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Title	Sanitation for a rural school in Uganda – a successful implementation process
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Sanitation for a rural school in Uganda – a successful implementation process

Introduction and background

“Kalungu Girls Secondary School”, a boarding school hosting about 350 girls is embedded in the hilly landscape of Southern Uganda (in Masaka District). As usual in this region the quantity of water is not a major problem but rather the insufficient quality. Problems with the water quality caused the administration of the school to ask for support to improve the situation. Due to the shallow ground water level and the location of the soak pits and pit latrines directly upstream of the school’s and the nearby villages’ water source the situation was clearly unsatisfying and potentially dangerous. Additionally the pit latrines were badly smelling and in unhygienic conditions. Wastewater treatment was not available at all.

Project Implementation

a) The hardware

After a first site visit to gain an overview of the situation a first meeting with the administration was organised to discuss the major points of the water supply and sanitation improvements. A way forward was decided and a local company started with construction works: dry toilets with urine diversion for the pupils (mainly outdoor but additionally 2 indoor dry toilets for each dormitory to avoid the pupils going out during the night), the end-products being used in the schools agricultural activities, a constructed wetland system for biological treatment of remaining greywater and a dry toilet demonstration unit for teachers and visitors and additionally an improvement of the water supply system.

b) The Software

A special focus was laid on training of students, teachers and the O&M personal, fearing that without any training the newly constructed toilets would soon look like the old latrines. A main concern was the involvement of the teaching personal, especially the ones responsible for health issues. The design of the demonstration unite was carried out in a participatory way: together with the teachers the details of the unit were developed to create the feeling of ownership and responsibility. For educating the students and O&M personal the constructors on site were responsible, with a special focus to involve the local technicians from the beginning of any planning/construction processes.



Pictures: Training of students and dry toilets with wooden containers for collecting the separated faecal material - view from the back.

Conclusions & Recommendations

The toilets are a great success and delegations from all over the country and from abroad come to visit the school toilets. The pupils and the teachers are proud of their well working toilets which are kept clean and well maintained. Since this was such a successful project, visits or families are picking the idea and requests are increasing.

The success is based on a variety of reasons: (a) teachers and pupils are using the same type of toilets and the teaching personal is committed to this new technology; (b) all stakeholders were involved from the beginning of the project, any design decisions was met by the users, (c) the presence of the constructors was utilised to sensitise and train teachers and pupils.