CENTRE FOR AFRICAN JUSTICE

RIGHT TO QUALITY EDUCATION

RIGHT TO QUALITY EDUCATION | ISSUE 01 | VOL 03 | JANUARY 2021

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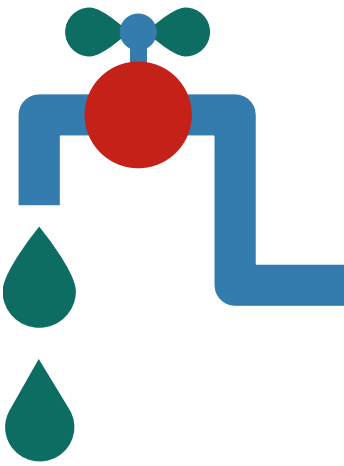
Only 61% of children aged 6-11 years old regularly attend primary school.

THE KISORO PROJECT

A SUMMARY OF THE KISORO PROJECT BY

LEZERINE MASHABA ETHEVE



OVERVIEW

We acknowledge that, during these times, all the modifications need to be carried out to ensure that water, hygiene, and sanitation services are a ccessible at African schools, for the prevention of COVID-19 outbreaks. However, equipping schools with adequate sanitation does not suffice. Children need to be taught to adhere to health protocols. There must be a combination of adequate sanitation and hygiene facilities and health-related knowledge. In our project at Matinza Primary School in Uganda, we focus on both matters. Most urgently, we aim at renovating the existing 11 stances of latrine facilities, and at constructing a water harvesting system with gutters, water storage tanks, pipes, and taps. Moreover, we aim at establishing a school health committee and a school health club, based on peer-to-peer education, to change the children's behavior for the better when it comes to applying hygiene norms.

MATINZA PRIMARY SCHOOL, KISORO DISTRICT, UGANDA

OUR AIM

Our main aim is to improve the health and learning environment of the pupils by increasing the latrine coverage, provision of clean water, and increasing the knowledge and skills for sustainable promotion of good sanitation and hygiene among students, staff, teachers, and parents.

Our team is guided by the United Nations Sustainable Development Goal 4 'Right to Quality Education'. We are focused on promoting lifelong learning opportunities by “building and upgrading education facilities that are child, disability, and gender-sensitive to provide a safe, non-violent, inclusive and effective learning environment” (UN, 2018). Further, our team is also guided by Sustainable Development Goal 3 'Good Health and Well-being' and Sustainable Development Goal 6 'Clean Water and Sanitation'

WHAT PROBLEMS ARE WE ADDRESSING?

1. Matinza Primary School has had many years of neglect of school infrastructure resulting in deterioration of the classroom environment and sanitation facilities which contributes to ill health and consequently poor academic performance of the pupils. Although the school receives government grants, the funds are not enough. There is low prioritization of school infrastructure maintenance with most of the government grants spent on teaching instruction materials. As a result, the school has dilapidated classroom infrastructure, inadequate latrine facilities, and lacks water for drinking, hand washing, and general hygiene.

2. The school has one latrine with 5 stances for 443 boys translating into a latrine stance to pupil ratio of 1:88 which is higher than 1:50 recommended by the Ministry of Education and Sports of Uganda. In addition to the latrines not being enough for boys, they are in a very bad condition, difficult to clean, and hence posing a significant risk of safety and disease.

3. Similarly, the school has 1 latrine with 4 stances for 491 girls translating into 1 latrine stance to 122 girls. The ratio of latrine stance to girl pupils of 1:122 is far higher than 1:50 recommended by the Ministry of Education and Sports of Uganda. Additionally, the girls lack washrooms yet they are necessary for safe menstrual hygiene management for girls in adolescence. The latrine for girls has cracks in the basement which poses a serious safety risk.

4. The lack of safe water for drinking and hand washing after the use of latrines makes the situation worse. A recent rapid assessment at the school indicated that more than 21% of the pupils fall sick on an annual basis and 40-50% of this ill-health is diarrhoea disease attributed to poor sanitation and hygiene at the school. Additionally, ill-health contributes 20% of the school days lost to absenteeism resulting in overall poor academic performances at the primary leaving examination.

5. The children studying at the school are at a very higher risk of being affected by the rapid spread of the Corona Virus Diseases 19 (Covid 19) due to their lack of access to clean water, sanitation, and hygiene.

OUR SOLUTIONS

1.

Improved safety and cleanliness of the existing school latrines. This will involve renovating the existing school latrines to make them safer and easy to clean. This will reduce the risk of sanitation-related disease and hence contribute to the improvement of the school children's health;

2.

Improved sanitation and hygiene and environment conservation knowledge, skills, and practices/behaviors at the school. This will involve training teachers and school children and organizing school health and eco-green environment clubs to ensure the sustainability of better health, sanitation, hygiene, and environment management behaviors; and

3.

Increased prioritization of water, sanitation, and hygiene infrastructure by the school management committee and other school stakeholders. This will include engagement of the school management committee, Parents and Teachers Association on prioritization and investments in the maintenance of the water, sanitation, and hygiene infrastructure of the school in the school budget to ensure effective maintenance of the established infrastructure;

4.

Improved access to clean water at the school. This will include the establishment of a rainwater harvesting system including water storage tanks and taps to ensure children can have water for drinking and hand washing while at school. This will contribute to the better health of children through adequate body hydration and hygiene.

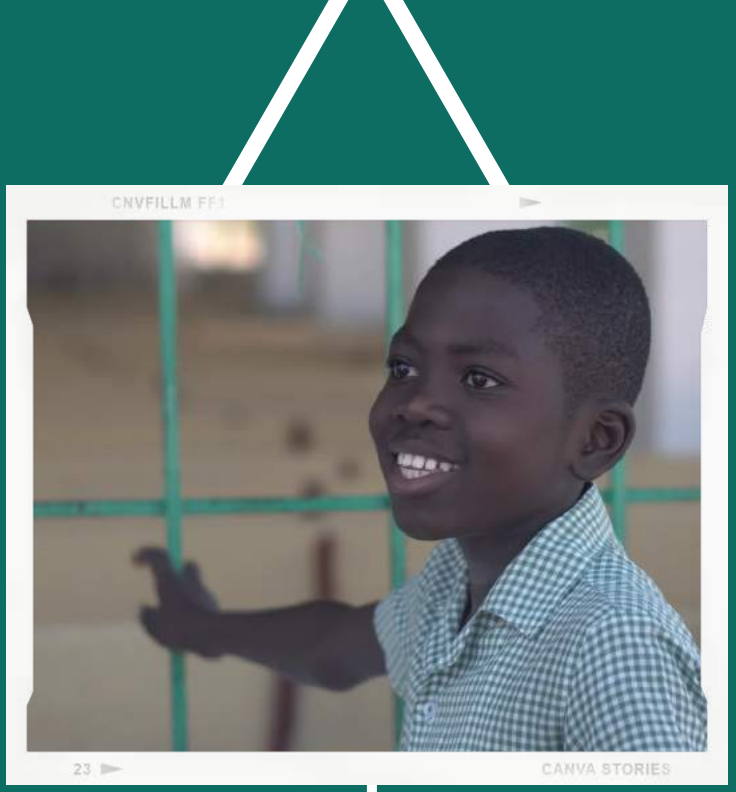
ELABORATION AND JUSTIFICATION

Renovate the existing 3 old latrines with 11 new stances

We have chosen this solution as one of the priorities because currently, the school has one latrine with 5 stances for 443 boys translating into a latrine stance to pupil ratio of 1:88 which is higher than 1:50 recommended by the Ministry of Education and Sports of Uganda. In addition to the latrines not being enough for boys, they are in a very hard condition, difficult to clean, and hence posing a significant risk of safety and disease. Similarly, the school has 1 latrine with 4 stances for 491 girls translating into 1 latrine stance to 122 girls. The ratio of latrine stance to girl pupils of 1:122 is far higher than 1:50 recommended by the Ministry of Education and Sports of Uganda. Additionally, the girls lack washrooms yet they are necessary for safe menstrual hygiene management for girls in adolescence. The latrine for girls has cracks in the basement which poses a serious safety risk.

Establish a rainwater harvesting system including gutters on all classroom blocks, connecting pipes, and 2 rainwater storage tanks with water taps.

By doing this we want to ensure that the toilets will have enough water to flush and the pupils will have clean, healthy water to drink and wash their hands. Considering that currently, the school does not have access to clean water to be provided by the government, by installing resources which allow us access to rainwater we eliminate the possibility of running out of water, therefore, leading to non-usage of the toilets which defeats the purpose of the project. The school will take full responsibility for managing the water and ensuring that it is used responsibly.



Establish a school health committee and pupils led school health club and pupil-led school eco-green environment club.

In our case, the best sustainable solution to promote hygiene and eco-green environmental awareness in the school is to equip and inform the pupils with knowledge and skills on how to practice healthy living. Encourage them to take full ownership of the activities for the program and make it their own. By using this approach we ensure that the responsibility to practice hygiene and healthy living remains within their community circle. The health and eco-green environmental clubs are also a way to keep the pupils informed and learn about leadership, responsibility, and being accountable for their own health. We further hope by equipping the pupils we will also be making an impact within the communities where they live through shared learning.

PROJECT SUSTAINABILITY

As part of this project, staff members of Merit Healthier Schools Initiative (MHSI), a community-based organization in Kisoro District which is a partner in the project, are assigned to work with school management to support long term development planning. The plan will create an opportunity to project financial resources and actions needed for the development and sustainable financing for maintenance of school infrastructure inclusive of the water, sanitation, and hygiene infrastructure. The plan will also be used as a tool for improving long-term financial planning, facilities maintenance, and resource mobilization. Through the school's parents and teachers association (PTA), parents will also be sensitized on their responsibility towards school maintenance through agreed financial contribution approved by parents and teachers association (PTA). The future sources of funds for the maintenance of the school infrastructure will include contributions from stakeholders including the PTA, community organizations, that use classrooms, and where applicable from local government and local fundraising events involving the private sector.

ADDITIONAL INFORMATION

Direct beneficiaries

Matinza Primary School pupils and their teachers (934 pupils aged 7-13 years as per 2019 pupil enrollment of which 443 are boys and 491 are girls plus 19 teachers.

Indirect beneficiaries

Estimated 800 local community activists who utilize the school's facilities for their community projects and community meetings.

CONTACTS

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Your financial support for the Matinza Primary Project, Kisoro, Uganda is welcome!

Find our bank transfer details below:

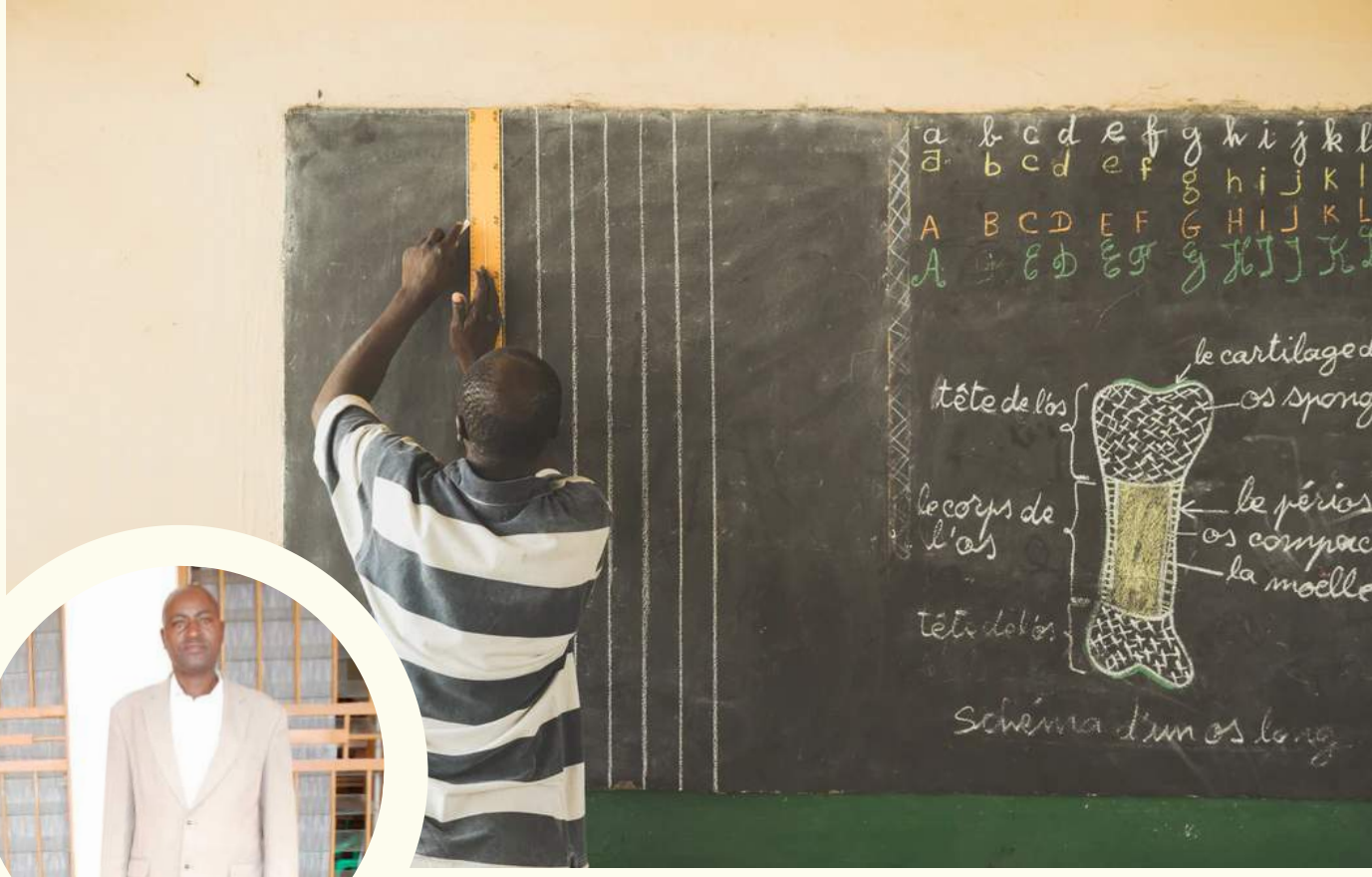
Stg. CENTRE AFRICAN JUSTICE, PEACE AND HUMAN RIGHTS IBAN: NL20INGB0008367559
Swift/Bic: INGBNL2A
Bank Address: Bijmerdreef 109, 1102BW, Amsterdam, Netherlands

CENTRE FOR AFRICAN JUSTICE, PEACE AND HUMAN RIGHTS

RIGHT TO QUALITY EDUCATION: COMPLETED PROJECT IN ENUGU STATE, NIGERIA 2018

What is the impact of our projects?

- Prevented diseases such as diarrhea, cholera, typhoid fever or dysentery.
- Improved the health of the community
- Lowered the chance of contamination leading to health issues
- Increased school attendance and lowered drop-out rates
- Reduced child mortality and child abduction
- Reduced pollution



INTERVIEW WITH FRANCIS RWALINDA

Headteacher of the Matinza Primary School, in Uganda

How do you feel about plans to renovate and build new latrines, toilets and washroom facilities at the school?

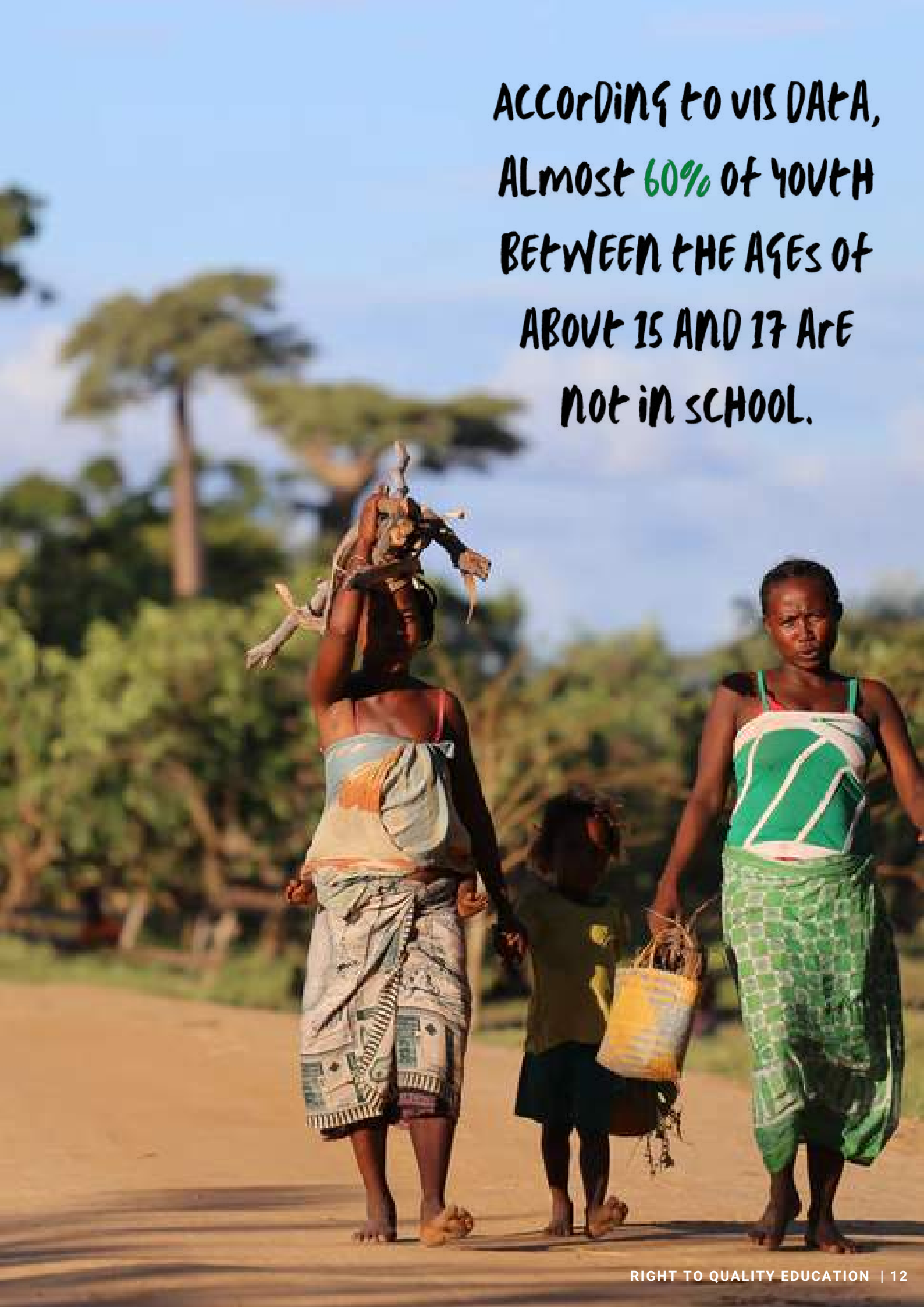
I really appreciate the work of the Centre for African Justice Peace & Human Rights, and feel very much happy and interested in the renovation of the school facilities.

Do you believe that the renovated facilities would improve the school environment? If so how?

Yes, I believe that the renovated facilities will improve the school facilities and its environment. Because their construction will improve the health situation in the school. Which will encourage all children to stay in school irrespective of gender.

How will these facilities (latrines, toilet and washroom) benefit your children/students once they are completed?

The new and improved facilities will help the children so they do not suffer from health related diseases such as dysentery, diarrhoea, cholera, and other similar diseases related to poor hygiene. They will copy the knowledge of health keeping from school to their home environment, moreover the Primary School will become a role model to the community.


According to VIS data,
Almost 60% of youth
between the ages of
about 15 and 17 are
not in school.

INTERVIEW WITH MS. BROWNIE EBAL

FOUNDER AND EXECUTIVE DIRECTOR OF KITABU-BUK PROJECT

MS. BROWNIE EBAL

Ms. Ebal, as we begin please tell us about yourself and a bit about your academic background, career, and volunteering experience?

I am a 28-year-old female Ugandan. I am a practicing advocate (lawyer) working as a Senior Legal Officer in National Water and Sewerage Corporation, a Government Parastatal and Water utility in Uganda. I have a Master's Degree in International Law and Development (LLM) from the University of Nottingham (UK). I am the founder and Executive Director of Kitabu-Buk Project, a local registered Non-Governmental Organisation (permit number 3734) that has been in existence for 6 years. I love volunteering and have participated in various projects with AIESEC in Uganda, Ethiopia, Brazil, and Tanzania.

You are one of the Founders of the Kitabu-Buk Project. What was the motivation behind starting the organization and what is its mission and core objectives?

The project's mission is "to create awareness through the reading culture" and our vision is to "ensure every child's access to quality education."We believe that the youth can impact their nation through redistribution of resources for the greater good of Uganda. Therefore, instead of throwing their scholastic materials and old books, the youth can donate them and change their fellow children's lives effectively.

PROJECT OBJECTIVES:

- To promote quality education.
- To enhance literacy through learning.
- To develop a reading culture in our communities.
- To transform lives through education.

What can you share about the structure of your organization and the staff/volunteer compliment?

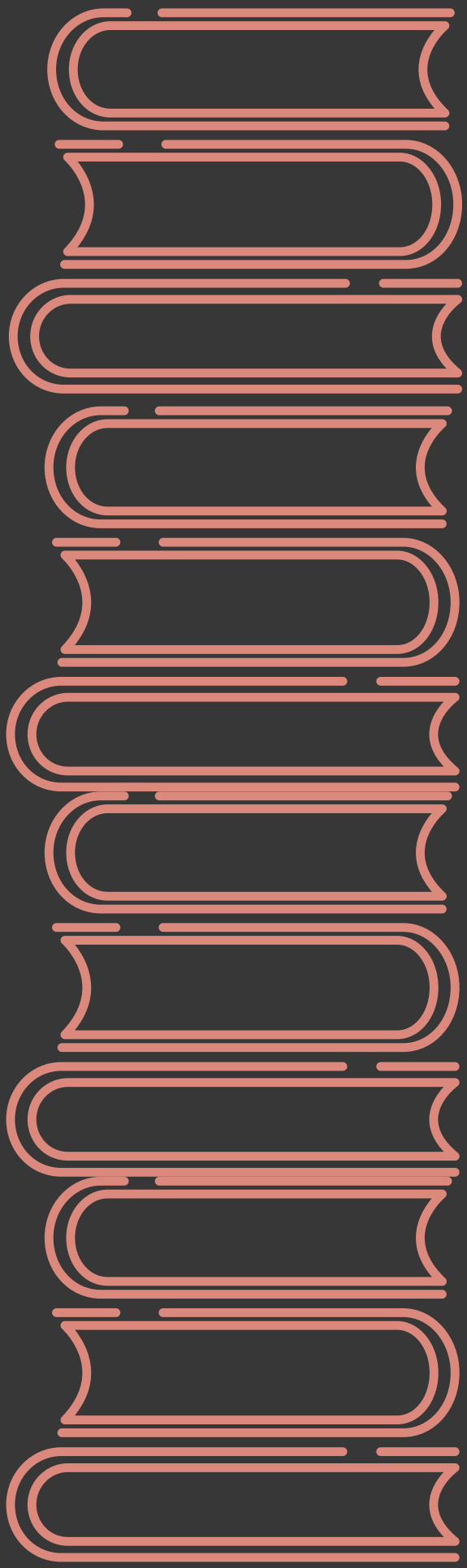
The organization has a board of governors, directors, and volunteers.The board provides strategic guidance. The directors and volunteers implement the proposed annual work plan.

Who are the major beneficiaries of your projects and which cities or regions of Uganda do you provide services? How often do you collaborate with domestic and international partners to deliver your projects? What plans do you have for expanding your reach?

The main beneficiaries are UPE, USE schools, and community schools across Uganda. We have so far donated to 17 districts across the 5 regions of Uganda. (Northern, Eastern, Central, Western and Southern Uganda) We partner with domestic and international partners annually. It however depends on the interests of both parties for such partnerships to grow.We hope to expand our outreach through encouraging more domestic partnerships with companies in Uganda.

Would you share one of the first projects undertaken by your organization? Have your projects changed since then? If so then how?

The first project was in 2014 where we donated only 76 textbooks to St. Joseph's Primary School Kirinya.We have so far donated 111,197 textbooks across Uganda and held 28 donation events covering 26 primary and secondary schools across Uganda.Currently, the minimum textbook donations are 500 textbooks per school. We are eternally grateful to our various partners for ensuring our dreams come true.



11,197 | Books Donated

Would you describe your projects as effective? How has your organization impacted communities in Uganda and/or in other countries? How many Ugandan schools and/or students have you impacted?

Our projects are very effective as schools where first grades were unheard of have managed to obtain first grades after our donation.We have so far held 28 donation events impacting 26 schools across 18 districts in Uganda and reaching a student and local community of about 30,000 people.

Which of the organization's accomplishments you are most proud of?

I am proud of all the achievements Kitabu has accomplished. We have grown from a small NGO donating only 79 books to donating 11,197 textbooks and counting. In a special way, we would like to appreciate Read to Grow, a Netherlands Charity, which donated 10,000 textbooks to Kitabu- Buk project and boosted our capacity to impact more lives. I am proud of the Kitabu team, a team of young energetic youth who come together to serve our country. We currently have about 40 volunteers and are extremely proud of the work they do.

How has the COVID-19 pandemic affected the efforts and operations of your organization and what are some of the adjustments you had to make?

The pandemic has affected our ability to hold donation events as the schools have been closed. In order to still make an impact, through our volunteers, we have been able to distribute only 500 textbooks to one school so far. Career guidance has only been given to primary seven pupils.As someone who has worked with many primary schools in Uganda what is your opinion about the sanitation standard in those schools? Do they have adequate toilets and handwashing facilities in primary schools to support student's access to education? The sanitation is still poor as the number of toilet facilities vis a vis the number of students is quite low. We commend the Ugandan government on the efforts made to improve sanitation in our schools and hope for much more to be done.

What is your message to individuals and organizations that have the capacity to support the schools by providing Water, Sanitation, and Hygiene facilities that have become most necessary in this time of COVID?

I would appeal to all the different communities and local leaders to preach good hygiene and find ways to construct more sanitation facilities in schools.

What are your future plans in the short term over the next 1 – 3 years?

Our plans are to increase on the number of book donations provided to each school and together with development partners to see how to set up rainwater tanks in every school so as to promote good hygiene.

Do you have a message or any parting words for Ugandan school children?

For the Ugandan school children, please, always look for solutions to your problems, if there is no teacher, read a book, if there is no book, find elders to speak to you about life. Love learning and seek knowledge, there is always a way for you to achieve more!

To find out more visit:

http://kitabubukproject.org/

4 QUALITY EDUCATION

ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL

617 MILLION CHILDREN AND ADOLESCENTS **LACK** MINIMUM PROFICIENCY IN READING AND MATHEMATICS

750 MILLION ADULTS STILL REMAIN ILLITERATE

TWO THIRDS OF THEM ARE **WOMEN**

MORE THAN HALF OF THE SCHOOLS IN SUB-SAHARAN AFRICA

DO NOT HAVE ACCESS TO

- BASIC DRINKING WATER
- HANDWASHING FACILITIES
- THE INTERNET
- COMPUTERS

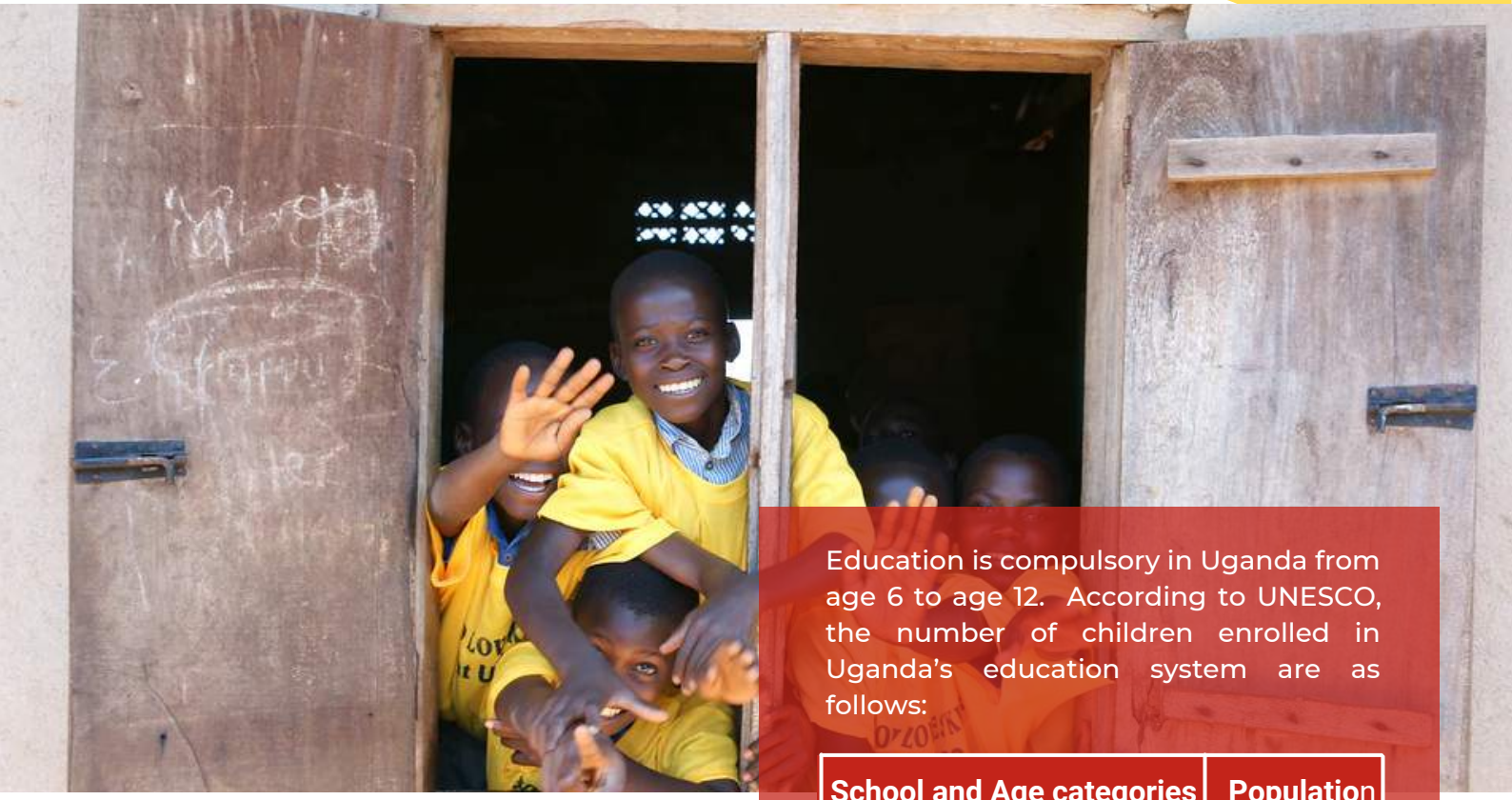
1 OUT OF **5** CHILDREN BETWEEN 6 AND 17 YEARS

ARE NOT ATTENDING SCHOOL

IN CENTRAL ASIA, **27%** **MORE GIRLS THAN BOYS** OF PRIMARY SCHOOL AGE ARE NOT ATTENDING SCHOOL

In Sub-Saharan Africa, about a third of all school-age children lack basic handwashing facilities. This represents about 293 million children.

A SHORT PROFILE OF UGANDA



BY KEAN SMITH

The Republic of Uganda is a landlocked country in east-central Africa with a population of 45.7 million. It is bordered by South Sudan to the north, Kenya to the east, the United Republic of Tanzania to the south and the Democratic Republic of the Congo and Rwanda to the west, and south-west respectively (see map below). Uganda has a landmass about the size of Great Britain. Its capital city is Kampala with a population of 1.507 million.

Education is compulsory in Uganda from age 6 to age 12. According to UNESCO, the number of children enrolled in Uganda's education system are as follows:

School and Age categories	Population
Pre-primary 3-5	4,434,842
Primary 6-12	9,163,260
Secondary 13-18	6,417,643
Tertiary 19-23	3,419,644
Total	23, 435, 389

There are at least 32 languages spoken in Uganda, but English and Swahili, official languages, and Ganda are most commonly used. English is the language of education Swahili was chosen as another official national language because of its potential for facilitating regional integration and trade particularly with Tanzania and Kenya.

Map Of Uganda

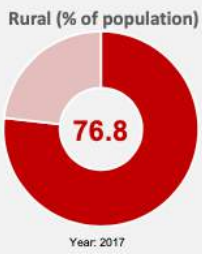
World Science Day for Peace and Development | United Nations. 2020. Available at: https://www.un.org/en/observances/world-science-day
National Population and Housing Census 2014 2017. Kampala: Uganda Bureau of Statistics., p. 20. Available at: https://www.ubos.org/wp-content/uploads/publications/2014CensusProfiles/KAMPALA-KCCA.pdf
Country Flags, 'Flag of Uganda' <https://www.countryflags.com/en/flag-of-uganda.html>
Nations Online Project - https://www.nationsonline.org/oneworld/map/uganda-map.htm
Sustainable Development Goal (SDG) 4 Country Profile. [no date]. Available at: http://uis.unesco.org/sites/default/files/documents/countryprofiles/UG.pdf

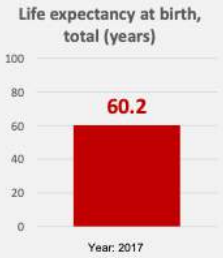
SUSTAINABLE DEVELOPMENT GOAL (SDG) 4

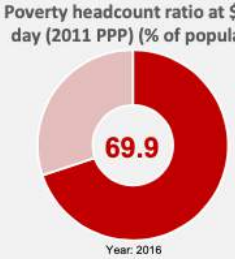
COUNTRY PROFILE

Country or territory	Uganda
Region	Sub-Saharan Africa
Income group	Low income

National Context



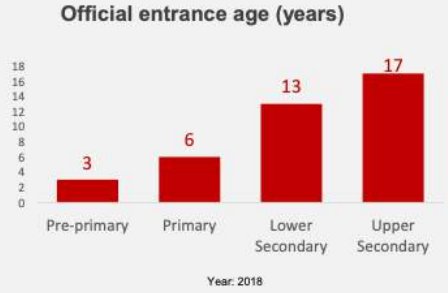


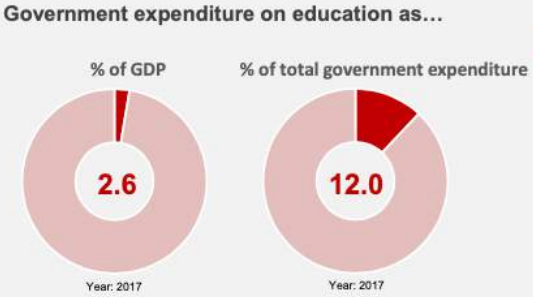


Country

Note: This section includes the main demographic and socioeconomic indicators of the country for the last available year.
Sources: (1) rural population and life expectancy: UN Population Division; (2) poverty headcount ratio: World Bank.

Education System





Country

Source: UIS and UOE Surveys of Formal Education

4.1 - Free, equitable and quality primary and secondary education

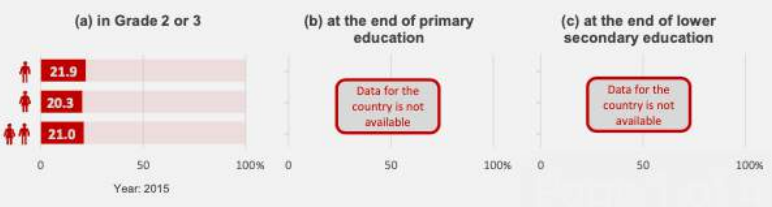
Indicator 4.1.1 - Proportion of children and young people achieving at least a minimum proficiency level in *reading*, by sex

Country

What is this?

The bars represent the percentage of students in each level achieving minimum proficiency level in **reading and mathematics**. *Minimum proficiency level (MPL)* is the benchmark of basic knowledge in a domain (mathematics, reading, etc.) measured through learning assessments. Currently, there are no common standards validated by the international community or countries. The MPL used for this chart was set by each of the projects providing the data.

Indicator 4.1.1 - Proportion of children and young people achieving at least a minimum proficiency level in *mathematics*, by sex



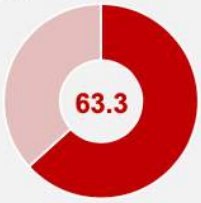
Data sources

Various cross-national learning assessments including: Programme d'analyse des systèmes éducatifs de la CONFEMEN (PASEC), Progress in International Reading Literacy Study (PIRLS), Programme for International Student Assessment (PISA), Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ), Tercer Estudio Regional Comparativo y Explicativo (TERCE) and Trends in International Mathematics and Science Study (TIMSS).

Sources: ERCE, PASEC, PIRLS, PISA, SACMEQ and TIMSS

4.2 - Quality early childhood development, care and pre-primary education

Indicator 4.2.1 - Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex



Country

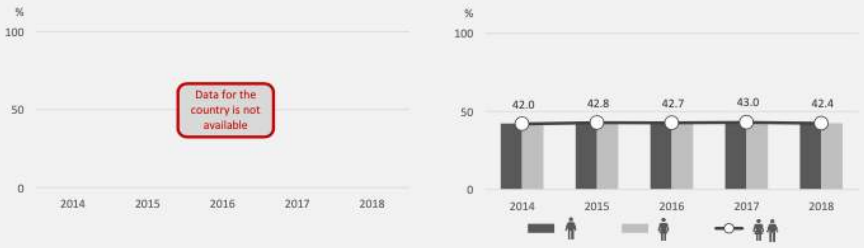
What is this?

The slices represent the percentage of children aged 36-59 months who are developmentally on-track in at least three of the following four domains: **literacy-numeracy** – to identify at least 10 letters of the alphabet, read 4 simple words and recognise and name all numbers from 1 to 10; **physical** – to pick up small objects easily and are generally well enough to play; **socio-emotional** – to undertake simple activities independently, get along with other children and do not usually kick, bite or hit other children or adults; and **learning** – participate in any type of organized learning including early childhood education, kindergarten or community care.

Year: 2016

Source: Early Childhood Development Index from UNICEF's Multiple Indicator Cluster Surveys (MICS) and USAID's Demographic and Health Surveys (DHS)

Indicator 4.2.2 - Participation rate in organized learning (one year before the official primary entry age), by sex



Country

Region

What is this?

The lines represent the percentage of children in the given age range who participate in one or more organized learning programmes, including programmes which offer a combination of education and care. Participation in early childhood education and in primary education are both included. The age range will vary by country depending on the official age for entry to primary education.

Source: UIS and UOE Surveys of Formal Education and UN Population Division's World Population Prospects

4.3 - Quality TVET and tertiary education

Indicator 4.3.1 - Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex

Country

What is this?

The percentage of youth and adults who have participated in a formal or non-formal education and training programme in the previous 12 months.

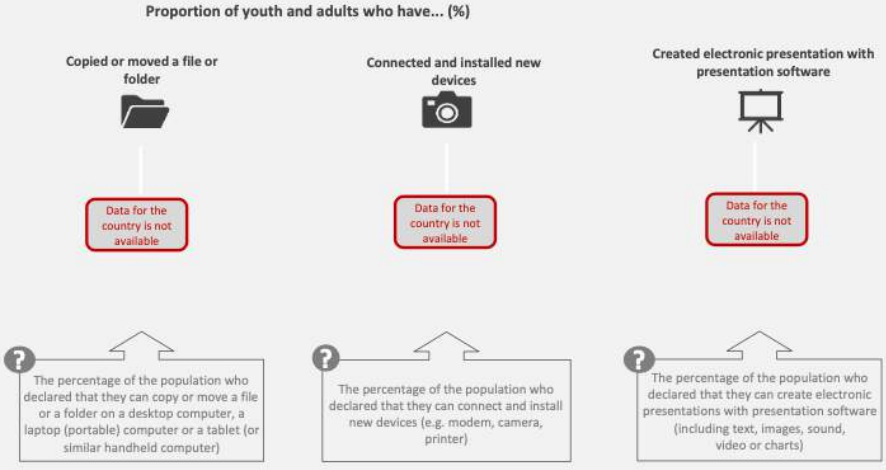
Data sources

Source: National household surveys coordinated by the EU Adult Education Survey (AES, target population 25-64 years) and OECD Survey of Adult Skills (PIAAC, target population 16-65 years).

Sources: Eurostat's Adult Education Survey (AES), OECD's Survey of Adult Skills (PIAAC), national Labour Force Surveys

4.4 - Technical and vocational skills

Indicator 4.4.1 - Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill



Country

Data sources

Source: National household surveys. Data compiled by Eurostat and International Telecommunications Union (ITU).

Sources: Eurostat and International Telecommunication Union (ITU)

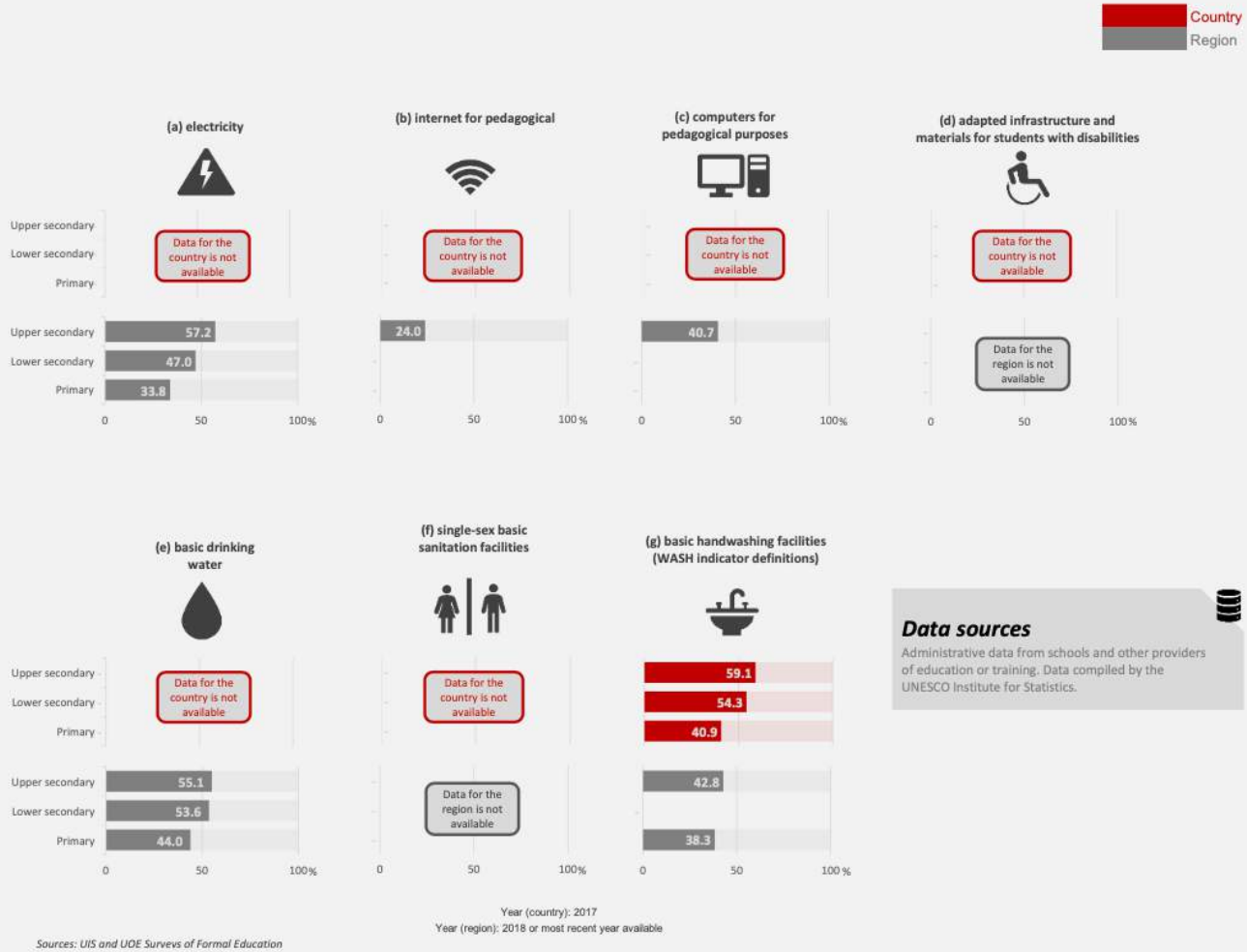
4.6 - Youth and adult literacy and numeracy

Indicator 4.6.1 - Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex

Sources: OECD's Programme for the International Assessment of Adult Competencies (PIAAC), World Bank's STEP Skills Measurement Programme (STEP)

4.a - Education facilities

Indicator 4.a.1 - Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)

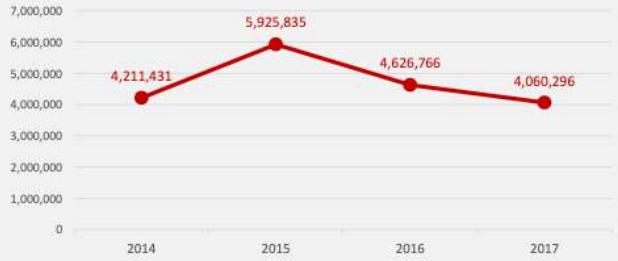


Year (country): 2017
Year (region): 2018 or most recent year available

Sources: UIS and UOE Surveys of Formal Education

4.b - Scholarships

Indicator 4.b.1 - Volume of official development assistance flows for scholarships, constant US$



Sources: The Development Assistance Committee of the Organisation for Economic Co-operation and Development (OECD)

What is this?

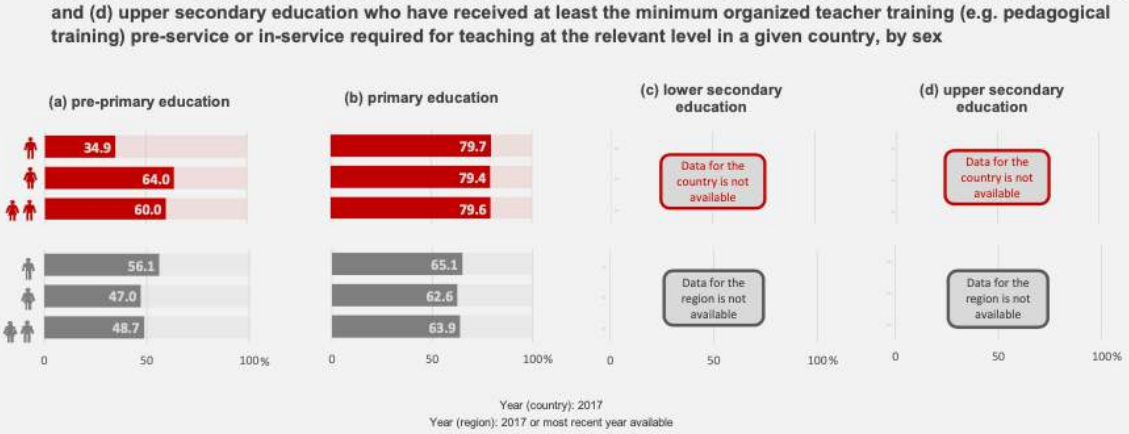
Total net official development assistance (ODA) for scholarships in donor countries expressed in US dollars at the average annual exchange rate.

Data sources

Administrative data from donor countries and other aid providers on net official development assistance to education. Data compiled by the Development Assistance Committee (DAC) of the Organization for Economic Co-operation and Development from returns submitted by its member countries and other aid providers.

4.c - Qualified teachers

Indicator 4.c.1 - Proportion of teachers in: (a) pre-primary education; (b) primary education; (c) lower secondary education; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex



Sources: UIS Surveys of Formal Education

What is this?

Percentage of teachers by level of education taught (pre-primary, primary, lower secondary and upper secondary education) who have received at least the minimum organized pedagogical teacher training pre-service and in-service required for teaching at the relevant level in a given country.

Data sources

Administrative data from schools and other providers of education or training. Data compiled by the UNESCO Institute for Statistics.

1 in 4 children will live in areas with extremely limited water resources by 2040.

THE REOPENING OF SCHOOLS AMID COVID-19: MITIGATION STRATEGIES AND TRENDS

By Melissa Philippou

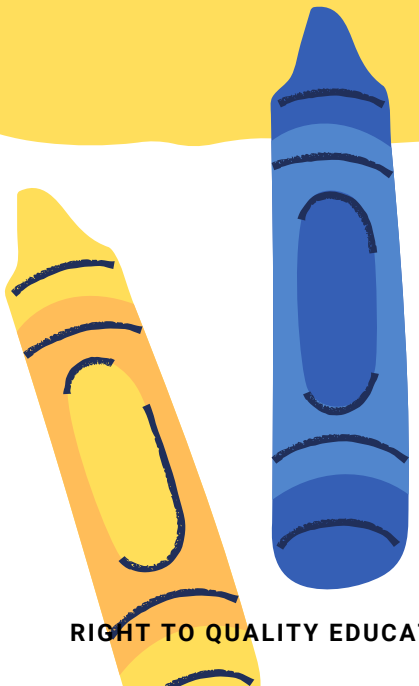
On a global scale, the COVID-19 health crisis has severely impacted children's right to education, as 1.6 billion children and youth around the world did not have access to educational facilities during the early stages of the pandemic. While several countries prepare for a second wave of surging cases, one of the most concerning questions raised in their attempt to mitigate the spread of the virus is the extent to which it can be transmitted in school facilities. And if so,

how can the education sector be transformed, even strengthened, to include mitigation practices tackling any possibility of transmission whilst ensuring that children can exercise their right to quality education?

Addressing this challenge is fundamental for the achievement of the UN's Sustainable Development Goals (SDG henceforth), in particular, SDG 3 - to ensure healthy lives and promote well-being for all at all ages, SDG 4 - to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, and SDG 6 - to ensure availability and sustainable management of water and sanitation for all. Now more than ever, it is crucial to establish long lasting mechanisms that safeguard children's health while exercising their right to quality education. This has the potential to lessen the long-term burden of this pandemic on disadvantaged communities. Although there is still limited data on the effects, transmission rates and routes of COVID-19, preliminary studies demonstrate that the virus is reported much less frequently in children than in adults, representing approximately 8% of reported cases globally. Yet, additional studies are being conducted to gain a more comprehensive understanding of the role of children in transmission practices. To date, available evidence points to the ability of children of all ages to contract as well as spread the virus. Nonetheless, it is believed that the spread among children under the age of ten is far less than in older children and adults. Hence, all available information on COVID-19 as of yet suggests that susceptibility to the virus increases with age.

Thus, it is becoming increasingly evident that transmission among children is particularly low, and that schools are unlikely to be the main drivers of the spread of the virus. These findings play a significant role in the reopening of primary and secondary schools in numerous countries. In Uganda for example, following a seven-month closure which affected more than 10 million learners, schools reopened in September only for candidate classes and finalists, while schools are planning to reopen for non-finalist students in January 2021.

1.6 billion children and youth around the world did not have access to educational facilities during the early stages of the pandemic.



However, before reopening schools, it is extremely important to adopt rigorous mitigation strategies and preventative measures in school facilities to keep the transmission levels low. The main challenges that need to be addressed include:

1. Reducing the risk of exposure, acquisition and transmission of the infection of adult personnel and older students both inside and outside of school facilities;
2. Implementing school policies that facilitate isolation of school students and personnel if/when necessary;
3. Ensuring good hygiene of students, staff and facilities (including frequent touch points like light switches, door handles, electronic devices etc.);
4. And, ensuring proper air ventilation.

The World Health Organization (WHO) has put forward a multilayered approach to tackle the above challenges and minimize the risk of spreading the virus within educational facilities. First, intense collaboration and frequent communication between the school and the community at large is essential, particularly between students, teachers and parents to help prevent the introduction and spread of the virus. By screening more frequently for symptoms, by asking parents to report on any possible and/or confirmed COVID-19 cases in the household, by preventably isolating when the possibility of infection is medium to high, and by measuring the temperature of staff and students before they enter school premises like in Uganda, the spread of the virus can be largely contained.

Second, daily hygiene practices should be introduced in schools to educate students and school staff of the appropriate measures to recognize COVID-19 symptoms, to protect yourself from catching the virus and know what to do if infected. These practices consist of providing hand hygiene stations, creating a schedule for frequent hand hygiene, implementing respiratory and hand hygiene in school buses, maintaining a clean and disinfected environment in school facilities including buses, and discouraging the sharing of items that are difficult to clean.

Nevertheless, the introduction of such practices may be ambitious in countries in which basic hygiene services and habits are significantly low both in schools and households. As shown in Figure 1, there had been a substantial gap between the availability of basic water services in schools in Eastern and Southern Africa and basic hygiene practices long before the outbreak of COVID-19. The figures reveal a great disparity among countries, with Lesotho being at the bottom of the list with only 2% of households having access to basic hygiene services,

Tanzania being at the top with 48% which is still a surprisingly low percentage, and Uganda falling in the middle with merely 21%. Accordingly, more effort and financial support is needed to minimize this gap, especially in rural areas, through education and frequent practice of hygiene and sanitation routines, in order to be able to cope with the pandemic.

Third, physical distancing is paramount for mitigating the spread of the pandemic. It is recommended that individuals maintain at least 1m distance, which can prove impractical in schools facilities. Therefore, the WHO suggests to limit the number of students per class by alternating shifts and/or distance learning with physical presence in school; to limit mixing of classes and age groups during school hours; to encourage the use of physical barriers to support physical distancing or provide physical guides like tape on floors; and to ensure crowd control during drop-off and pick-up hours

CENTRE FOR AFRICAN JUSTICE,
PEACE AND HUMAN RIGHTS

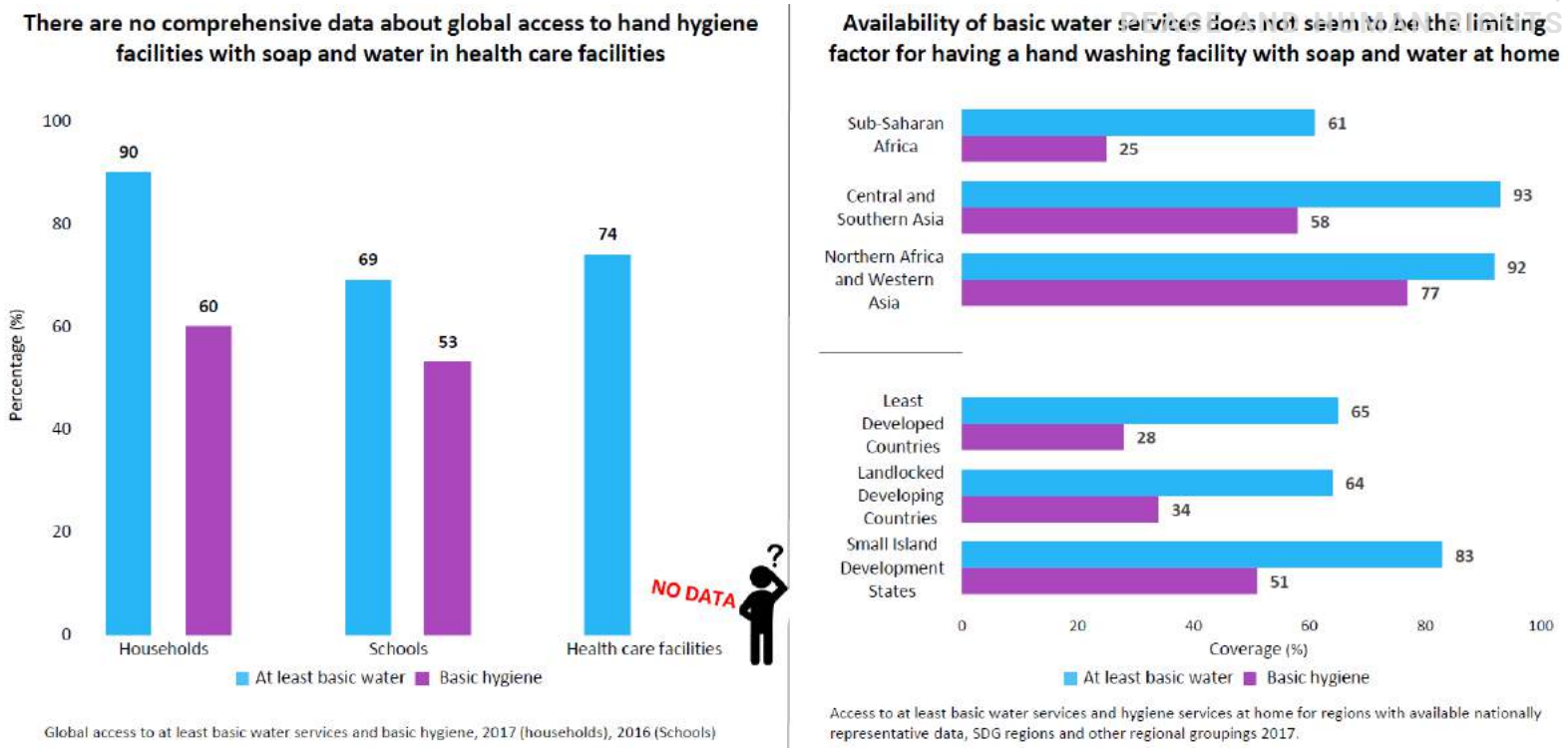


Figure 1: (left) Access to basic water and hygiene services in Eastern and Southern Africa, 2017 (households), 2016 (Schools and Health Care Facilities) & (right) Access to basic hygiene services at household level for countries in Eastern and Southern Africa, 2017

In the case of Uganda, considering that only candidate classes and finalists have been allowed to return to their classrooms, students have much more space to socially and physically distance from one another. In fact, this fraction of students accounts for less than 10% of the total number of students in the country, therefore, learning practices in school facilities amid the COVID-19 pandemic can occur in a safe and sanitary environment. Dividing the students in such a way provides the government with more time to plan the return of all students in January.

Fourth, the use of masks is recommended by both WHO and UNICEF to children over 12 years when the 1m distance cannot be guaranteed or if there is widespread transmission in the area. Children under 5 are not required to wear masks, whereas children between the ages of 6 to 11 should wear a mask if they are able to wear it safely and appropriately, if they have access to clean and replacement masks and in specific settings and interactions with high risk individuals.

Fifth, it is important to ensure adequate and appropriate ventilation in indoor spaces to increase the airflow and dilute contaminants. Heating, ventilation and air conditioning systems and filters should be regularly inspected, cleaned and maintained.

Lastly, the application of the above protective school mechanisms should be monitored to determine their impact, effectiveness, and to make improvements where necessary

For instance, in Uganda, health technical officers supervise the implementation of the operating procedures guidelines in schools across the country.

In conclusion, mitigating the spread of a global pandemic may be demanding, particularly for low-income communities, but it is also a pressing issue that needs to be addressed. Community transmission is often reflected in school settings, therefore, public health measures are key to protecting schools from amplifying transmission within entire communities. This practice has the capacity to benefit the society as a whole in the long-term, as large portions of the population will be more aware of the significance of hygiene practices, and subsequently improve living conditions on a personal and collective level. Most importantly, this practice can ultimately play a leading role in achieving SDGs 3, 4 and 6 in the midst of a global health crisis. Yet, to reach these goals, it is paramount to redirect further financing to the education sector.

UNICEF (October 2020) "COVID-19 and children: UNICEF data hub", Available at: <https://data.unicef.org/covid-19-and-children/>
United Nations (n.d.) "The 17 Goals", Available at: <https://sdgs.un.org/goals>
WHO (21/10/2020) "What we know about COVID-19 transmission in schools"
Nugroho, D., Pasquini, C., Reuge, N. and Amaro, D. (2020) "COVID-19: How are Countries Preparing to Mitigate the Learning Loss as Schools Reopen? Trends and emerging good practices to support the most vulnerable children", UNICEF,
UNESCO (n.d.) "Education: From disruption to recovery
Xinhua (16/10/2020) "Ugandan schools reopen for candidate students amid COVID-19", CGTN Africa
Kyeyune, H. (15/10/2020) "Uganda reopens schools despite virus fears", Andalou Agency (AA)
GCE Secretariat (7/7/2020) "Education during and post COVID-19: The role of civil society",

6 CLEAN WATER AND SANITATION

ENSURE AVAILABILITY AND SUSTAINABLE MANAGEMENT OF WATER AND SANITATION FOR ALL

BEFORE COVID-19

DESPITE PROGRESS,

BILLIONS STILL LACK WATER AND SANITATION SERVICES

2.2 BILLION PEOPLE
LACK SAFELY MANAGED DRINKING WATER
(2017)

4.2 BILLION PEOPLE
LACK SAFELY MANAGED SANITATION
(2017)

TWO IN FIVE
HEALTH CARE FACILITIES WORLDWIDE HAVE
NO
SOAP AND WATER OR ALCOHOL-BASED HAND RUB
(2016)

COVID-19 IMPLICATIONS

3 BILLION
PEOPLE WORLDWIDE
LACK BASIC HANDWASHING FACILITIES AT HOME

THE MOST EFFECTIVE METHOD FOR
COVID-19 PREVENTION

WATER SCARCITY COULD DISPLACE
700 MILLION PEOPLE
BY 2030

SOME COUNTRIES EXPERIENCE
A FUNDING GAP OF 61% FOR ACHIEVING
WATER AND SANITATION TARGETS


In the Sub-Saharan African Region over 12 million girls are at risk of never receiving an education

THE RIGHT TO INCLUSIVE AND QUALITY EDUCATION

BY EMELIE SAMUELSSON HERRERA

The right to education has been recognized in a number of international and regional legal instruments. The Universal Declaration of Human Rights (Hereinafter "UDHR") states in Article 26 that: "Everyone has the right to education". Further, the African Charter on Human and People's Rights, under Article 17 states that, "every individual shall have the right to education". Notwithstanding the fact that education is a fundamental legal right there are still many children and adolescents around the Sub-Saharan Africa region, who are not afforded the right to quality education; due to the poor quality in teaching and in school infrastructures and lack of measures for inclusivity. This article aims to address the issues and reasons behind the lack of quality education; the uneven spread of opportunity; the lack of access to basic services such as proper sanitation facilities, safe drinking water, adequate infrastructure; and lastly this article wishes to offer recommendations on how to tackle these issues.

In 2012, the United Nations created the 2030 Agenda for Sustainable Development, consisting of 17 Sustainable Development Goals (Hereinafter "SDGs") to achieve a better and more sustainable future for all. Goal 4 being "Quality Education" aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. This goal takes into consideration the meaning behind quality in education, inclusivity, and the promotion of lifelong learning opportunities for all. Further, it has been defined that inclusive education refers to the securing and guaranteeing the right of all children to access, presence, participation and access in their local regular school.

Education 2030 in Africa, "Financing for SDG 4: Making Global Education a Reality
Universal Declaration of Human Rightsy'
Organization of African Unity (OAU), African Charter on Human and Peoples Rights ("Banjul Charter")

The United Department of Economic and Social Affairs has determined that since 2000 there has been enormous progress in achieving the target of universal education, specifically in the region of Sub-Saharan Africa, making the greatest progress of all.

Sub-Saharan Africa has made the greatest progress in primary school enrolment among all developing regions, from 52% in 1990, up to 78% in 2012; regardless of this progress large discrepancies still remain. Today out of the 59 million out-of-school children of primary school age, 31 million, or more than one-half, live in Sub-Saharan Africa, being the region with the highest out-of-school rates of all ages groups, as seen in Figure 1. Looking closer to the data provided by UNESCO (Hereinafter "UIS") in Figure 1, it is revealed that girls are at a major disadvantage, which displays a failure to enhance gender inclusion in education. Across the region, nine million girls between the ages of about 6 and 11 will never go to school at all, compared to six million boys.

Moreover, it has been proved that what increases the chances of dropouts and out of school rate in schools is the lack of quality in teacher training and inadequate infrastructures to equip children and adolescents with disabilities, and the failure of governments and schools to meet appropriate inclusivity measures for girls and disabeled children.

There are a number of reasons why some countries in the region are struggling to meet the educational needs of children and adolescents. According to the UN, the main factors are:

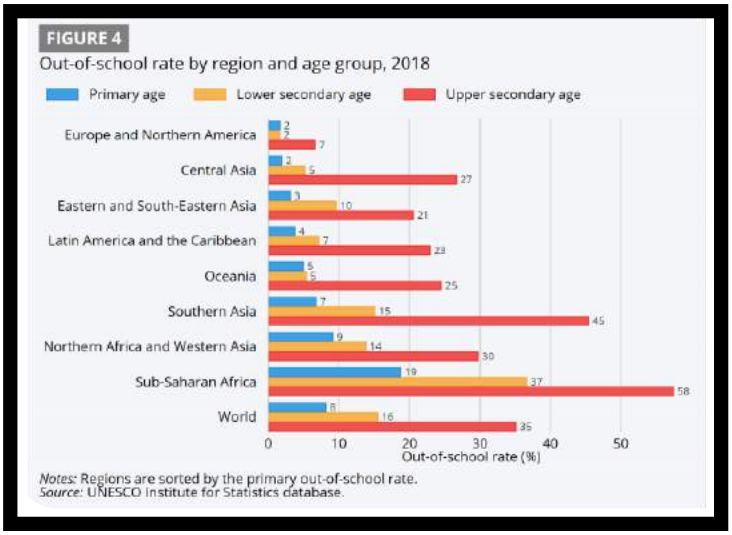
1) ***lack of trained teachers*** and

2) ***lack of adequate facilities***, which jeopardise quality of education for all threatening the attendance and interest of education, among other factors. Firstly, there are two main reasons behind the right to quality education by having qualified trained professionals, being:

United Nations "Sustainable Development Goals
Roger Slee, 'Defining the scope of inclusive education'
UN Department of Economic and Social Affairs, "Goal 4: Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All"

Research shows that the Sub-Saharan region has the lowest percentage of trained teachers in all three levels of schooling: 44 % in pre-primary, 74 % in primary and 55 % in secondary education. This is due to the lack of pre-service training, and inadequate in-service training to teachers; the overall training offered to teachers, in both these methods is categorized to be insufficient and inadequate, due to its superficiality. Henceforth, research conducted by UNESCO shows that due to lack of job security, low wages and loss of motivation cause many teachers resign, as a result of difficult working conditions.

The problem lies in the fact that, for many aspiring teachers, most African education systems are unable to offer enough training courses to meet the demand for qualified school teachers, and enough funding to support their job quality as teachers.



Secondly, lack of adequate facilities impact the quality education children receive, from a very young age. Adequate facilities consist of basic amenities provided by schools, such electricity, WASH infrastructure, safe buildings, and other.

In Sub-Saharan Africa, schools often lack these basic amenities, as only around one quarter of schools in the region have electricity and less than half have access to basic drinking water.

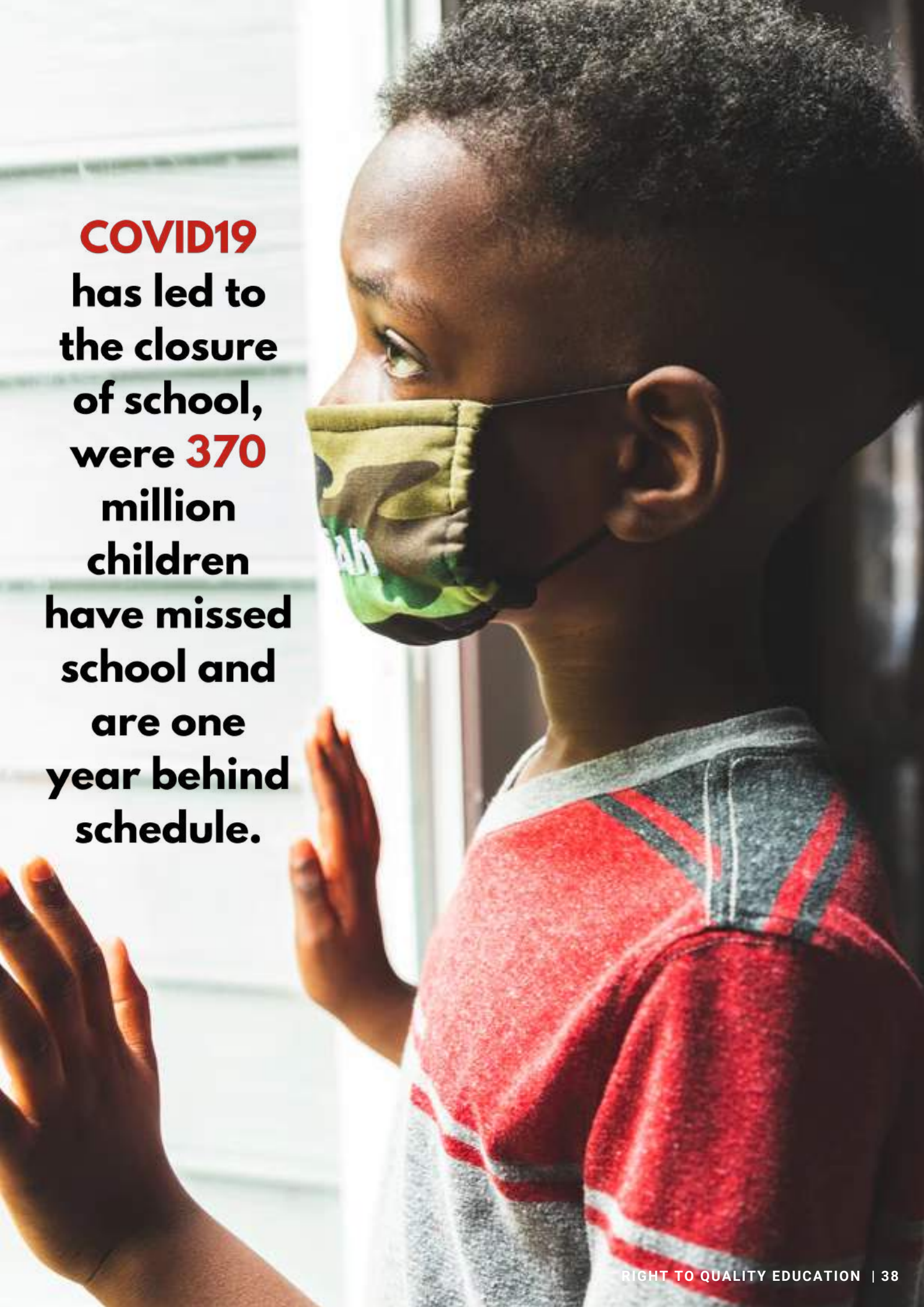
Availability of electricity is of vital importance to help facilitate school activities and improve the learning environment of children. Lack of electricity causes unnecessary cancellations of lessons due to ill-lit classrooms as it affects the ventilation systems and the use of computers and internet. Further, access to WASH facilities present various challenges to quality education in Sub-Saharan Africa; still today only 69 % of schools provide toilets, and many lack separate sanitation facilities for girls and boys, which brings about a drop of school attendance for young girls.

These challenges that Sub-Saharan Africa face are a few of the issues that hold back the right to quality education and the right to inclusive education. The question lies on how governments can tackle these issues; as these are some of the main reasons why there is low attendance of school, and a high rate of drop-out at schools from primary education to secondary education. To tackle these issues and for Africa to achieve the SDG Goal 4 by 2030, African countries, specifically the region in Sub-Saharan, must provide a level of predictable and sustainable investment in education.

UNESCO, "New methodology shows that 258 million children, adolescents and youth are out of school" September 2019
Abdeljalil Akkari, 'Teachers and the Quality of Basic Education in Sub-Saharan Africa' UNESCO
UNESCO, "School resources and learning environment in Africa- Key results from a regional survey on factors affecting quality of education
Alber Nsengiyumva, "Why Africa Needs to Ensure Inclusive and Equitable Quality Education and Lifelong Learning for All"

It should do so by investing financial and technical resources, such as educational scholarships, teacher training workshops (including special education training), school building to fit necessary needs to all students including disabled children, and improvement of water and electricity access to schools.The allocation of financial resources and teachers to school should be reformed towards the improvement of standards and equalization of learning outcomes. The right to quality education should be more than just counting how many children are sitting in a classroom, one should focus on the quality of learning, children's improvement in school, and the inclusivity measures taken to afford the right to education to all children and adolescents, regardless of their disability, gender, ethnicity and other. The right to quality education is of major importance, as quality education is the only way for children of Africa to learn and grow, so that they can escape poverty, forced labor, early marriage, and more. Although a child may be born into a poor family, through education that child can acquire new values for life and rise above that poverty; it has the potential to make children aware of their fundamental rights, and to guarantee the enjoyments of those rights. It has the power to change the social and cultural status of children, besides their economic status. For these reasons it is essential to provide the right quality education for all children, and for governments to take a sustainable investment in education.

Francis-Xavier Sosu, United Nations, "The role of education in promoting the rights of children in Africa""

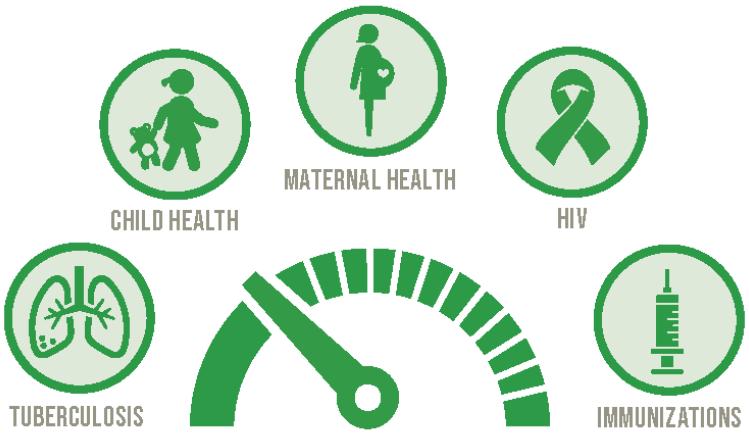

COVID19
has led to
the closure
of school,
were 370
million
children
have missed
school and
are one
year behind
schedule.

3 GOOD HEALTH AND WELL-BEING

ENSURE HEALTHY LIVES AND PROMOTE WELL-BEING FOR ALL AT ALL AGES

BEFORE COVID-19

PROGRESS IN MANY HEALTH AREAS CONTINUED, BUT NEEDS ACCELERATION



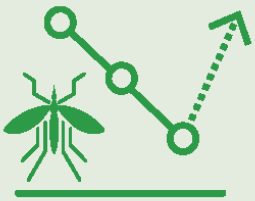
THE PANDEMIC HAS INTERRUPTED CHILDHOOD IMMUNIZATION PROGRAMMES IN AROUND 70 COUNTRIES

COVID-19 IMPLICATIONS

HEALTHCARE DISRUPTIONS COULD REVERSE DECADES OF IMPROVEMENTS

HUNDREDS OF THOUSANDS OF ADDITIONAL UNDER-5 DEATHS MAY BE EXPECTED IN 2020

ILLNESS AND DEATHS FROM COMMUNICABLE DISEASES WILL SPIKE



SERVICE CANCELLATIONS WILL LEAD TO 100% INCREASE IN MALARIA DEATHS IN SUB-SAHARAN AFRICA

LESS THAN HALF OF THE GLOBAL POPULATION

IS COVERED BY ESSENTIAL HEALTH SERVICES (2017)

How does lack of access to toilets and poor sanitation affect girls and women?

By Emelie Samuelsson Herrera

Globally, around 2,3 billion people do not have access to basic sanitation facilities, and nearly 1 billion (15% of the world population) people defecate in the open.[1] Open defecation[2] and no access to basic sanitation kills millions of people each year; it is a crisis that aggravates the world's most pressing problems, such as national security, weak economies, deadly epidemics, and catastrophic climate change.[3] Of all the 673 million people practicing open defecation, 91 % live in rural areas.

Global Citizen Maya Zaynetdinova, "Poor Sanitation practices are 'the Greatest Nightmare of Africa"
UN News, "Transformational Benefits of ending outdoor defecation: Why toilets matter"
David Brand, "Why Clean Water is so Critical for Women and Girls Everywhere
Maya Oppeheim, "Young Women most at risk of global sanitation crisis and sexual violence when using unsafe toilets, report warns"

This practice is thus rising across sub-Saharan Africa, which increased from 204 million in 2000 to 220 million of people practicing it in 2015.[1] Although open defecation and lack of basic sanitation facilities affects everyone, specifically children, women and girls are disproportionately affected by open defecation and the lack of basic water, sanitation, and hygiene facilities (Hereinafter, "WASH").

> THE THREAT OF VIOLENCE AND THE LEERS OF MEN MEAN THAT MOST WOMEN WAIT UNTIL NIGHTFALL BEFORE TRUDGING OUT INTO THE OPEN (...), SO MANY WOMEN FACE ASSAULT AND RAPE WHILE GOING TO THE TOILET OUTDOORS. (..) MANY HOLD THEIR BLADDERS FOR UP TO 13 HOURS AT A TIME, EXPOSING THEM TO URINARY TRACT INFECTIONS AND OTHER HEALTH PROBLEMS

Open defecation puts girls and women in a vulnerable position due to the fact they have to travel long distances from their house to find a private open place to defecate and manage their menstrual necessities. As a result, there is an increase in vulnerability to violence, such as, verbal, physical, and sexual, which affects women and girls physically and psychologically.[1]Thereon, women and girls are more prone to urinary infections, and diseases, such as diarrhea, intestinal worm infection, but also hepatitis, polio, and other. [2] Hence, few studies show, that women have an increased need for water for hydration, sanitation and hygiene during menstruation, pregnancy, the postnatal period and while caring for sick family members or young children, which puts them in a disadvantageous position.

Open defecation has not only caused a significant impact on women's and girl's health and safety, but it has also negatively affected girl's attendance at school. According to UNESCO, in Africa

1 in 10 girls miss school when menstruating

Their attendance decreases when girls are not provided with toilets and the right WASH facilities. In countries where menstruation stigma is strong, a lack of separate toilets for boys and girls means that girls do not have a place to safely, and privately, use the toilets, and change and dispose their pads

The United Nations Sustainable Developments Goals 6 (Hereinafter "SDG 6") calls for access to adequate and equitable sanitation and hygiene for all, with special attention to women and girls, including managing defecation, urination and menstrual needs with dignity.[1] It is more than clear that providing proper toilets, and WASH facilities can help protect girls and women - among other things - from sexual assault; decrease their vulnerability to diseases; and enable them to go to school continue their education.

> "THE PRACTICE OF OPEN DEFECATION AND LACK OF WASH FACILITIES IS A RISK TO WOMEN AND GIRLS IN REGARDS TO SEXUAL EXPLOITATION, PERSONAL SAFETY, AND A HIGH RISK TO PUBLIC HEALTH FOR THE ENTIRE COMMUNITY.

The Guardian "Toilet isn't a dirty word" 2017
Corburn J, Hildebrand C, "Slum sanitation and the social determinants of Women's health in Nairobi, Kenya
World Health Organization, "Sanitation"(14 June 2019)
World Health Organization, "Water, Sanitation and Hygiene: measuring gender equality and empowerment
Caruso BA, Clasen TF, Hadley C, et al. "Understanding and defining sanitation insecurity: Women's gendered experiences of urination, defecation and menstruation in rural Odisha, India

Over half of the global population or 4.2 billion people lack safe sanitation.

Reducing bacterial and COVID-19 infections through sustainable School WASH project

By Kean Smith

According to the United Nations Population Fund, these countries have an estimated combined population of 617 million people with more than 127 million2 pre-primary, primary, and secondary school students.

Although handwashing facilities are necessary in schools to promote and maintain a hygienic learning environment for children and staff of schools, "[globally], 818 million children lacked basic handwashing service at their school, including 355 million whose schools had facilities with water available for handwashing but no soap."

The East and South African Region (ESAR) comprise of the following 21 countries:

Angola
Botswana
Burundi
Comoros
Eritrea
Ethiopia
Kenya
Lesotho
Madagascar
Malawi
Mozambique
Namibia
Rwanda
Somalia
South Africa
South Sudan
Swaziland
Tanzania
Uganda
Zambia
Zimbabwe

Schools remain locked for more than 127 million children in Eastern and Southern Africa 2020
Snapshot of WASH in Schools in Eastern and Southern Africa 2013. Nairobi: United Nations Education Fund.
Hygiene Baseline pre-COVID-19 Global Snapshot]. WHO/UNICEF Joint Monitoring Programme for Water Supply, Sanitation and Hygiene

The COVID-19 virus continues to have a major impact on the enrolment of students in schools and their access to quality education

In Sub-Saharan Africa, about a third of all school-age children lack basic handwashing facilities. This represents about 293 million children. UNICEF reported in April 2013 that "[o]f the countries with available data, all report less than 50% coverage, with an average of 13% of schools providing students with hand-washing facilities." 4 The World Health Organisation indicated that a lack of handwashing facilities and soap leads to increased risk of students contracting "... infections caused by a host of bacterial, viral, and parasitic organisms ...[sic]" 5which can cause diarrhea.

The COVID-19 virus continues to have a major impact on the enrollment of students in schools and their access to quality education. According to UNESCO 6, at the beginning of April 2020 192 countries had imposed country-wide school closures which affected 91.2% of total enrolled learners (1,596,564,925 affected learners).

Despite the serious nature and effects of the COVID-19 pandemic, frequent and proper hand hygiene is one of the most important measures that can be used to prevent infection with the COVID-19 virus 7. In a recent article, UNICEF stated that "[w]ater and hygiene facilities will be a crucial part of schools reopening safely. Administrators should look at opportunities to improve hygiene measures, including handwashing ...". 8 As part of the World Health Organization's checklist for schools, Administrators, Teachers and Staff should "[p]romote and demonstrate regular hand washing and positive hygiene behaviors and monitor their uptake."

Water, sanitation, hygiene, and waste management for the COVID-19 virus – Interim Guidance 23 April, 2020
WHO and UNICEF
'What will a return to school during the COVID-19 pandemic look like?'. 2020.
Key Messages and Actions for COVID-19 Prevention and Control in Schools 2020. New York: UNICEF, World Health Organization and IFRC., pp. 4, 6 and 9.

It is widely accepted that the risk of catching infections like diarrhea and COVID-19 can be reduced by handwashing with soap. This is critical to preventing COVID-19 and to reduce the burden of disease and death. In a study10 conducted between July and August 2009, it was concluded that handwashing with water and soap was more effective than handwashing with water alone and no handwashing. Bacteria was found in 8% of the samples taken after handwashing with soap, in 23% of the sample taken after handwashing with water alone and 44% of the sample taken after no handwashing. The Right to Quality Education Team (RQE) of the Centre for African Justice, Peace and Human Rights (CAJPHR) is taking a sustainable approach to addressing the lack of handwashing services in schools. For example, in its recent project at Independence Layout Primary School located in Enugu, Nigeria, the Team with the support of its funders and stakeholders renovated the existing four toilet rooms and constructed two additional ones.

Besides, it installed a water reservoir (Water Wells and Overhead Tanks) which provides basic handwriting and drinking water facilities to students and staff. These deliverable, especially the handwashing services have helped provide a hygienic environment which had drastically reduced the spread of infections among its students and staff and will set the foundation to facilitate the reopening of school during the COVID-19 pandemic. At a media briefing on 7 September, 2020 the Director-General of the World Health Organization said that "[COVID-19] will not be the last pandemic. History teaches us that outbreaks and pandemics are a fact of life. But when the next pandemic comes, the world must be ready – more ready than it was this time." CAJPHR is doing its part through its RQE Team to ensure that schools are ready to provide a hygienic learning environment where students can continue their education.

Burton M, Cobb E, Donachie P, Judah G, Curtis V, Schmidt WP. The effect of handwashing with water or soap on bacterial contamination of hands. Int J Environ Res Public Health. 2011

Learn more about the Right to Quality Education Team by reading our previous articles:

Find them all on our website under Publications!

Philippou, M. (3 December 2020) 'Raising Awareness of the Barriers Children with Disabilities Face to Access Quality Education on the International Day of Persons with Disabilities'.

Samuelsson Herrera, E. (9 November 2020) 'How does lack of access to toilets and poor sanitation affect girls and women?'.

Smith, K. (8 November 2020) World Toilet Day and lack of WASH in Uganda Schools

Smith, K. (5 October 2020) Reducing bacterial and COVID-19 infections through sustainable School WASH project.

Chidina, A. (July 2020) The Evolution of the Right to Water and Sanitation. Right to Quality Education Magazine Issue 2 | Volume 3, pp. 3-6.

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