulu were involved throughout the material development and training processes, and are colleagues of Project WET and the Project WET Uganda Coordinator.

The Project Manager had email addresses for each of these three individuals. However, when contact was attempted, it became clear that only one of the three email addresses was working. The PCTs work closely, so the Project Manager was able to get feedback from two of the three PCTs through one email contact (contact with the third PCT was never established).

The PCTs were asked to identify certain schools or communities where Project WET materials used by teachers have caused positive changes for the students, schools, families or the community. The original intent of the Project Manager in contacting the PCTs for this information was to identify schools to be visited during the site visits. However, the timing of PCT responses was such that the data could not be utilized in this way, as data from the PCTs was collected in late March 2010 when planning for the Site Visits had already commenced.

SITE VISITS
In April 2010, Uganda Project WET Coordinator and Ministry of Water and Environment Officer Teddy Tindamanyire and Ministry of Education Officer Santo Ojok visited 40 of the 500 schools in the three districts where Project WET materials were distributed.

In advance of the visits, the Project WET Project Director and Project Manager—with the assistance of Mrs. Tindamanyire—designed a questionnaire to be used as a data collection tool. The questionnaire sought both qualitative and quantitative information about the use of materials in the school as well as observations of behavior changes in the students after using the Project WET materials. The section of the questionnaire addressing behavior changes was based directly on the objectives of the Project WET activities in the Healthy Water, Healthy Habits, Healthy People Educators Guide (which also reflects the objectives addressed in the Healthy Water, Healthy Habits, Healthy People KIDS booklet).

In each region (Gulu, Kitgum and Lira) the Site Visit team met with the PCT and arranged to visit several schools in these areas. Schools were chosen randomly within each Coordinating Center district (although choices were also made in part based on school accessibility—some roads in rural Northern Uganda become impassible when it rains). The sample aimed to reach at least two schools in each district. In all, the Site Visit team traveled to 40 schools throughout the three regions. In each school, a Project WET-trained teacher was identified and asked to fill out the Teacher Questionnaire for Site Visits (see Appendix IV). Although not planned by Project WET, in several schools a pupil was also interviewed. Data from these impromptu interviews were not recorded but are sometimes referred to anecdotally by the Uganda Project WET Coordinator.

It should be noted that rollout trainings were held in early August 2009, just before fall term. In Uganda, fall term—which starts in September and ends in November—is when students take their exams. School does not resume until February, so although the schools had access to the Project WET materials for approximately eight months at the time the site visits were completed, the teachers and students had only had approximately two months in which to truly utilize the materials between the rollout and the site visits.

MOBILE PHONE SURVEY
Because virtually none of the participants in the rollout trainings in rural Northern Uganda have access to computers or email, but many have mobile phones, it was determined that using mobile phones as an experimental method of gathering survey data should be explored. The number of participants who had provided mobile numbers (248 out of 524 participants from the Gulu and rollout trainings provided cell phone numbers) was large enough that it made sense to create an automated survey that could call the participants, conduct the survey questions and record their
Initially Project WET explored the possibility of using SMS text message technology to deliver the survey but found it would be very difficult to solicit responses from participants without costing the participants money. In most African countries it is free to receive SMS text messages and voice calls, but sending texts or returning calls costs money. Because of this, Project WET sought a system that could collect data during a call placed from the United States.

Project WET connected with Massachusetts Institute of Technology (MIT) graduate student Adam Lerer, whose thesis work focused on using the Open Data Kit (ODK) voice system, a web-based interactive voice response (IVR) technology that allows the user to design and record survey calls to be received on any kind of mobile phone that is capable of phone and SMS text features. Because Project WET’s Montana headquarters is nine hours behind Uganda, Mr. Lerer also built in an outbound call scheduling system with automatic retry for unanswered calls. Calls were scheduled to be received between 10:00 AM and 7:00 PM in Uganda, and numbers were retried every two hours, up to four times if not answered. Reported use of automated voice surveys to collect data in rural African areas is relatively limited, so the procedure to collect data was very experimental and evolved through trial and error over several months.

Calls were attempted to 237 of the 248 phone numbers. Eleven people who provided phone numbers were eliminated because they were officials and the survey calls were to be directed at teachers and CCTs involved in the rollout trainings.

Five versions of the survey were delivered. Changes were implemented according to what was learned through the feedback and/or responses from the preceding version implementation. Virtually no data was collected from the first two versions ($V_0$ and $V_1$), so results are reported based on versions $V_2$-$V_4$. From the beginning, survey calls were preceded by a text message (similar to the following) sent approximately 24 hours in advance to inform participants that they would be receiving a call:

Hello! This is Project WET in the USA. Please expect a recorded survey call on [Thursday]. Help us by answering the questions. Thank you!

Although iterations varied, the questions asked during the call were similar to these from the final version:

Question 1: What is your name?
Question 2: How have you used the Project WET materials since the training?
Question 3: What results or changes in student behavior have you noticed after using the Project WET materials?

Mr. Lerer has since finished his graduate work and has authored a paper (on which the Project Manager from Project WET is a co-author) entitled, Evaluation of IVR Data Collection UIs for Untrained Rural Users that reports on the utility of the survey. The paper is pending publication and presentation in the first annual Symposium on Computing for Development (ACM DEV 2010) in London in December 2010.
Through all three methods, 92 of the approximately 500 schools were reached through the impact assessment. The results of the assessment verified that Project WET WASH materials are being used in Northern Ugandan schools and are leading to positive behavior changes for students, teachers, families and communities and also indicated a positive change in attitude toward WASH. The assessment cost per teacher was $5.90 and the assessment cost per student was $0.06.

**PCT COMMUNICATION**

Twenty-six schools in Gulu and 14 in Kitgum were identified where Project WET materials were being used by teachers and have caused positive changes for the students, schools, families or the community. Of the forty schools visited during the site visit portion of the assessment, approximately 13 were schools the PCTs had identified (site visit school selection process described above). Schools identified by the PCTs are listed in Appendix I. No detailed information about the implementation of Project WET materials in these schools was provided by the PCTs.

**SITE VISIT DATA**

The data below was collected both from the questionnaires in all schools visited and anecdotally through observation and photos provided by the Uganda Project WET Coordinator that were taken during the visits. The entire questionnaire with summary of data collected can be viewed in Appendix VI. Success stories from anecdotal information can be seen in Appendices I, II, V and VI.

**Use of Project WET materials**

- Results showed that 36 of the 40 schools or 90 percent of the schools visited had used and/or were still using the Project WET materials.
- Project WET materials are being used more readily in classrooms than with the community. However, 25 percent of users answered that materials have been used in both places, and 15 percent of users simply answered “yes”, making it unclear if the materials had been used in the classroom or the community or both places.
- Anecdotal data makes it clear that in some places, Project WET materials and lessons have been introduced into the community with great success.
  - Students from Padibe Girls Primary School taught the people of Padibe Village how to make tippy taps, which can now be found around the community (please see Success Story: Padibe Tips the Tap, Appendix II).
  - A teacher at Gulu Mary Immaculate Primary School introduced the materials to the local secondary school, and the project is now known by community members and the local church as well.
  - A student at Olya Primary school in Atiak insisted that his parents make a tippy tap hand washing station after playing Project WET’s Don’t Pass it Along—a game about the spread of disease—so that he and his family could have the opportunity to wash their hands.
- Seventy-two percent of the schools were keeping the books at school and using them as resource materials. At 13 percent of the schools, students were able to take the KIDs booklets home. Again, 10 percent of users answered “yes”, making it unclear whether those schools kept the books at school or sent them home.
- Forty percent of the schools had shared the materials or lessons with neighboring schools.
- Reports indicate that at least 27,028 primary students and 2,900 secondary students, or 29,928 total students, used Project WET materials in the 40 schools sampled. Of these, 14,423 were female and 15,505 were male. The actual numbers are likely higher than this for these schools since some schools only reported numbers for a classroom but also indicated that the materials had been used with the entire school during assemblies. Based on these numbers, data extrapolation indicates that 374,100 or more students may have been reached in all 500 schools during the first year of implementation following the rollout.

“[The materials are] easy to use and the English used is simple to understand.”

**ALIDI PRIMARY SCHOOL, N. UGANDA**
CHANGING THE HABITS AND ATTITUDES OF N. UGANDAN CHILDREN TO IMPROVE HEALTH

RESULTS

• Eighty-five percent of schools surveyed said they liked the materials and found them easy to use. Zero schools said they didn’t like the materials—the other 15 percent either didn’t answer the question (12 percent) or had never received the materials. Reasons given as to why the materials were well liked included:
  – The level of English used was easy to understand
  – Teachers liked the illustrations and diagrams
  – The materials were relevant
  – Teachers liked the songs and games
  – The materials needed for the activities were inexpensive
  – The materials are easy for students to understand
  – The materials promote healthy habits

• Eighty-seven percent of schools surveyed said that their students like the Project WET materials. Again, no one answered that their students didn’t like the materials, but a few failed to answer the question at all. There are several major reasons that students like Project WET materials:
  – The materials are easy for students to understand
  – Students enjoy the games and songs
  – Students like the illustrations and diagrams
  – Students liked that the materials provided a means for healthier living

Topics students are learning through the Project WET materials include proper hand washing and other healthy habits and the spread—and prevention—of disease. Using the hand washing song, students learn to wash their hands effectively, especially after using the latrine. Other healthy habits include how to keep themselves, their school compound and their water sources clean. Beyond these personal habits, they are also learning about drinking safe water and safe water storage. Moving from education to action, students have learned what they can do for themselves to improve their hygiene at home using locally available materials—and in many cases have taken actions to make those changes. (Please see some success stories taken from anecdotal information in Appendices I, II, V and VI.)

• Hand Washing How To, Break the Chains and Healthy Habits were the most popular activities. Comments about which Project WET activities were most popular indicated:
  – Activities with games and/or songs were well liked
  – Activities promoting disease prevention/reduction were well liked

“Generally all the topics were interesting because they were easy to understand and explain the contexts to the learners and the community.”
ATAPARA PRIMARY SCHOOL, N. UGANDA

“Students like the materials because it is friendly to them.”
AGORA PRIMARY SCHOOL, N. UGANDA

![Bar chart](chart.png)

Which Topic Did You Like Most?

<table>
<thead>
<tr>
<th>Activity Title or Topic</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthy Habits</td>
<td>6</td>
</tr>
<tr>
<td>Don’t Pass It Along</td>
<td>3</td>
</tr>
<tr>
<td>Hand Washing How To</td>
<td>3</td>
</tr>
<tr>
<td>Break the Chains</td>
<td>6</td>
</tr>
<tr>
<td>Boil It</td>
<td>2</td>
</tr>
<tr>
<td>Find the Source</td>
<td>2</td>
</tr>
<tr>
<td>Water Wisdom</td>
<td>2</td>
</tr>
<tr>
<td>No Answer</td>
<td>0</td>
</tr>
<tr>
<td>WASH</td>
<td>0</td>
</tr>
<tr>
<td>All</td>
<td>0</td>
</tr>
<tr>
<td>Water is Life</td>
<td>0</td>
</tr>
<tr>
<td>Unanswerable</td>
<td>0</td>
</tr>
</tbody>
</table>
RESULTS

– Tippy tap technology was well liked
• The majority of those questioned liked all the Project WET activities. However, Water Wisdom and Finding the Source were the least popular (see Findings section below for analysis) when preferences were given. Comments indicated:
  – Use of proverbs in English made Water Wisdom a difficult activity
  – There was confusion about how to define a drinking water source, making Finding the Source a difficult activity
  – There is concern about respect for property among students, deterring teachers from building tippy taps at some schools for fear of theft or vandalism
  – The expense of fuel may deter teachers from using the Boil It activity

Project WET materials. The most prevalent behavior change appears to be increased hand washing and hand washing facilities, but healthy changes relating to water storage, cleaning of the latrine and water sources were also reported. As a result, reduced stomach problems

Water (85 percent), especially after visiting the latrine (67 percent) and before preparing food and eating (52 percent). Sixty-nine percent reported a behavior change in proper hand washing technique. Aketket P.7 Primary School reports “permanent habits in hand washing after visiting latrine.” However, lack of water at school is still an issue that could prevent hand washing in some locations, as at the Kolokolo Primary School, which reported that teachers and students “practice it but there isn’t water source in school.”

Changes in Attitude
• In addition to behavior changes, attitude changes have also been reported. Students are concerned for the safety of their water and sanitation. They are practicing healthy habits with less supervision and without being forced.

MOBILE PHONE SURVEY DATA
The process of data collection through the mobile phone survey ran
from April to June 2010. Data collection improved as different improved versions of the survey were designed and implemented.

In all, 72 calls with usable data were recorded out of 199 total calls. The data collected in these calls largely reflects the same themes as determined through site visits, although it is important to note that in the phone call respondents provided this information voluntarily in response to the question, “What results or changes in student behavior have you noticed after using the Project WET materials?”, while in the site visit questionnaire, a list of possible observed behaviors was provided. Data recorded from the mobile phone survey include:

- Improvements in hand washing with soap, especially after using the latrine and before eating
- Safe storage of drinking water
- Keeping school grounds and water source clean to reduce spread of disease
- Boiling drinking water
- Constructing tippy taps in homes and villages

<table>
<thead>
<tr>
<th>Version</th>
<th>Numbers Called</th>
<th>Usable Answers</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>V₁</td>
<td>82</td>
<td>22</td>
<td>27 percent</td>
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<tr>
<td>V₂</td>
<td>30</td>
<td>9</td>
<td>30 percent</td>
</tr>
<tr>
<td>V₃</td>
<td>87</td>
<td>41</td>
<td>47 percent</td>
</tr>
<tr>
<td>All</td>
<td>199</td>
<td>72</td>
<td>36 percent</td>
</tr>
</tbody>
</table>

ABOVE: The table above shows how the percentage of usable answers increased as the survey improved.

“[I have seen], a very good change [in students’ behavior] as their personal hygiene is improved and they willingly carry out health activities without force.”

DURE PRIMARY SCHOOL, N. UGANDA
Through the data collection methods in this impact assessment, some trends and points relating to the Project WET WASH materials have become clear. These are summarized below.

**PROJECT WET MATERIALS**
- It is clear from the data collected, especially from comments recorded on the Teacher Questionnaire for Site Visits, that the colorful and playful illustrations in the Project WET materials are a major reason they are popular among both students and teachers.
- Teachers appreciate how easy Project WET materials are to use. Teachers also appreciate that their students understand Project WET materials easily.
- The materials were clearly relevant to the Northern Ugandan audience.
- Use of active, hands-on games, songs, role play and other interactive styles of teaching are clearly well liked by students and teachers.
- Teachers appreciate that the materials that are needed to implement Project WET activities (such as tippy taps) are relatively inexpensive. However, even so, some teachers find these materials to be too costly.
- Teachers enjoy the technology and engineering involved in creating tippy taps.

“The materials are very good and very easy to use. The pictures used can explain things by themselves.”
MARY IMMACULATE PRIMARY SCHOOL, N. UGANDA

**LESSONS LEARNED**
- Although English is the national language in Uganda, the reality is that there are at least 40 other local languages spoken. Many children learn their mother tongue first and learn English in school. More students in lower grades could be reached through Project WET materials if they were to be translated into local languages.
- Reflecting the language issue, the Project WET activity called Water Wisdom was clearly the least liked by teachers. Although proverbs are extremely important and popular in African culture, it has become very clear (through a customization and translation process in Tanzania) that translating proverbs from one language to another more often than not creates confusion about their interpretation. To use proverbs effectively, they must be provided by local people in the language that they originally were written.
- There is a need to develop specialized Project WET WASH materials for preschool audiences, as several comments indicated that the activities were not easy to use with lower grades and that lower grades were not exhibiting positive behavior changes.

“[Students like the materials], because of good pictures, enough content, above all the pictures are interesting.”
ODIKE PRIMARY SCHOOL, N. UGANDA
FINDINGS & RECOMMENDATIONS

“Feedback about the activity Finding the Source indicates confusion between a local water source (pump, borehole, etc.) and the original source of a community’s water (lake, stream). This activity has already been modified to be clearer based on this feedback.

• A repeated request from all sources of data collection is the need for more materials. Many schools mentioned that although they like the Project WET materials and are implementing what they have, they do not have enough. This is indicated by the fact that materials are much more commonly kept at school to be used year after year, than given to the students to take home. This may be limiting the impact of Project WET materials in the communities. A typical African school may have approximately fifteen teachers and 1500 students (100 students per classroom). In Northern Uganda, Project WET was able to provide about 400 of each KIDS book title and 15 Educators Guides for each school. More funding is needed to provide greater quantities of materials to each school.

Challenges
The following issues are related to ongoing problems in Africa.

• One of the major challenges in promoting hand washing in Northern Uganda, and likely in many other parts of Africa, is a shortage of soap. Project WET materials highlight the importance of using soap and the science behind it. However, many schools and communities cannot afford to provide soap for their families, let alone larger groups. Soap is also commonly stolen, which makes it difficult to keep at hand washing stations. Perhaps there is an opportunity for a partnership with a private corporation so that soap can be provided with Project WET materials in the future.

• Disrespect of students for school property appears to be an ongoing issue in Africa. Some schools were deterred from making tippy taps, stating that they would be, “destroyed by pupils” (Papaa Primary School). Students need to be educated to respect materials and property.

• Extreme poverty in Africa remains an obstacle in convincing people to purify their water (and to practice some other WASH behaviors). Although some appear to understand the importance of boiling water, scarcity and cost of fuel keep them from changing their behaviors.

Mobile Phone Survey
Because the report of use of automated voice surveys to collect data in rural African areas is relatively limited, the procedure to collect data was experimental. Through trial and error with small groups of participants, we learned several important lessons:

• Sending a text message prior to sending the survey call was very important. It gave the participants warning and context for the upcoming survey call.

• Participants had great difficulty with keypad entry and voice hybrid-style surveys (versions where participants were asked to...
• say some answers and enter others on the keypad) without prior training. The survey worked best as a completely voice response survey (participants said all of their answers into the phone and the survey recorded them).

• A chime at the beginning of the call helped to eliminate the participant talking over the instructions.

• Fewer and simpler questions provided better responses overall.

• The use of a conversational rather than instructional tone was key in getting participants to answer questions. Pauses to record participant answers were placed where natural breaks in conversation would occur.

The time of day the call was sent was important. In rural Northern Uganda near the equator it gets dark around 6:00 PM. Timing the calls to come during the work day was much more effective than trying to call in the evening (which was more convenient timing for Project WET). The addition of a call scheduling system allowed the survey to work despite the time change.

• Using a native Ugandan speaker to record the survey in English was critical to the success of the survey.

• Women had greater success completing the survey than men.

• The intermittent phone coverage and constant problems with calls being dropped and interrupted proved to be a big issue in recording usable data. Even some of the data collected that was considered usable has places where the call cut out.

RECOMMENDATIONS
• Support the continuation of projects in Africa using Project WET’s pedagogy and methodology as it is positively impacting WASH related behaviors and attitudes.

• Provide additional funding for Project WET’s WASH projects to increase the number of materials available for schools.

• Provide additional funding for Project WET’s WASH projects to be expanded into communities.

• Provide funding to Project WET to develop new WASH materials at a level appropriate for lower classes.

• Pursue a public/private partnership with corporations to provide soap to schools and communities receiving Project WET WASH materials.

• Develop a means to survey the impact of Project WET materials in homes.

• Provide funding for Project WET to develop materials promoting respect of property.
SUCCESS STORY
Project WET Inspires Hand Washing

PTA installs eight permanent hand washing stations at Gulu Police Primary School in Uganda

After receiving training in the Project WET WASH materials in August 2009, one teacher from the Northern Ugandan city of Gulu was impressed enough to call a meeting of local parents and teachers to share the concepts. The teacher, Mr. Komakech, had been a part of the Project WET rollout trainings in August 2009—trainings that reached some 500 teachers in the formerly war-torn area of Uganda—and was convinced that the lessons could change lives.

As a result of the meeting, the PTA agreed to install eight permanent hand washing stations at the Gulu Police Primary School. Comprised of plastic water containers built into concrete slabs to discourage vandalism, the hand washing stations have increased the frequency of hand washing—which in turn has decreased the rates of illness. Komakech also introduced the Project WET educational materials to the 27 other teachers at the school. At school assemblies, children are now reminded to wash their hands and use the facilities that the PTA has provided.

According to the results of local follow-up interviews, the school now boasts a population that is aware of the necessity of hand washing and its role in disease prevention. Moreover, the number of students absent or complaining of illness—particularly stomach ailments—has been decreased.

“The school now boasts an aware population and reduced complaints of diseases from the pupils.”

-Teddy Tindamanyire
Padibe Girls Primary School reaches to the community with clean hands.

The community of Padibe in the Kitgum District of Northern Uganda was torn apart by war but was recently resettled. Thanks in part to the Project WET rollout training in Northern Uganda in August 2009, the people of Padibe are adopting healthier habits to go with their newly reconstructed community.

Teachers from Padibe attended the rollout training of Project WET’s WASH materials in August 2009, and the resulting adoption of the Project WET lessons has been both enthusiastic and far-reaching. In particular, students from the Padibe Girls Primary School have made great efforts in reaching out to the community and sharing their knowledge about sanitation and hygiene. Teachers from the school have held parent-teacher meetings about Project WET and the books that pupils received, and the parents have been urged to make provisions for hand washing after using the toilet. The school has also spread Project WET WASH messages into the community by helping villagers create Tippy Taps—simple and economical hand washing stations.

More than 10 Tippy Taps have now been created in the Padibe area, according to local follow-up interviews. Moreover, hand washing was reported to be helping to keep an outbreak of Hepatitis B in check, according to Teddy Tindamanyire, the Uganda Project WET coordinator and an officer from the Uganda Ministry of Water and Environment.

One sixth grade student related the story of how she now tells her parents to make sure they boil water for drinking and also wash their hands when preparing food for the family.

Use of the Project WET materials has also brought about a change of attitude among the students. They used to consider cleaning the toilets a punishment, but now they look at it as a way of making a contribution to better living conditions for the school community. “Even at home I make sure my sisters learn to clean up,” one student said in a follow-up interview.
# APPENDIX III

## SCHOOLS REACHED IN NORTHERN UGANDA IMPACT ASSESSMENT

<table>
<thead>
<tr>
<th>School Name</th>
<th>PTC Mention</th>
<th>Site Visit</th>
<th>Mobile Phone Survey Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Padibe Primary School</td>
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<td>x</td>
<td></td>
</tr>
<tr>
<td>2 Pajule Lacani Primary School</td>
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<td>x</td>
<td></td>
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<tr>
<td>3 Kitgum Public</td>
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<td>x</td>
<td></td>
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<tr>
<td>4 Pajule Primary School</td>
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<td></td>
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<td>5 Akeket P7 School</td>
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<td>6 Lacor P7 School</td>
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<td>7 Mary Immaculate Primary School</td>
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<td>8 Minja Primary School</td>
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<tr>
<td>9 Awach CC</td>
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<td>14 Opit Primary School</td>
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<td>15 Kolokolo Primary School</td>
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<td>16 Kitgum Primary School</td>
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<td>41 Paminalwak Primary School</td>
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<td>43 Agoro Primary School (or Agora?)</td>
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<td>Site Visit</td>
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<tr>
<td>48 Kalongo Primary School</td>
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<td>49 Okidi Primary School</td>
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<tr>
<td>50 Omot Primary School</td>
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</tr>
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<td>51 Amuru-Alero Primary School</td>
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</tr>
<tr>
<td>52 Lajokogayo Primary School</td>
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</tr>
<tr>
<td>53 Kirombe Primary School</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>54 Potika Primary School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>55 Potwach Primary School</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>56 Kot Omor Primary School</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>57 Kasubi Primary School</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>58 Namokora Primary School</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>59 Kitgum (or Kitgum Public?)</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>60 Guda Primary School</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>61 Labourline</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>62 Kitgum (or Kitgum Public?)</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>63 Teeho Primary School</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>64 Kalabong Primary School</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>65 Gem Mede Primary School</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>66 Mulago Primary School</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>67 Lamiyo Primary School</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>68 Onyaga Primary School</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>69 Bibia Primary School</td>
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<td></td>
<td>x</td>
</tr>
<tr>
<td>70 Latibi Primary School</td>
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<td></td>
<td>x</td>
</tr>
<tr>
<td>71 Layibi</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>72 Paibona</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>73 St. Martin Lukome</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>74 Bungatira Central</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>75 Otwe Public</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>76 Bwobomanam</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>77 Awoo</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>78 Layiko</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>79 Laminonami</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>80 Patiko Prision</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>81 Ajulu</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>82 Paicho P.7</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>83 Paleng P.7</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>84 Kalamononga</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>85 Labwororyeng</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>86 Dicwiyi</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>87 Ngomlac</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>88 Layamo</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>89 Kitgum Girls</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>90 Paipir</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>91 Patongo Primary</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>92 Naimaro</td>
<td></td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>
Teacher Questionnaire for Site Visits

School Name _______________________________________________________
School Address _____________________________________________________
District __________________________________________________________
Sub District _______________________________________________________
Teacher Name ______________________________________________________
Phone number ______________________________________________________
Email ______________________________________________________________

1. Have you used the materials presented in the workshop? Please circle:
   - Yes  
   - No  
   - Not Sure

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>36</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

2. Have you used them in the classroom or in the community?

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Classroom and Community</th>
<th>Yes</th>
<th>Community</th>
<th>No</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>20</td>
<td>10</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

3. Did the booklets go home with students or stay at school?

<table>
<thead>
<tr>
<th>Stay at school</th>
<th>Yes</th>
<th>Go home</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>29</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

71
4. Have you used the Project WET materials and/or lessons with neighboring schools? How many times?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Not Sure</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>20</td>
<td>16</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

5. How many students have you used the materials with? Please fill in your numbers below.

<table>
<thead>
<tr>
<th></th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>27,028</td>
</tr>
<tr>
<td>Males</td>
<td></td>
</tr>
<tr>
<td>Females</td>
<td></td>
</tr>
<tr>
<td>Secondary</td>
<td>2,900</td>
</tr>
<tr>
<td>Males</td>
<td></td>
</tr>
<tr>
<td>Females</td>
<td></td>
</tr>
</tbody>
</table>

6. Did you like the materials and find them to be easy to use? Please explain.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Materials not yet received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>34</td>
<td>5</td>
<td>1</td>
</tr>
</tbody>
</table>

7. Which topic did you like most? Why?

[Bar chart showing the number of responses for each topic]

- Activity Title or Topic

- Which Topic Did You Like Most?
8. Which topic did you like least? Why?

![Bar chart showing the number of responses for different topics.]

<table>
<thead>
<tr>
<th>Activity Title or Topic</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hand Hygiene</td>
<td>2</td>
</tr>
<tr>
<td>Don’t Pee in Rivers</td>
<td>6</td>
</tr>
<tr>
<td>Hand Washing How To</td>
<td>7</td>
</tr>
<tr>
<td>Bed In</td>
<td>12</td>
</tr>
<tr>
<td>Finding &amp; Use Water</td>
<td>14</td>
</tr>
<tr>
<td>Water Wisdom</td>
<td>19</td>
</tr>
<tr>
<td>All of the Above</td>
<td>3</td>
</tr>
<tr>
<td>No Answer</td>
<td>1</td>
</tr>
<tr>
<td>Uninterpretable</td>
<td>1</td>
</tr>
</tbody>
</table>

9. Did the students like the materials? Please explain.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

10. What did the students learn by using the materials? Please explain.

11. Have you seen changes in student’s behavior related to water, sanitation and hygiene since using the Project WET materials?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>37</td>
<td>3</td>
</tr>
</tbody>
</table>

12. What behavioral changes have you seen specifically for example,

- increased hand washing with soap and water
  - after using latrine: Yes=27; No Ans=10; Uninterp=3
  - after working with animals: Yes=14; No=1; No Ans=21; Uninterp=4
  - before preparing food or eating: Yes=21; No Ans=15; Uninterp=4
  - after sneezing or coughing: Yes=11; No=2; Cover Mouth=7; No Ans=18; Uninterp=2
- sleeping under mosquito net: Yes=19; No=1; Not All=4; No Ans=9; Uninterp=7
- boiling water used in house: Yes=15; No=4; Few=4; Other (Aquatab)=2; No Ans=12; Uninterp=3
- draining stagnant water from around house: Yes=26; No=4; Few=1; No Ans=5; Uninterp=4
- receiving correct vaccinations: Yes=23; Some=2; No Ans=11; Uninterp=4
- proper hand washing technique: Yes=28; No=2; No Ans=5; Uninterp=5
- creating/using a tippy tap: Yes=18; No=7; Rare=3; No Ans=9; Uninterp=3
- making sure drinking water is safe: Yes=28; No Ans=4; Uninterp=8
<table>
<thead>
<tr>
<th>Activity</th>
<th>Response Counts</th>
</tr>
</thead>
<tbody>
<tr>
<td>care after flooding</td>
<td>Yes=11; No=6; Rare=2; Not Applicable=3; No Ans=13; Uninterp=5</td>
</tr>
<tr>
<td>washing food before eating</td>
<td>Yes=30; Few=2; No Ans=4; Uninterp=4</td>
</tr>
<tr>
<td>avoiding contact with someone who is sick</td>
<td>Yes=13; No=7; Rare=3; No Ans=13; Uninterp=4</td>
</tr>
<tr>
<td>safe storage and handling of clean water</td>
<td>NA</td>
</tr>
<tr>
<td>investigating and maintaining cleanliness of drinking water source at</td>
<td>NA</td>
</tr>
<tr>
<td>• school</td>
<td></td>
</tr>
<tr>
<td>• home</td>
<td></td>
</tr>
<tr>
<td>• community</td>
<td></td>
</tr>
</tbody>
</table>

13. What would you like to change about the materials? Please explain.

14. If Project WET were to develop additional materials, what topics would be useful for you?

15. Are you aware of any other educators in your locality who have made use of the Project WET materials? Please explain.
SUCCESS STORY
Project WET Spurs Healthy Changes

Increased hand washing decreases incidence of illness among Ugandan schoolchildren in Dokolo

At the Dokolo Primary School in the Lira district of Northern Uganda, improved health for the school’s 1,150 students started with a transfer. A teacher who had received training in Project WET’s hands-on, interactive WASH materials in the August 2009 rollout trainings was reassigned to Dokolo—and he brought Project WET with him.

This teacher started a Project WET student club at the school. The club pushed for the installation of hand washing stations—including not only access to clean water but also to liquid soap, which is harder to steal than bar soap—in different locations around the school grounds. In addition, the club leads the student body in singing the Hand Washing Song every day at an evening assembly to remind students to wash their hands when they get home from school.

Due to the increase in hand washing from the implementation of Project WET WASH materials, decreased illness rates are being reported, according to onsite follow-up interviews.

Dokolo Primary School has also taken the Project WET WASH messages to the community and nearby schools. Teachers have visited other schools and invited teachers from nearby schools to visit Dokolo Primary School. Those exchanges have resulted in hand washing stations at Hass Memorial Primary School and Adip Primary School.

“At the Dokolo Primary School in the Lira district of Northern Uganda, improved health for the school’s 1,150 students started with a transfer. A teacher who had received training in Project WET’s hands-on, interactive WASH materials in the August 2009 rollout trainings was reassigned to Dokolo—and he brought Project WET with him.

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“The number of students coming to me for first aid and medical check ups (has been) reduced.

-Dokolo Primary School’s health and sanitation teacher, Mr. Ojok Sam
SUCCESS STORY
A Corner of Their Own

Dokolo Primary School students showcase healthy messages with hand-made materials

Beyond reporting decreased rates of illness among students, the Dokolo Primary School has also shown real enthusiasm for the Project WET WASH materials, even setting aside an area within the school to display student-generated posters and other materials related to water, sanitation and hygiene.

All of the materials in the Project WET Corner focus on the central messages of the Project WET WASH lessons—keeping water sources clean, purifying water before use and hand washing, to name a few. The students have also created a spiral-bound book titled, “WET Water for Life Education for Teachers: Healthy Habits Healthy People”. On the cover, students proclaim, “We support WET for Healthy Habits Healthy People”, and the book is filled with student-authored stories and poems about water and healthy habits.

One story, titled “Thanks to WET” reads as follows:

“Thanks to WET:

Baby WET was born in Dokolo primary school by Madam Harriet. Thanks to the baby, we now have improved hand washing containers. We now know that clean water can be dirty.

We now know the hand washing song. I will tell my father, mother, sister, brother, uncle and every body in the village about WET.

By Eryong Derick P.T.”

“The records of students coming to me for first aid medical check up is now reduced.”

—Mr. Ojok Sam, Dokolo Primary School Health and Sanitation Teacher

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