

## 1. The 20 schools rainwater harvesting storage and utilization project 2011/2012

**RWHSUP** - Ensuring access to clean drinking water is critical for children development in all schools and remains one of the most socially important issues because of its direct impact on the children's and communities' health. Today, primary schools in Uganda faces many challenges in providing safe drinking water to their children due to aged water supply infrastructure in some government schools and limited water sources, weak capacity power holders to solicity for their communities, and lack of awareness of the importance of the quantity and quality of water in schools.

Some of the problems in schools include: a shortage of safe drinking water, inefficient and unreliable system of water purification and disinfection, shortages of disinfection equipment in rural schools, sharing water with both wild and domestic animals all of which may cause costs death inclusive.

In 2011, the organization received a fund to increase access to quantity and quality of water by providing a set of rainwater harvesting system and water filtering system placed in each of the class, thus ensuring access of vulnerable children to safe and clean water. The project has held advocacy workshops in many of the schools to increase the role of communities in prioritizing their needs and encouraging their participation in the decision making process with power holders. The project has undertaken more activities that will improve the roles and responsibilities of authorities and communities in drinking water safety management. This will ensure that all stakeholders—any agency with responsibility for specific areas within the water cycle—will involve in the management of water quality and can coordinate planning and management activities at local levels where advocacy is strengthened.

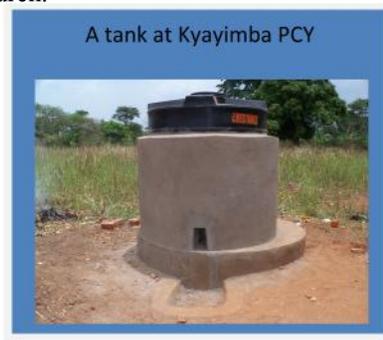
The following are some of the stories that are on hearts of different people and children about the project;

### Leaders views

Lukoma Sarah- Local leader Nakaseke. She says: “The problem in our community was that there was no safe water at all near by the school. So children would run for a distance during lunch time to get water to drink in they needed but they would take totally contaminated water.

“With the EACDA ongoing Porgrammes in Luweero, we now have safe drinking water. This along with the Rain Harvesting Unit has helped our school address the issue of water problems especially to the girl child when at school. I am very impressed with all the changes.” Parish Priest Kalasa Church.

“Now we organise ourselves to reach the local leaders where we see that they have not reached our expectations. EACDA made us aware that the local leaders are for us not us for them. water tanks should be on all government schools Mpologoma L. Vicent. Kyayimba Kiboga.



A tank at Kyayimba PCY

### Clean-up and safe water campaign

Along with setting up rainwater harvesting systems, one of the key aspects of the community-based health programme is changing behaviour, to bring about better health practices in schools and to all children. EACDA sensitised the children and teachers and the following were the stories they gave during and after the project.

“For me the best thing has been the health education and learning how to take care of our own bodies even at school”. Naluyima Phiona (primary six) -Maranatha P/S Mubende.

Kalungi Sam (primary seven) - Novic Primary school explains. “It makes so much difference washing our hands after the toilet and before eating.

Mwesigwa peter (primary seven)– Hillside Academy P/S Also learnt about keeping the environment around the well clean, and how to prevent disease, when you go to draw water from the ‘well’ you must take off your sandals before entering the water.



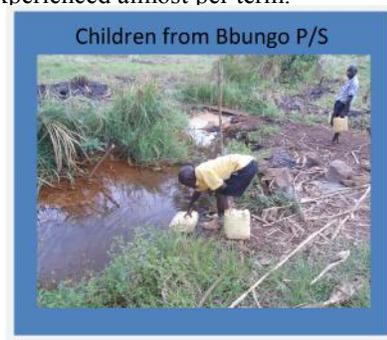
Children fetching water

I told my grandmother that now we have filters that help to clean water, she told me that now it was good to take the water at school only if it is filtered. Kwega Samuel (Primary four)– Nakasongola R.C.

### No more diarrhoea

Naluyima Hadija a teacher -Ntake P/S says: “I’m not a medical doctor but I can see that the children are physically better as they don’t get so much sick of diarrhea and typhoid which was experienced almost per term.

Mr. Ssengooba Fredrick Head teacher– Bbungo P/S, “My dream for our community was to have a school with at least safe water for the children to reduce of diarrhea cases. Now we shall not resist our children from taking water at school.



## 2. ‘Quality Education and Improved Health Through Malaria Control and Fruit Growing

The School Garden Project through in EACDA with its project ‘*Quality Education and Improved Health Through Malaria Control and Fruit Growing*’, was established as a response to increasing concerns about the health and well-being of children and young people, and a confidence that school Gardens in schools is a successful way of dealing with these concerns with unlimited benefits towards education delivering many benefits. EACDA with its SGP has got a strong belief that food growing in schools is an important activity. This is just the beginning which will justify the end to explain how food growing is a requirement to children in school and why each and every body in the community let it be young, youth or adult has to involve in supporting it for its intended benefits.

As we have been dealing with children in hundreds of schools, we are here to analyse and put across the many benefits, identify challenges and proven best practical knowledge of the ideas related to SGP.

After considerable deliberation, the team has made a set of recommendations in the final report that will support schools to enable and embed food growing under SGP in every school, in practical and affordable ways at any size. We must now work together to ensure that every school can and does become food growing schools.

EACDA Staff communicating to the committee and local leaders in Kiboga



Practical learning is so significant with values in terms of learning, hands-on activities and leading to a stronger link with the community. It has been a superb activity where children are supported to demonstrate their challenging behavior and experiences. The School Garden Project through *Quality Education and Improved Health Through Malaria Control and Fruit Growing* were a variety of fruits and medicinal plants have been planted has reflected to the minds of many children to understand where food originates. We help and watch children enjoying, nurturing and harvesting their produce as well as calling up on their parents to buy the surplus and further still cooking it within school. Through the CLS approach, clubs are reinstated called the school gardening clubs. These involve parents and carers after school thus bringing the community together and parents find it supportive because they are able to support their child’s learning”.

Quality Education And Improved health through Malaria Control and Fruit Growing in particular is related to school garden project in EACDA which has revealed various benefits to beneficiaries. The formed garden from incept has shown that, across all schools and communities on which evidence is available, the evidence base is almost entirely positive. The school gardens are shown to be a worthwhile activity with the potential to lead to a number of positive impacts on, and benefits for the beneficiaries. The following are the benefits of the SGP;

i. Health benefits

Having seen that Uganda is one of the country that face malnutrition effects such as Kawasaki leading to death among the children. In order to reduce such problems, children need to broaden their perspective on what foods are so important and eat them in time. The ‘*Quality Education and Improved Health Through Malaria Control and Fruit Growing*’ project put more emphasis and areas of interest to the stake holders who are the keep actors concerning the effects of S.Gs programmes on knowledge and awareness of nutritional issues and healthy eating, including: Children’s willingness to try rear but nutritious fruits and medicinal plants and changes to their taste preferences, Children’s identification and recognition of rear fruit, vegetables and medicinal plants and Children’s actual consumption and treatment of fruit, vegetables and medicinal plants. Benefits in relation to Health have been traced in some of the aspects such as; *Healthy eating and nutrition, Physiological benefits and Psychological and ‘wellbeing’ benefits.*

ii Educational benefits

The school children have got a lot to learn which are associated with food growing activities in primary schools. School Garden activities to education are viewed in relation to; pupils’ achievement, pupils’ motivation and school-community relationships.

*The children at Child Care P/S have leant weeding and watering practices at school. “I love the project because even at home I have my own pineapple I water evry day”. Mentioned by the same child Kato in the photo*



iii Knowledge, skills and behavioural benefits

There are various potential skills, knowledge and behavioural benefits that have been registered from the project activities in the five primary schools. These have been focused with; *Development of fruit and medicinal plants and modern skills, Acquisition of practical gardening and growing skills and Enhancement of environmental awareness.*

Children have learnt to nature the crops from seedlings to middle stage. *‘Today we have a problem where by children go on planting different seedlings behind the classes and around the school compound’ Mr. Mukasa science teacher.*

*‘It was quite interesting when some children asked for the organic manure that remained after the project so that they could also take home to their plants’’. By Prince Kanakulya the Head Teacher*

