

TANZANIA



2018 SCHOOL WATER, SANITATION AND HYGIENE FACILITY ASSESSMENT

KEY FINDINGS

FEBRUARY 2019



This report presents key findings from the 2018 School Water, Sanitation and Hygiene (WASH) Assessment, which was implemented by the National Bureau of Statistics (NBS) and Office of the Chief Government Statistician (OCGS), Zanzibar, in collaboration with the Ministry of Education, Science and Technology, President's Office – Regional Administration and Local Government of the Mainland Tanzania and Ministry of Health – Zanzibar.

The survey was funded by the United Nations Children's Fund (UNICEF) and the Government of Tanzania.

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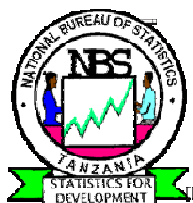


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1 INTRODUCTION

The 2018 Tanzania School Water, Sanitation and Hygiene (WASH) assessment is a comprehensive national representative assessment survey on primary and secondary schools designed to provide information about the availability of safe drinking water, adequate sanitation and hygiene facilities as well as appropriate hygiene practices among school children for healthy, secure, and protective learning environments, that allow children to be healthier, more attentive learners and also improve school attendance and their cognitive development.

This assessment provides national coverage estimates for water, sanitation and hygiene services in schools and will also provide baseline data for reporting, monitoring and tracking progress on national and global development agenda including Sustainable Development Goals (SDGs) indicators, specifically those in Goal 4 (Ensure inclusive and quality education for all and to promote lifelong learning) and Goal 6 (Ensure availability and sustainable management of water and sanitation for all). This assessment provides indicator for harmonized monitoring and evaluation of national, regional and international commitments.

The findings from the 2018 School WASH Assessment will further inform sector programme planning, strategies for scaling up school WASH services, as well as galvanizing policy advocacy in an effort towards fulfilling children's right to better education.

The assessment used three types of questionnaires:

- School WASH facility questionnaire which collected information about the school including operational and maintenance information. The questionnaire also collected information on water, sanitation and hygiene services provided by schools and pupils' engagement on WASH activities,
- School observation questionnaire which collected information to assess the extent to which schools adhere to acceptable WASH guidelines for safe and healthy environments, and
- Follow up and monitoring questionnaire for school WASH which collected information on the implementation of National Sanitation Campaigns (NSC), guidelines and implementation of school WASH activities at Council level.

The key findings from the 2018 School WASH Assessment are presented based on the new UNICEF/WHO Joint Monitoring Programme (JMP) multi-level service ladders for WASH in schools. The ladder enables countries at different stages of development, to track and compare progress in reaching basic services. Thus, the report only makes use of the basic indicators from the six core questions for monitoring WASH in schools in the sustainable development goals. Detailed information will be presented in the 2018 Tanzania School WASH Assessment main report.

2 OBJECTIVES OF THE 2018 SCHOOL WASH ASSESSMENT

The need for a national assessment to establish status of WASH services in Tanzanian schools is very important to help in filling the current critical data gap due to lack of up-to-date national data and information on school water, sanitation and hygiene services. Available information through routine monitoring by the education sector, provides very basic information usually limited to the number of toilet stances per school with little information on quality and adequacy of services as measured against the national school WASH guidelines. Furthermore, the assessment was important to generate findings to inform programmes and strategies for sustainable planning and implementation of school WASH services.

More specifically, the objectives of the 2018 School WASH Assessment were to produce data that will help the Government and other stakeholders in this sector by:

- Establishing baseline for the standard SDG indicators and country specific indicators to allow harmonized monitoring, cross-country comparability and regional or global aggregation;
- Filling data gaps to inform planning and implementation of national school WASH programmes;
- Informing National strategies for scaling up school WASH services as well as galvanizing policy advocacy in an effort towards fulfilling children's right to a better education; and
- Establishing a national database for data definitions and appropriate data sets for the management and monitoring of school WASH services in the economy.

3 SAMPLE DESIGN AND IMPLEMENTATION

The 2018 School Water, Sanitation and Hygiene Assessment (SWASH) was a sample survey of all active schools in Tanzania designed to provide national-level representative results by school type, that is, primary and secondary schools and by management authority, that is Government and non-government.

The survey was also designed to provide representative results for each of the 26 regions of Tanzania Mainland and the 5 regions of Zanzibar. A master list of 23,024 schools in Tanzania (22,410 schools in Tanzania Mainland and 614 schools in Zanzibar) obtained from the President's Office, Regional Administrative and Local Government (PO-RALG) in Tanzania Mainland and the Ministry of Education in Zanzibar was used to select the surveyed schools. The list included primary and secondary schools as well as information on ownership.

The sample design of the 2018 SWASH was a stratified random sample of 2,396 schools (2,240 schools in Tanzania Mainland and 156 schools in Zanzibar) selected with equal probability systematic sampling. Stratification was achieved by separating the schools by school type within each region. Two sampled schools declined to take part in the survey and 9 schools were closed down/not reached. The remaining 2,385 schools in terms of school type, managing authority, and region were successfully interviewed with a response rate of 99 percent.

Due to unequal allocation of the sampled schools to different regions and different school types, sampling weights are employed to ensure the actual representation of the survey results at national, regional, school type and management authority levels.

Type and Number of Schools Surveyed

The 2018 School WASH Assessment surveyed a total of 2,385 schools as summarized in Tables 3.1 and 3.2. Table 3.1 which presents the number and percentage of selected schools by type of school, shows that the largest number of selected schools are primary schools that also have pre-primary classes (1,511, 63.4%).

For convenience in the analysis the schools are collapsed into two groups namely primary schools (for primary schools and pre-primary with primary schools) and secondary schools (for primary with secondary and secondary schools).

Table 3.1: Number of Selected Schools by Type of School, Tanzania 2018

Type of School	Number	Percent
Pre-primary and primary	1,511	63.4
Primary only	101	4.2
Pre-primary and primary and secondary	21	0.9
Primary and secondary	10	0.4
Secondary only	742	31.1
Total	2,385	100.0

Table 3.2 which presents the number and percentage of selected schools by managing authority shows that the largest number of schools are those owned by the Government (2,066, 87%). The remaining schools (319, 13%) are non-government schools (owned by religious organization, private sector or by public companies).

Table 3.2: Number of Selected Schools by Type Managing Authority, Tanzania 2018

Type of Managing Authority	Number	Percent
Government	2,066	86.6
Non-government	319	13.4
Total	2,385	100.0

4 KEY FINDINGS

4.1 AVAILABILITY OF SCHOOL DRINKING WATER SERVICES

52% *of schools in Tanzania have basic drinking water services*



The 2018 Tanzania School WASH Assessment indicated that 68 percent of the schools have an improved source of drinking water. An improved source of water includes piped water, public taps, standpipes, tube wells, boreholes, protected dug wells and springs, rainwater and bottled water (Table 4.1.1).

The most common improved sources of drinking water in Tanzania schools are water piped into school grounds (30%), tube wells or boreholes (12%) and protected wells (10%).

Fourteen percent of schools in Tanzania have no sources of drinking water for their pupils.

Table 4.1.1: Percent Distribution of Schools by Source of Drinking Water and Location, Tanzania, 2018

Characteristics	Rural	Urban	Tanzania Mainland	Zanzibar	Tanzania
Improved Source	63.7	84.2	67.4	95.9	68.2
Piped into School Grounds	24.2	48.2	29.1	43.5	29.5
Public Tap/Standpipe Off School Grounds	2.4	1.9	2.3	1.5	2.3
Piped Water from Elsewhere	2.8	2.6	2.7	2.4	2.7
Tube Well or Borehole	10.9	16.6	11.8	25.4	12.1
Protected Well	9.7	10.3	9.5	20.8	9.9
Protected Spring	3.9	1.1	3.3	0.9	3.3
Rainwater with Roof Catchment	9.5	3.4	8.3	0.6	8.1
Rainwater, But no Roof Catchment	0.5	0.0	0.4	0.0	0.4
Packaged Bottled Water	0.0	0.1	0.0	0.9	0.0
Unimproved Source	36.3	15.8	32.6	4.1	31.8
Unprotected Well	6.1	1.7	5.2	2.5	5.1
Unprotected Spring	3.5	0.9	3.0	0.0	2.9
Water Vendor or Tanker	0.6	2.3	1.0	0.0	1.0
Surface Water (e.g. River, Pond, Lake, Dam)	7.5	2.1	6.4	0.0	6.3
No Water Source	16.1	7.7	14.6	1.7	14.2
Other Sources	2.6	1.2	2.4	0.0	2.3
Total	100.0	100.0	100.0	100.0	100.0

Basing on the new UNICEF/WHO Joint Monitoring Programme (JMP) ladders for WASH in Schools, the 2018 School WASH Assessment showed that more than half of schools in Tanzania (52%) had improved sources of drinking water with water available and were therefore classified as providing basic drinking water services (Figure 4.1.1). The results further showed that 16 percent of schools had limited water services as they had improved sources but water was not available at the time of the survey. Basic drinking water and limited water services together constitute improved water services (68%).

On the other hand, 32 percent of schools had no water services, meaning that they either relied on unimproved sources, such as unprotected dug wells, unprotected spring/surface water, or had no water services at all.

Figure 4.1.1: Percentage Distribution of Schools with Basic Water Services, Limited Water Services and Without Water Services by Location and Managing Authority, Tanzania 2018

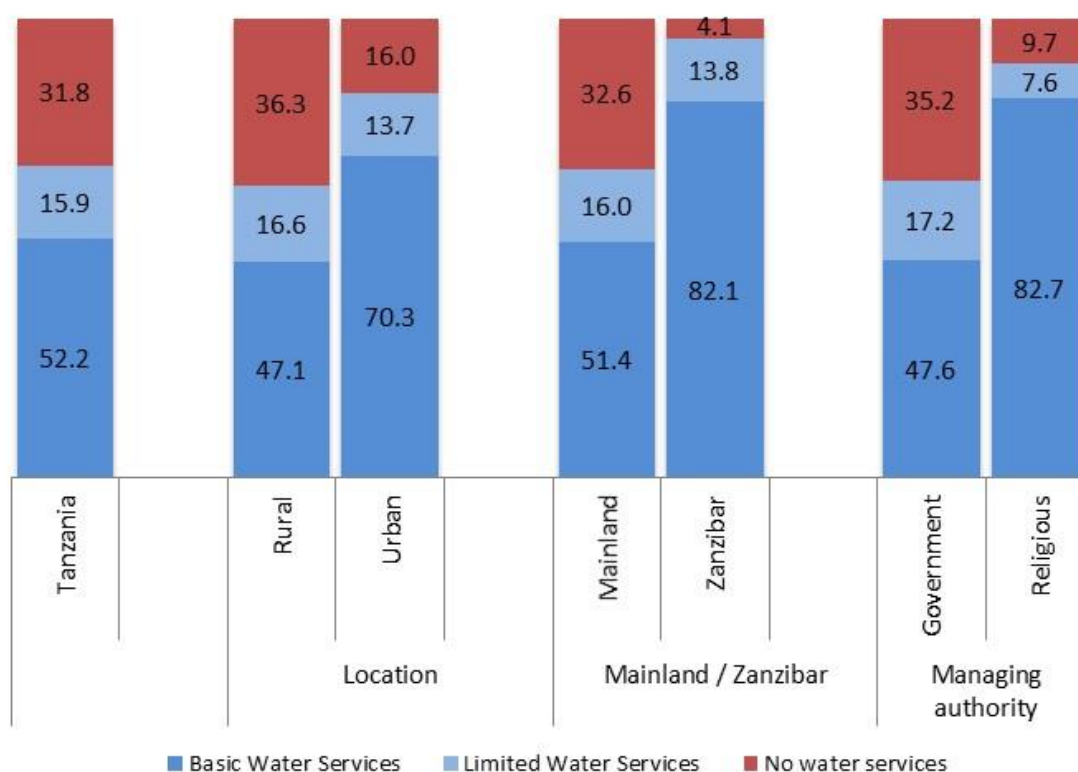
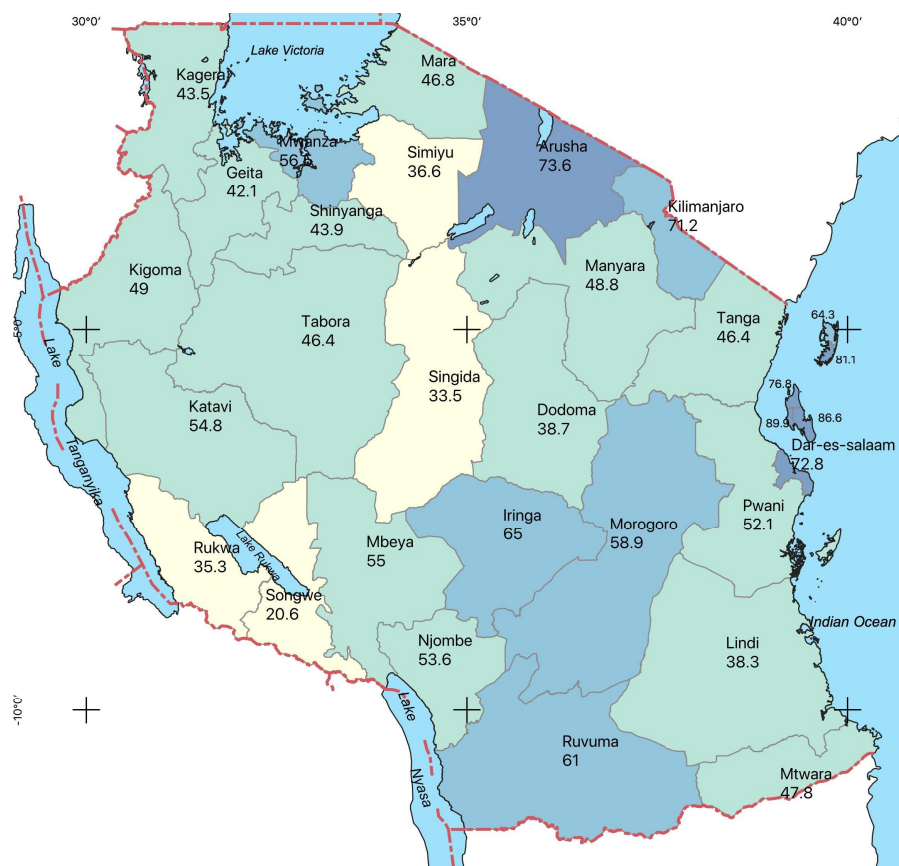


Figure 4.1.1 and Table 4.1.2 also show results on the basic water services by different characteristics:

- Seven out of 10 schools in urban areas (70%) had basic water services, while almost half of the rural based schools (47%) had basic water services.
- Availability of basic water services is more pronounced in Tanzania Zanzibar (82%) than in Tanzania Mainland (51%).
- Schools managed by non-government organization are likely to have basic water services (83%) than schools owned by the Government (48%).
- Ninety-five percent of girls' schools have basic water services compared to 88% of boys' schools.

Table 4.1.2: Percent Distribution of School with Basic Water Services, Limited Water Services and Without Water Services by Different Background Characteristics, Tanzania 2018

Background Characteristic	Basic Water Services	Limited water Services	No Water Services	Number of Schools
Total	52.2	15.9	31.8	2,385
Type of School				
<i>Girls only</i>	94.7	5.3	0.0	40
<i>Boys only</i>	87.5	6.0	6.5	29
<i>Mixed</i>	51.1	16.3	32.7	2,315
Day or Boarding School				
<i>Boarding School</i>	84.1	9.0	6.9	127
<i>Day School</i>	47.6	17.3	35.0	2,077
<i>Both (Boarding and Day)</i>	83.1	4.8	12.1	181
Level of School				
<i>Primary schools</i>	45.4	17.4	37.2	1,640
<i>Secondary schools</i>	67.4	12.7	19.9	745

Map 4.1.1: Percentage Distribution of Schools with Basic Water Services by Region, Tanzania 2018

Regional variations are highly noticeable with the percentage of schools with basic water services ranging from 21 percent in Songwe Region to 90 percent in Mjini Magharibi Region (Map 4.1.1).

Accessibility of Water Services to Small Children and Children with Physical Disability and Impaired Vision

Information on the availability of drinking water for small children and children with limited mobility or impaired vision was also collected from the interviewed schools. Sixty-six percent of the primary schools with drinking water sources in Tanzania provide drinking water to the smallest children at the school (Table 4.1.3).

On the other hand, three-quarters of the primary and secondary schools with drinking water sources have made it possible for pupils with limited mobility or vision to access drinking water at the school. The percentages of schools that provide drinking water to the smallest children and children with limited mobility or vision by different background characteristics are presented in Table 4.1.3.

Table 4.1.3: Percent of School Providing Drinking Water to the Smallest Children (only those with primary school pupils) and Children with Limited Mobility or Vision by Different Characteristics, Tanzania 2018

Background Characteristic	Percentage of Schools with:			
	Drinking Water Accessible to the Smallest Children		Drinking Water Accessible to Pupil with Limited Mobility or Vision	
	Percent	Number of Schools	Percent	Number of Schools
Tanzania	65.5	1,335	75.7	2,040
Ownership				
<i>Government</i>	64.1	1,109	74.9	1,731
<i>Non-Government</i>	73.2	226	83.3	309
Boarding or Day School				
<i>Boarding school</i>	77.1	98	26.9	127
<i>Day school</i>	64.6	1,121	75.4	1,737
<i>Both (Boarding and day)</i>	66.0	116	94.7	176
Level of School				
<i>Primary school</i>	64.4	867	75.8	1,347
<i>Secondary school</i>	67.6	468	72.2	693
Location of the School				
<i>Rural</i>	62.6	973	73.7	1,554
<i>Urban</i>	74.7	362	84.0	486
Mainland/ Zanzibar				
<i>Mainland</i>	64.8	1,281	75.1	1,977
<i>Zanzibar</i>	85.0	54	94.6	63

4.2 AVAILABILITY OF SCHOOL SANITATION SERVICES

85% *of schools in Tanzania have basic sanitation services*



The 2018 Tanzania School WASH Assessment revealed that 90% of the schools have improved toilet facilities. Improved toilet facilities include flush toilets to piped sewer systems, septic tanks and pit latrines, ventilated pit latrines and pit latrines with washable slabs (Table 4.2.1).

The three most common types of toilet facilities in Tanzania schools are pit latrine with washable slabs (43%), flush to pit latrines (20%) and ventilated improved pit latrines (14%). About one percent of schools in Tanzania have no toilet facilities.

Table 4.2.1: Percent Distribution of Schools by Type of Sanitation Services and Location, Tanzania 2018

Type of Sanitation Service	Tanzania	Rural	Urban	Tanzania Mainland	Zanzibar
Improved Sanitation	89.7	88.2	95	89.5	95.6
Flush to piped sewer system	1.0	0.5	2.8	0.9	4.3
Flush to septic tank	12.1	10.3	18.7	12.5	0.4
Flush to pit latrine	19.7	16.2	31.8	19.1	40.1
Ventilated improved pit latrine	13.8	12.3	19.1	13.3	31.7
Pit latrine with slab (washable)	43.1	48.9	22.6	43.8	19.0
Unimproved Sanitation	10.3	11.8	5.0	10.5	4.4
Flush to somewhere else	0.5	0.4	0.8	0.5	0.9
Pit latrine with slab (not washable)	5.1	6.1	1.4	5.2	0.6
Pit latrine without slab/open pit	3.3	3.7	1.6	3.3	2.2
No toilets or latrines/bush/field	0.5	0.6	0.1	0.5	0.0
Other	1.0	1.0	1.0	1.0	0.7
Total	100.0	100.0	100.0	100.0	100.0

Basing on the new UNICEF/WHO Joint Monitoring Programme (JMP) ladders for WASH in schools, the 2018 Tanzania School WASH Assessment findings showed that 85 percent of schools had improved single-sex sanitation facilities usable at the time of the assessment and hence classified as providing a basic sanitation services. Furthermore, 5 percent of schools had improved facilities that were either not single-

sex or not usable and were therefore counted as providing a limited service. Twelve percent of the schools owned by the Government and those in rural areas had no service, and either relied on unimproved facilities, such as pit latrines without a slab, or had no sanitation facility at all (Figure 4.2.1).

Figure 4.2.1: Percentage Distribution of Schools with Basic Sanitation Services, Limited Sanitation Services and No Sanitation Services by Location and Managing Authority, Tanzania 2018

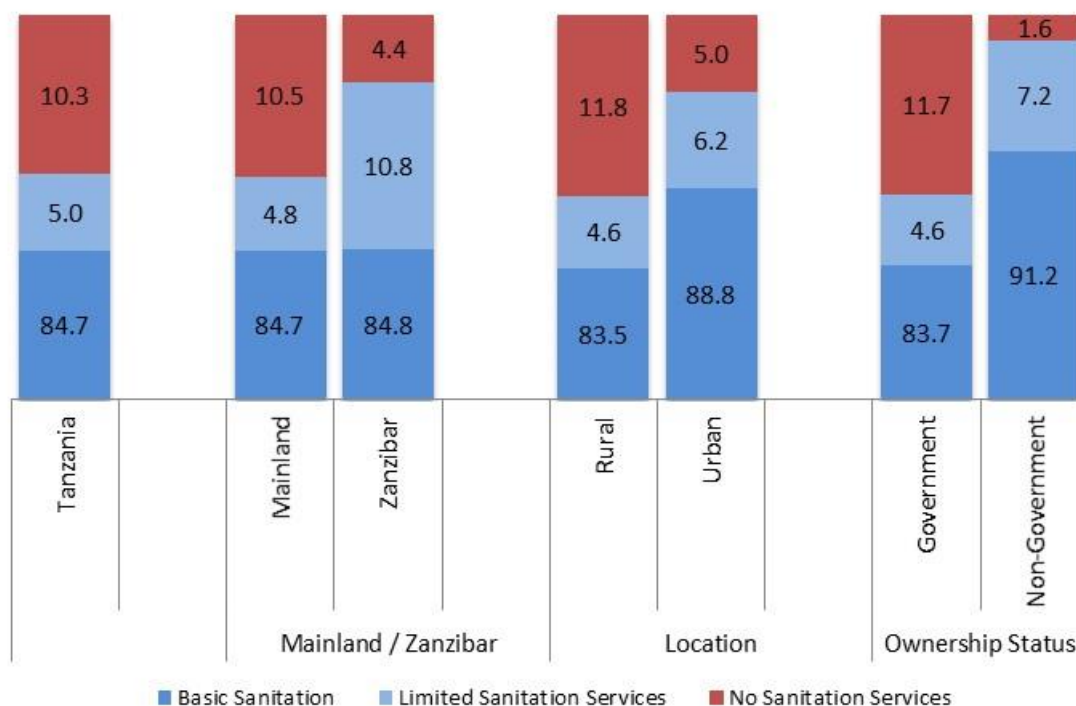


Figure 4.2.1 and Table 4.2.2 present the percentage of schools with basic sanitation services, limited sanitation services and no sanitation services by different background characteristics. The survey findings indicate that:

- There are no variations in the availability of basic sanitation services for Tanzania Mainland and Tanzania Zanzibar (85% each).
- Nearly nine out of 10 schools in urban areas (89%) had basic sanitation services compared to 8 out of 10 schools in rural (84%) with basic sanitation services in the rural areas.
- Schools managed by non-government institutions had a relatively higher percentage of schools with basic sanitation services (91%) than schools managed by the Government (84%).
- Ninety-seven percent of all girls' schools have basic sanitation services compared to 84 percent of boys' schools and 85 percent of mixed schools.

Table 4.2.2: Percent Distribution of School with Basic Sanitation Services, Limited Sanitation Services and No Sanitation Services by Different Background Characteristics, Tanzania 2018

Background Characteristic	Basic Water Services	Limited Water Services	No Sanitation Services	Number of Schools
Total	84.7	5.0	10.3	2,385
Type of School				
<i>Girls only</i>	96.6	0.0	3.4	40
<i>Boys only</i>	84.0	13.7	2.3	29
<i>Mixed</i>	84.5	4.9	10.5	2,315
Day or Boarding School				
<i>Boarding school</i>	84.1	10.8	5.1	127
<i>Day school</i>	84.1	4.5	11.5	2,077
<i>Both (Boarding and day)</i>	93.7	6.0	0.3	181
Level of School				
<i>Primary schools</i>	82.4	4.3	13.3	1,640
<i>Secondary schools</i>	89.8	6.5	3.7	745

Map 4.2.1: Percentage Distribution of Schools with Basic Sanitation Services by Region, Tanzania 2018



Marked regional variations in the availability of basic sanitation services in schools exist whereby the percentage of schools with basic sanitation services ranges from 61 percent in Rukwa Region to 97 percent in Arusha Region (Map 4.2.1).

Table 4.2.3 provides more information on the distribution of schools with improved sanitation; improved and usable sanitation; improved and single-sex sanitation; and improved usable and single-sex sanitation services by different background characteristics.

Table 4.2.3: Percent Distribution of Schools with Improved Sanitation, Improved and Usable Sanitation, Improved and Single-sex Sanitation and Improved Usable and Single-sex Sanitation Services by Different Background Characteristics, Tanzania 2018

Background Characteristics	Improved Sanitation	Improved and Usable Sanitation	Improved and Single-sex Sanitation	Improved, Usable and Single-sex Sanitation (basic sanitation)	Number of Schools
Tanzania	89.7	88.1	84.9	84.7	2,385
Ownership					
<i>Government</i>	88.3	87.2	83.8	83.7	2,069
<i>Non-Government</i>	98.4	94.4	91.9	91.2	316
Type of School					
<i>Girls only</i>	96.6	96.6	96.6	96.6	40
<i>Boys only</i>	97.7	84	97.7	84.0	30
<i>Mixed</i>	89.5	88	84.5	84.5	2,315
Boarding or Day School					
<i>Boarding school</i>	94.9	85.2	87.3	84.1	127
<i>Day school</i>	88.5	87.4	84	84.0	2,077
<i>Both (Boarding and day)</i>	99.7	98.7	93.7	93.7	181
Level of School					
<i>Primary school</i>	86.7	85.7	82.4	82.4	1,640
<i>Secondary school</i>	96.3	93.3	90.4	89.8	745
Location of the School					
<i>Rural</i>	88.2	86.8	83.6	83.5	1,857
<i>Urban</i>	95.0	92.7	89.2	88.8	528
Mainland/ Zanzibar					
<i>Mainland</i>	89.5	88.0	84.9	84.7	2,320
<i>Zanzibar</i>	95.6	91.5	84.8	84.8	65

Accessibility of Sanitation Services to the Smallest Children (in primary schools) and Children with Physical Disability and Impaired Vision

The findings of the 2018 Tanzania School WASH Assessment show that more than a one-quarter of primary schools with sanitation services do have at least one usable toilet that is accessible to the youngest children at the school. However, only 12 percent of the schools (primary and secondary schools) had at least one usable toilet that is accessible to pupils with physical disability or limited vision (Table 4.2.4).

More details on the accessibility of sanitation services to the youngest children and those with physical disability or impaired vision by different background characteristics are presented in Table 4.2.4.

Table 4.2.4: Percent Distribution of Schools with at Least One Usable Toilet Accessible to the Youngest Children and Pupils with Physical Disability or Impaired Vision Different Background Characteristics, 2018

Background Characteristic	Percentage of Schools with:			
	At Least One Usable Toilet/ Latrine that is Accessible to the Youngest Children		At Least One Usable Toilet/ Latrine that is Accessible to Pupils with Physical Disability or Impaired Vision	
	Percent	Number of Schools	Percent	Number of Schools
Tanzania	26.4	1,643	12.2	2,385
Ownership				
<i>Government</i>	23.0	1,496	11.1	2,069
<i>Non-Government</i>	61.1	147	19.4	316
Boarding or Day School				
<i>Boarding school</i>	21.0	12	30.7	127
<i>Day school</i>	25.0	1,572	9.9	2,077
<i>Both (Boarding and day)</i>	64.1	59	25.9	181
Level of School				
<i>Primary school</i>	26.0	1,619	10.3	1,640
<i>Secondary school</i>	56.2	24	16.2	745
Location of the School				
<i>Rural</i>	23.2	1,343	10.6	1,857
<i>Urban</i>	41.0	300	17.6	528
Mainland / Zanzibar				
<i>Mainland</i>	25.1	1597	11.2	2,320
<i>Zanzibar</i>	72.8	46	49.0	65

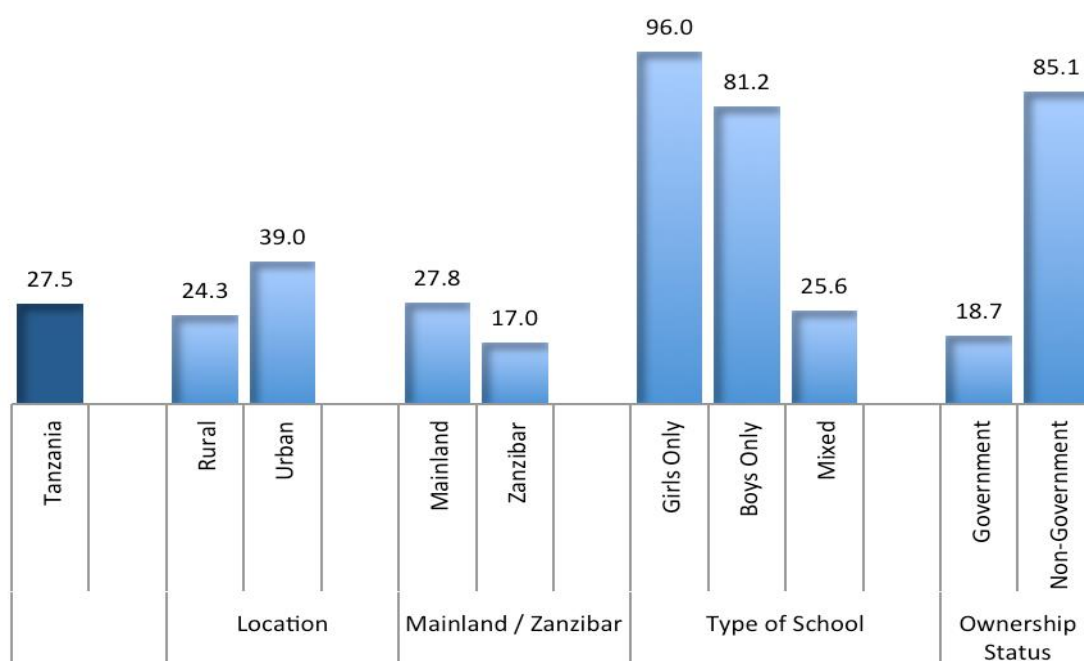
Pupils Drop Hole Ratio

The 2018 School WASH Assessment revealed that only 28 percent of schools in Tanzania meet the Ministry of Education, Science and Vocational Trainings minimum standard for the number of pupils per drop hole (20 girls and 25 boys per drop hole) (Figure 4.2.2).

Results on the pupil per drop hole ratio for different characteristics of schools in Table 4.2.2 show that:

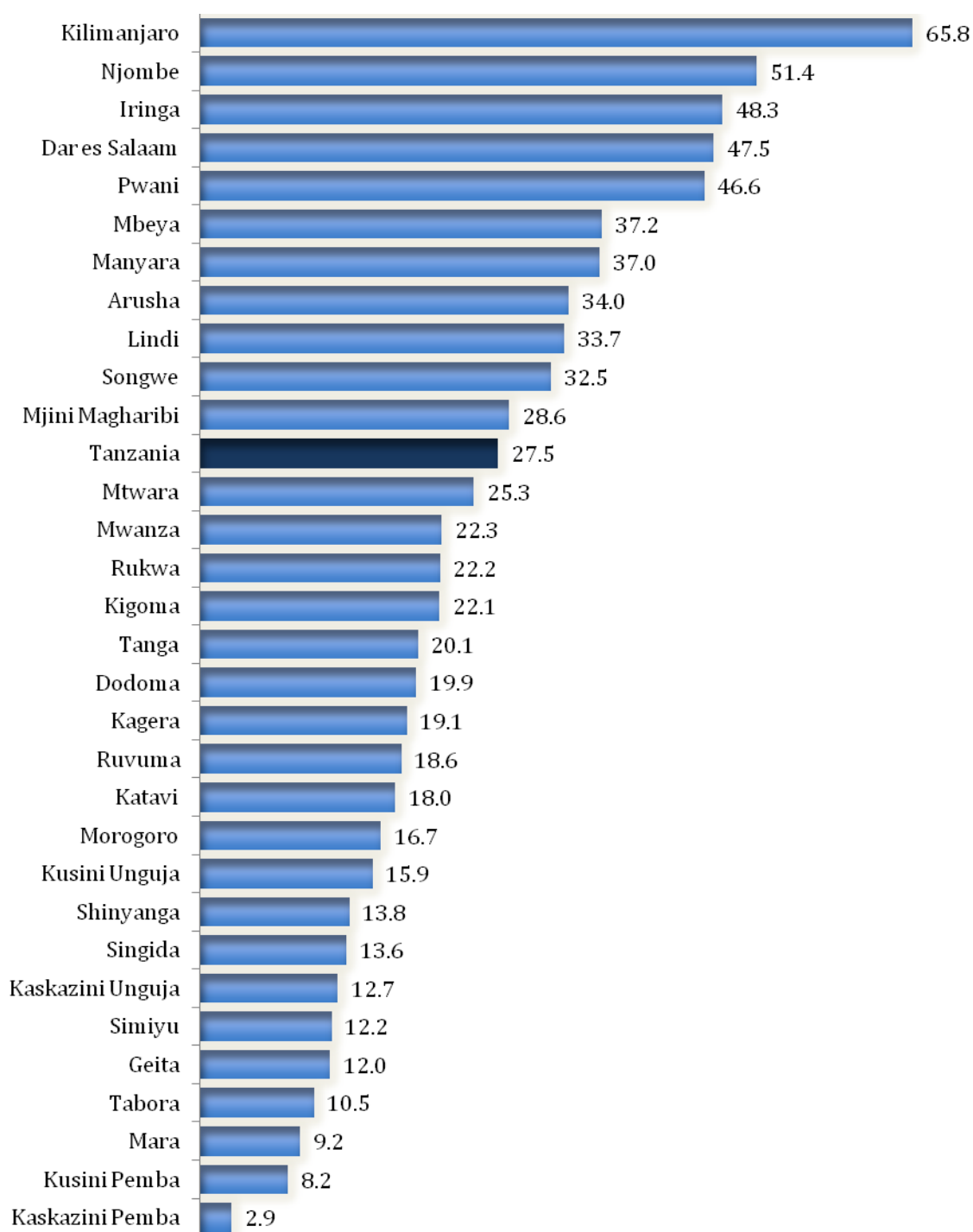
- Urban schools are more likely to have met recommended pupils per drop hole ratio (39%) than schools located in rural areas (24%).
- Twenty-eight percent of schools in Tanzania Mainland have met the recommended pupil per drop hole ratio compared to 17 percent of schools in Zanzibar.
- Marked differences are observed by single-sex schools whereby 96 percent of girls' schools have met the recommended pupil per drop hole ratio compared to 81 percent of boys' schools.
- Only nearly two out of 10 Government schools have met the recommended number of pupils per drop hole ratio compared to slightly more than 8 out of 10 schools owned by non-government organizations.

Figure 4.2.2: Percentages of Schools that Meet the Recommended Pupil per Drop Hole Ratio by Type of School, Location and School Ownership Status, Tanzania 2018



Significant differences exist in the number of pupils per drop hole across regions. While the largest percentage of schools that meet the recommended number of pupil per drop hole ratio is found in Kilimanjaro Region (66%), the smallest percentage is found in Kaskazini Pemba Region (3%) (Figure 4.2.3).

Figure 4.2.3: Percentages of School that Meet the Recommended Number of Pupil per Drop Hole Ratio by Region, Tanzania 2018



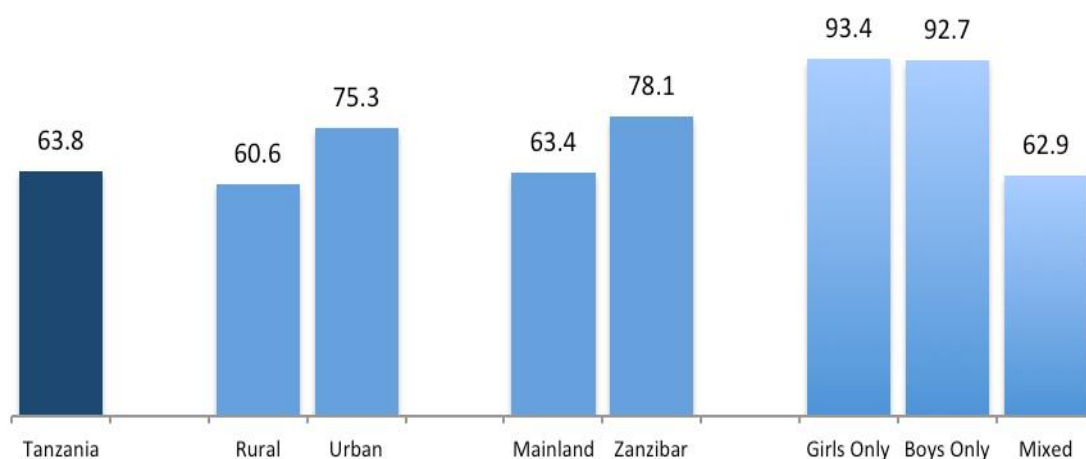
4.3 AVAILABILITY OF SCHOOL HYGIENE SERVICES

30% *of schools in Tanzania have basic hygiene services*



Findings of the 2018 School WASH assessment indicate that more than 6 in 10 schools in Tanzania have handwashing facilities (64%). Urban schools are more likely to have handwashing facilities (75%) than rural schools (61%) (Figure 4.3.1). The percentage of schools with hand washing facilities is higher in Zanzibar (78%) than in Tanzania Mainland (63%). There are no differences in the percentage of schools with hand-washing facilities for single-sex schools.

Figure 4.3.1: Percentage Distribution of School Handwashing Facilities by Location and Type of School, Tanzania 2018



As for UNICEF/WHO Joint Monitoring Programme (JMP) ladders for WASH in Schools the findings reveal that the coverage of basic hygiene services in Tanzania is low. Only three out of 10 schools in Tanzania (30%) had handwashing facilities with soap and water available at the time of the survey and were therefore classified as having a basic hygiene service (Figure 4.3.2). Twenty-eight percent of the schools in Tanzania had handwashing facilities but no soap available at the time of the survey so they were counted as providing a limited service. On the other hand, more than four out of 10 schools (42%) had no handwashing services.

Figure 4.3.2: Percentage Distribution of Schools with Basic, Limited and No Hygiene Services by Location and Type of School

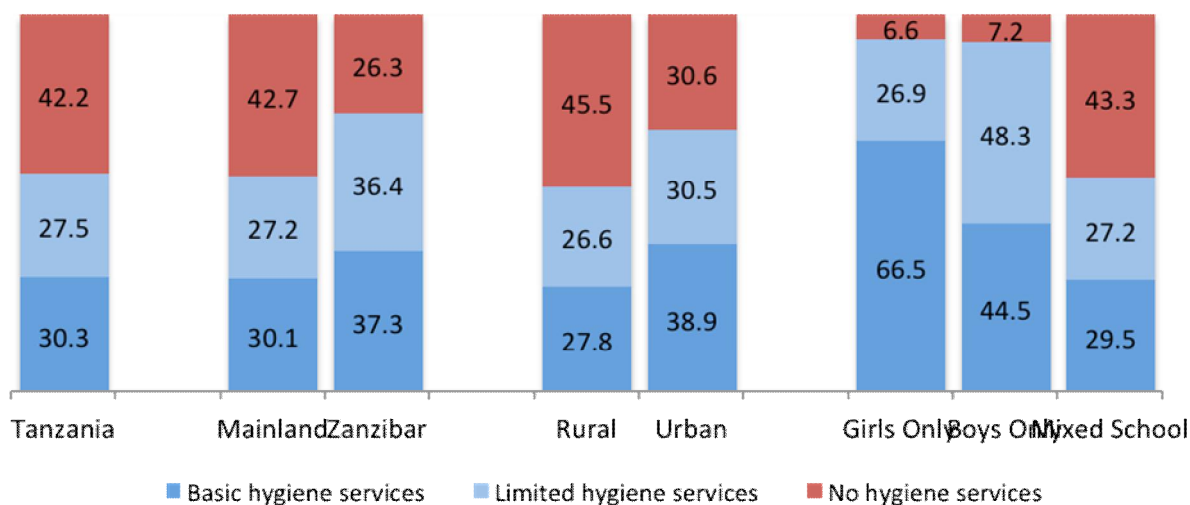
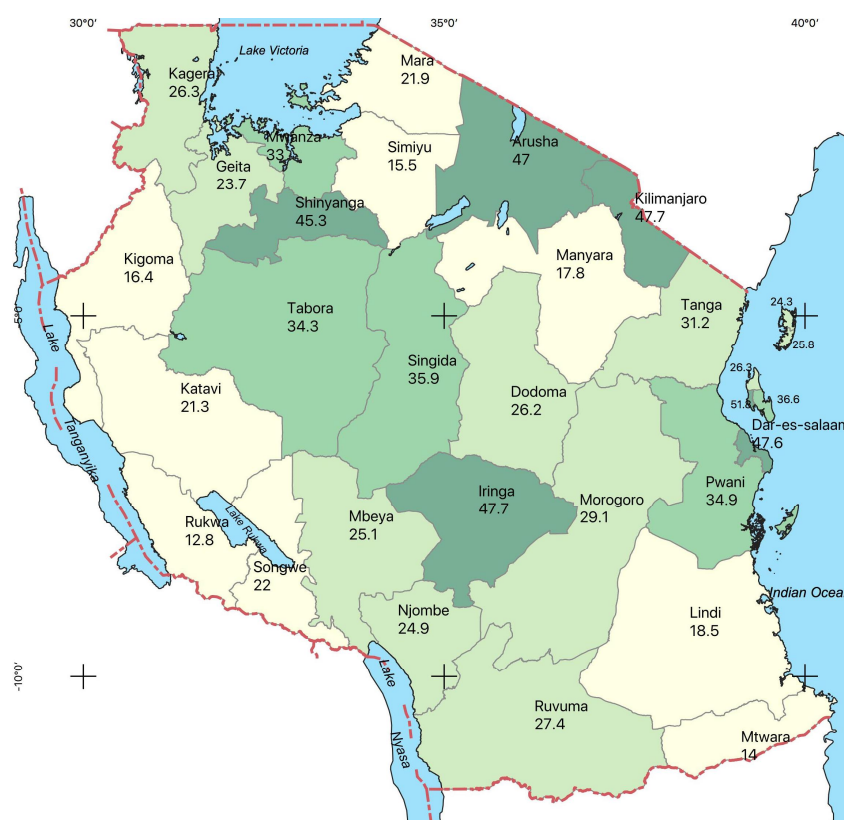


Figure 4.3.2 and Table 4.3.1 present the percentage of schools with basic, limited and no hygiene services by different characteristics indicate that:

- The smallest percentage of schools with basic hygiene services is found among Government owned schools (26%), while the largest percentage is found among schools owned by non-government organizations (58%).
- Sixty-seven percent of all girls' schools had basic hygiene services compared to 45 percent of all boys' schools and 30% of mixed schools.
- Urban based schools are more likely to have basic hygiene services (39%) compared to the rural based schools (28%).
- Availability of basic hygiene services in schools in Zanzibar (37%) is slightly higher than that of schools on Tanzania Mainland (30%).

Table 4.3.1: Percentage Distribution of Schools with Hygiene Services by Ownership, Level, and Type of Schools, Tanzania 2018

Background Characteristics	Basic Hygiene Services	Limited Hygiene Services	No Hygiene Services	Number of Schools
Total	30.3	27.5	42.2	2,385
Ownership				
Government	26.1	27.5	46.4	2,069
Non-Government	57.5	27.4	15.1	316
Day or Boarding School				
Boarding school	47.0	33.0	20.0	127
Day school	28.2	26.6	45.2	2,077
Both (Boarding and day)	42.2	34.3	23.5	181
Level of School				
Primary school	30.7	25.9	43.4	1,640
Secondary school	29.3	31.0	39.6	745

Map 4.3.1: Percentage Distribution of School Basic Hygiene Services by Region, Tanzania 2018

Significant variations in the availability of basic hygiene services in school are found across regions, ranging from 13 percent in Rukwa Region to 52 percent in Mjini Magharibi (Map 4.3.1).

Accessibility of Handwashing Facilities to the Youngest Children and Children with Physical Disability and Impaired Vision

The 2018 Tanzania School WASH Assessment findings show that seven out of 10 schools that have handwashing facilities also have facilities accessible to the youngest children (Table 4.3.2).

Moreover, 59 percent of the schools with handwashing facilities have facilities that are accessible by pupils with physical disability or limited vision.

Table 4.3.2 provides details of the accessibility of handwashing facilities to the youngest children and those with physical disability or impaired vision in Tanzania schools by different background characteristics.

Table 4.3.2: Percentage Distribution of Schools with Handwashing Facilities that are Accessible to the Youngest Children and Pupils with Physical Disabilities or Impaired Vision by Different Background Characteristics, Tanzania 2018

Background Characteristic	Percentage of Schools with:		Number of School
	Handwashing Facilities Accessible to the Youngest Children	Handwashing Facilities Accessible to Pupils with Physical Disability or Impaired Vision	
Tanzania	71.9	58.6	1,521
Ownership			
<i>Government</i>	72.5	58.3	1,240
<i>Non-Government</i>	69.6	59.9	281
Boarding or day school			
<i>Boarding school</i>	46.3	60.7	111
<i>Day school</i>	74.9	58.5	1,270
<i>Both (Boarding and day)</i>	64.9	57.6	140
Level of school			
<i>Primary school</i>	84.7	58.6	1,034
<i>Secondary school</i>	44.8	58.7	487
Location of the school			
<i>Rural</i>	72.4	56.7	1,124
<i>Urban</i>	70.6	64.1	397
Mainland / Zanzibar			
<i>Mainland</i>	71.5	58.0	1,470
<i>Zanzibar</i>	83.0	77.3	51

Menstrual Hygiene Management (MHM) Services

The 2018 Tanzania School WASH assessment also collected information on the menstrual hygiene management (MHM) services for adolescent girl pupils at the schools.

Table 4.3.3 shows that while 69 percent of schools in Tanzania provide MHM services, only one-quarter of the schools have disposal mechanism for menstrual hygiene waste.

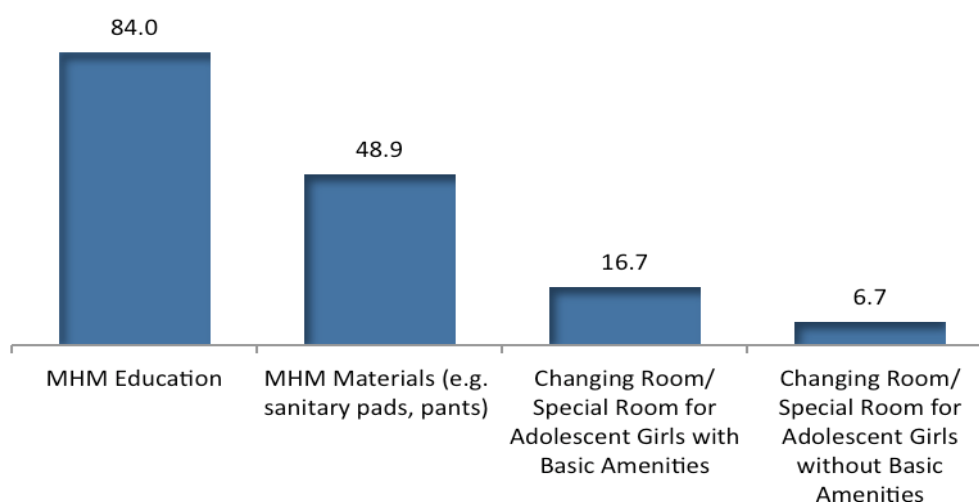
Furthermore, Table 4.3.3 provides the proportion of school with MHM services and disposal mechanism for menstrual hygiene services by different background characteristics.

Table 4.3.3: Percentage Distribution of School Providing MHM Services and with Disposal Mechanism for Menstrual Hygiene Waste by different Background Characteristics, Tanzania 2018

Background Characteristics	Percentage of School with Provisions for Menstrual Hygiene Management Services	Percentage of School with Disposal Mechanisms for Menstrual Hygiene Waste	Number of Schools
Total	66.8	25.0	2,361
Ownership			
<i>Government</i>	66.1	18.9	2,067
<i>Non-Government</i>	71.3	68.1	294
Boarding or Day School			
<i>Boarding school</i>	74.4	87.0	100
<i>Day school</i>	65.9	18.6	2,080
<i>Both (Boarding and day)</i>	72.6	63.9	181
Level of School			
<i>Primary school</i>	64.9	17.0	1,642
<i>Secondary school</i>	71.1	43.2	719
Location of the School			
<i>Rural</i>	65.6	19.8	1,846
<i>Urban</i>	70.9	43.5	515
Mainland / Zanzibar			
<i>Mainland</i>	68.0	25.4	2,296
<i>Zanzibar</i>	21.3	9.4	65

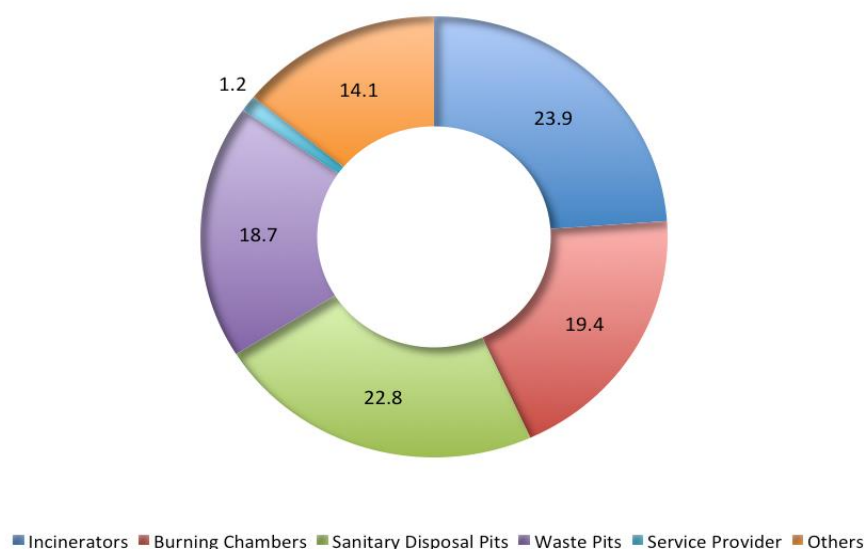
Of the schools that provide MHM services, 84 percent provide MHM education and 49 percent provide MHM materials (for example sanitary pads, pants etc.). The results also show that 17 percent of the schools provide changing room with basic amenities, while only 7 percent of the schools provide changing room without basic amenities (Figure 4.3.3).

Figure 4.3.3: Proportion of Schools that Provide MHM Services by Type of MHM Provided, Tanzania 2018





The most common disposal mechanism for menstrual hygiene in schools is the incinerator (24%), followed by sanitary disposal pits (23%) and burning chambers (19%). The least common disposal mechanism is use of service providers (1%).

Figure 4.3.4: Distribution of Schools Disposal Mechanism for Menstrual Hygiene by Type of Disposal Mechanised Used, Tanzania 2018



The SDGs Aim for Universal Access to WASH and Inclusive and Effective Learning Environments for All

SDG	SDG TARGETS AND INDICATORS
<p>Goal 4: Ensure inclusive and quality education for all and promote lifelong learning</p> 	<p>4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.</p> <p>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).</p>
<p>Goal 6: Ensure availability and sustainable management of water and sanitation for all</p> 	<p>6.1 By 2030, achieve universal and equitable access to safe and affordable drinking water for all.</p> <p>6.2 By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations.</p>

