

Towards Improved Sustainable Sanitation in Learning Institutions

Experiences from Nakuru and Njoro, Kenya

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Which one might you choose?



Background

- National primary school enrolment has risen to over 7.3 million from 5.9 million pupils in 2002. In 2008, free secondary education was also introduced raising significantly the number of students.
- Pupils and students are rarely asked about the sanitation facilities within their schools and neither are they educated on proper operation and maintenance of the facilities = FAILURE, UNFUNCTIONALITY, UNHYGIENIC CONDITIONS.
- Training on use is neglected in many sanitation systems resulting into their non performance or operation



Background cond't

- Njoro is an agricultural town 18 km south west of Nakuru and it is the district headquarters of Njoro District of Rift Valley Province.

Has no sewerage connection or sewer treatment plant. This leaves people to rely on septic tanks (those who can afford) while the majority rely on pit latrines. The existing pit latrines are a serious health issue to the community at large.



Schools

- Four primary schools were purposively identified as case studies towards implementation of improved sustainable sanitation:

Ndarugu, Egerton, Mwigito and Njoro Township Primary Schools.

- These schools are mixed day primary schools with a population of over 1,400 pupils with the ratio of boys to girls being 60: 40.



Criteria for school selection

- Willingness of the schools to participate, operate and maintain the dry sanitation system.
- Contribution of the schools' management in terms of basic labour.
- Willingness to attend the awareness and demonstration workshop



Signing of a Memorandum
of understanding



Involvement of the students in understanding the different sanitation systems and they make a decision/choice of the design presented to them= OWNERSHIP





User Interface

UDDT



**Collection
& Storage**

dehydration vaults



Transport

pupils / caretaker



Use – urine

trees and crops



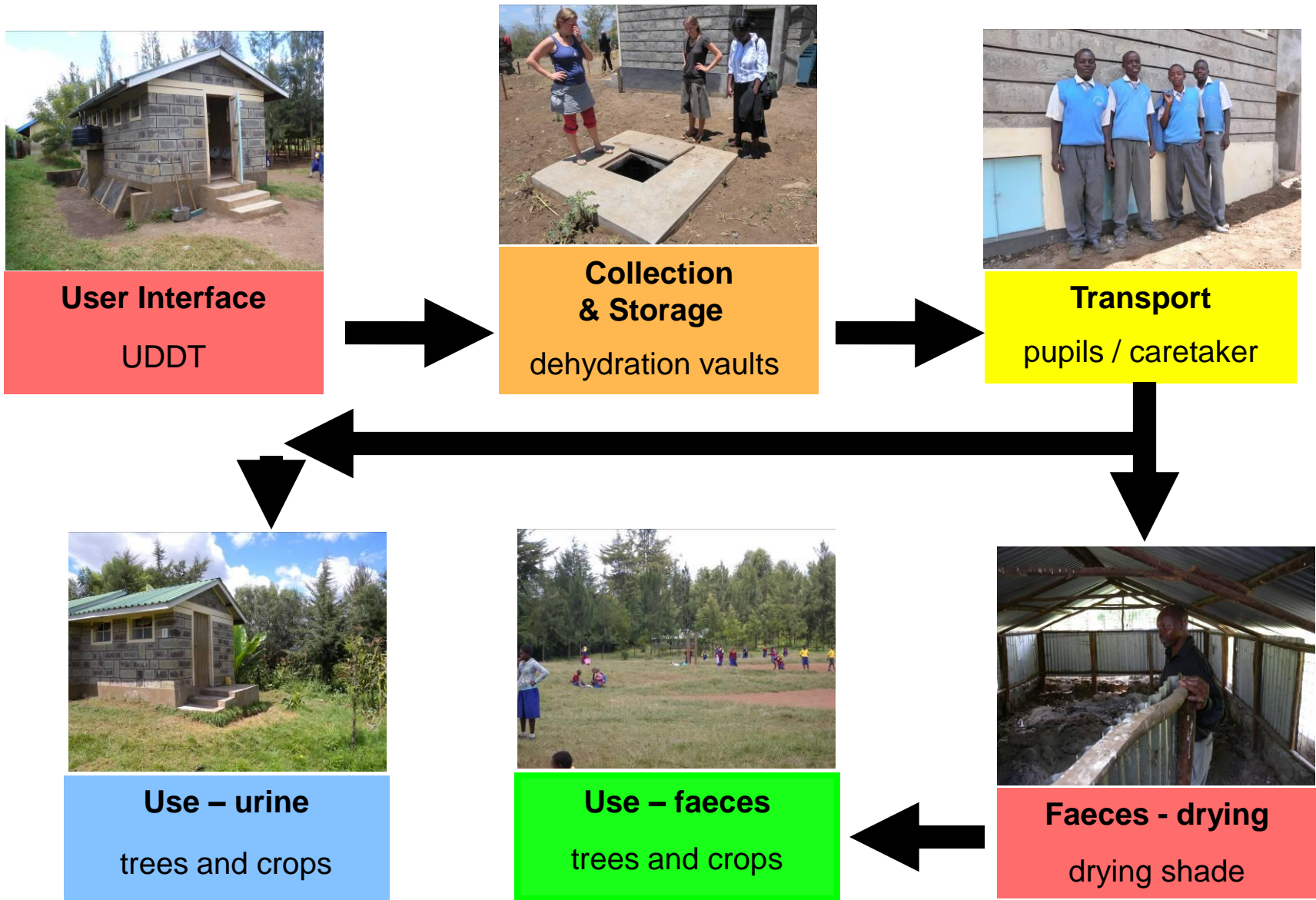
Use – faeces

trees and crops



Faeces - drying

drying shade



Operation & Maintenance

Maintaining done by:

- Pupils who voluntarily developed duty schedule for cleaning the facility = ownership.
- Caretaker paid by the school.
- Girls' facilities are very clean in all the schools but the boys are relatively dirty.
- Any new student or pupil, had to be trained before they used the facilities.

Conclusions

UDDTs can be successfully implemented and operated in schools. The following factors are important :

- Proper sensitization and awareness creation for students, teachers and the school management.
- Involvement of the students and the members of staff in the whole process from site selection, ground breaking, construction and commissioning.
- Hold informal discussions with the students for changing the attitude towards the systems and for developing proper mechanisms for operation well in advance.

Conclusions cond' t

- Clear responsibilities for operation and maintenance and availability of a caretaker.
- Organise scheduled feedback sessions with the students and teachers.
- Good quality of the materials that were used for constructing the superstructure.

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Thank you!

