

**CONCEPT PAPER FOR THE PRIMARY SCHOOLS NATIONAL MUSIC, DANCE AND DRAMA FESTIVAL, 2024**

**1.0: MAIN - THEME: “A**Malaria Free School and Environment gives good health

to enhance the child’s Quality learning and Sustainable Development through

**MAAM**

**(M**ass **A**ction **against** Malaria)

**SLOGANS: “A MALARIA FREE SCHOOL ENVIRONMENT IS MY RESPONSIBILITY”**

**2.0: INTRODUCTION**

The Ministry of Education and Sports (MoES) has over the years organized school music, dance and drama festivals in conjunction with various partners like UNICEF, Ministry of Health (MOH–TASO), USAID’S MAPD, Stop Malaria Project, Judicial Service Commission (JSC), AMREF, The Ministry of East African Community Affairs (MEACA), among others. These festivals are organized on set themes designed by the MoES with her partners on the premise that Music, Dance and Drama (MDD), as a traditional medium for communication, provides effective entry points into the community with interventions that focus on awareness creation, information dissemination and behavior change.

The Ministry of Education and Sports in conjunction with and MOH have designed the theme for the year 2024 Primary School Music, Dance and Drama festival, stated in 1.0 above. It was done following the focus areas of these different institutions.

**The Ministry of Health (MOH**) focuses on eradication of malaria in order to create ***a malaria free school environment*** that enables the most vulnerable people in society, which include children, women, HIV patients, among others, live in good health.

The **Ministry of Education and Sports** focuses on learning, which can take place if learners are healthy physically and mentally, and that is free from malarial attacks and any vices. Hence, the initiative to create ***a malaria free school environment*** so to build **a *Malaria Free* society** through dissemination of the message of proved preventive and therapeutic interventions. All schools and the environment should be ***free of malaria.*** Children therefore need good health, protection, freedom and care to enhance their learning ability, which eventually results into sustainable development.

The overarching messages that teachers, children, parents and all stakeholders can focus on include:

* An unhealthy child due to malaria is prone to absenteeism, performs poorly in class and becomes a failure in life;
* Communities are responsible to keep their children free from mosquito bites that cause malaria.
* Malaria that is not properly managed can lead to complications affecting the brain or even lead to death.
* Blood screening and prescription of malaria medicine should be handled by the medical personnel.
* Every member of a household should sleep under Insecticidal treated mosquito nets (LLINs).

Music, Dance and Drama (MDD) as a traditional medium for communication provides effective entry points into the community with interventions that focus on awareness creation, information dissemination and behavior change.

**3. 0: JUSTIFICATION-MALARIA**

Ministry of Education and Sports (MoES) and Ministry Health (MOH) have designed the theme for this year’s (2024) Primary School Music, Dance and Drama festival to be

*“* **AMalaria** **Free School and Environment gives good health to enhance the child’s Quality learning and Sustainable Development through**  **“MAAM”**

The purpose is to engage MOH and Ministry of Education and Sports in the mass fight against **Malaria**. The Ministry of Education and Sports aims to achieve Malaria free Uganda by 2030. M**alaria** is the number one cause of **Morbidity** and **Mortality** in Uganda, and the leading cause of **absenteeism by teachers and pupils, poor performance** and school **dropout, Severe Malaria can lead to brain damage** or **death.** Hence, the School Based MDD can help the Ministry address the problem.

1. Uganda is the 4th country in Africa with a burden of malaria and some of the highest recorded malaria transmission rates in the continent. Thus 100% of the population is at risk of malaria and 63% live in areas with transmission levels.
2. In Uganda 13 Sick children due to malaria and related illnesses miss 13-50% of all school days leading to poor class performance and fail to succeed in their life long education hence curtailing sustainable development.
3. Severe cerebral malaria affects cognitive and learning ability of children and repeated bouts of malaria may expose individuals to chronic malnutrition and to increased vulnerability to other diseases, subsequently leading to death of these children

**4. 0: THEATRE:**

Theatre is frequently used as a tool for communicating information across a range of sectors, particularly health, to bring about attitudinal and behavioral change and changes in life style. Theatre provokes feelings and causes **action** for both the performer and the community.

The MoES together with MOH intend to create awareness on **MAAM** at school level. Through MDD on the theme *“****A malaria free School and Environment gives good health to******Enhance a child’s Quality learning and* Sustainable Development** ***through MAAM”.***

**“A**

MDD is a learning area in Primary schools curricular and a medium for communication that provides effective entry points into the community. MDD provides interventions that focus on awareness creation, information dissemination and behaviour change because it is also believed that learners are effective change agents and can influence society’s behaviour and practices.

Theatre is therefore used to analyze, discuss and identify problems and to seek solutions with the participation of the community affected by the specific problem. This is what is referred to as Theatre for Development

**5. 0: OBJECTIVE**

This year’s festival 2024 THEME: is aimed at using music, dance and drama to:**:**

* Create awareness on **MAAM** in schools through MDD so as to have a **Malaria free** School environment.
* Set strategies to achieve a **Malaria free** Uganda by 2030.
* Create awareness on fight against Malaria in schools through MDD so to have **Malaria free** school environments by 2030.
* Share the best practices with the children and community on how to fight **malaria.**
* Increase support for the social sector services and in particular malaria control-advocacy, and more so proper management of malaria through testing and provision of full treatment to the patients.
* Make different stakeholders aware of their roles and responsibility in the fight against **malaria,** thus making their respective areas **malaria** free.
* Ensure availability and appropriate use of services for malaria control such as Long Lasting Insecticidal Treated Nets (LLINs), Intermittent Preventive Treatment for malaria during pregnancy and Testing and Treating during malaria.

**6. 0: SPECIFIC OBJECTIVES**

1. Create awareness among the learners on how to have a **malaria free** school environment through edutainment.
2. To promote Malaria prevention and control measures.
3. Use Learners as change agents to deliver **MAAM** messages to the communities
4. Share the best practices with the children and community on how to fight **malaria**
5. Make different stakeholders aware of their **roles** and **responsibility** in the fight against **Malaria,** thus making their respective area **malaria** free**.**

**TARGET AUDIENCE:**

1. Children of school going age in schools.
2. Parents and families.
3. Members of parliament
4. The general public.
5. District leaders
6. Sub county leaders
7. Policy Makers.
8. Religious leaders
9. Cultural leaders

**EXPECTED OUTPUT:**

All Schools to embrace MAAM and carry out to the interventions in the fight against malaria at school and in the community

**7. 0: EXPECTED OUTCOMES**

Generally, all learners, teachers, parents and the public should be able to articulate the importance of improved/enhanced learning of the children if they attend schools free of abuse and are also free of **malaria.**

Specifically, by the end of the programme the following should have been achieved:

1. Effective Mass Action against **Malaria** for malaria free schools and malaria free Uganda

2. Capitalize on the platform to enhance advocacy targeting the different stakeholders towards supporting schools as an effective channel in the fight against **malaria.**

1. Promote behavioral change towards adhering to the 3 key interventions namely: consistent LLINs usage, increased uptake of malaria prevention medicine for the pregnant women and early diagnosis and treatment of malaria.

4 Reach out to all primary school teachers, parents of pupils in schools and stake holders targeted with the message of “**a Malaria free school and environment**” aiming at bringing positive behavioral change and promotion of child-friendly and effective learning in schools.

5. Initiation of active malaria eradication school programs in the participating schools.

6. Coverage of all (about 20,000) primary schools with a population of about 8 million pupils targeted with malaria prevention messages aiming at bringing positive behavioral change and promotion of good health.

7. A collective national response to the malaria problem with increased individual and corporate involvement.

**8.0: HIGHLIGHTS ON THE THEME**

**a) Free**

**i) Free (adjective) means**:

* Not limited or controlled;
* Loose and thus not in a fixed position or joined to anything;
* Without something that is unwanted or unpleasant;
* Not bound or having unlimited movement.

***A Free Malaria School and Environment*** in this context means having all schools and environments in Uganda that are not controlled by or bound to or joined to the unpleasant sickness of malaria.

**ii) Problems that deny Ugandans freedom from malaria**

* Infection through bites from mosquitoes that carry and transmit malaria;
* Failure to control mosquitoes in our environments;
* Society simply accepting malaria as part of everyday life and thus being trapped in a vicious circle in which malaria is both the cause and consequence of grinding poverty;
* Lack of effective barrier to mosquito bite control especially the bed net;
* Lack of access to appropriate treatment when one falls sick.

**iii) Solution to overcome the problems of malaria**

1. Consistent use of the Long Lasting Insecticidal Net (LLIN) by all people in each household. The household heads especially men and the community at large should get involved in purchasing mosquito nets (LLINs) and ensuring that the family sleeps under the net.
2. Test and treat malaria within 24 hours. Everybody should avoid ignoring the signs and symptoms of malaria. On the onset of symptoms of malaria one should seek care at the nearest health care facility within 24 hours. Ask for blood test to check for malaria/know the right illness. If malaria is confirmed through blood test, ask for the right treatment and adhere to the treatment regimen given by the health worker.
3. Every household head should ensure that the environment they are living in does not harbor places where mosquitoes can hide and breed in.

b**) Enhance Quality learning and sustainable development**

To ***enhance*** is to improve, or add to the strength, worth, beauty or other desirable quality of something. Thus to enhance learning is to improve the quality of learning.

**Quality learning** refers to excellence or the highest or finest standard of learning.

***Sustainable*** means able to be maintained;

***Development*** is the process of change to become more impressive, successful, or advanced. Thus ***sustainable development*** means; to create an economic gain that should be maintained and made more successful over and over. This should be created through quality learning.

**KEY ISSUES TO HIGHLIGHT UNDER MAAM:**

***Objective 1 – integrated vector Management (IVM)***

**(a) School Management**

* Promote IRS (Indoor Residual Spray) in Classes and Dormitories
* Ensure pupils bring the recommended Long lasting insecticidal mosquito nets(LLINS) to school
* Ensure all Mosquito breeding sites are cleared

**(b) Pupils**

* Guide parents to buy the recommended LLINS
* Sleep under LLINS where possible
* Wear protective clothes in the evening
* Demand that your classes and Dormitories are sprayed
* Close Windows and Doors in the evening

**(c) Nurses**

* Encourage Pupils to use LLINS consistently where possible

**(d) Parents**

* Provide quality LLINS to their children
* Ensure that their children sleep under LLINS

**(e)Community**

* Land fill all Mosquito breeding sites
* Adopt Malaria Smart farming
* Participate in periodic environment malaria management activities

***Objective2 case Management***

**(a) Boarding School**

* Provide and stock sick bays
* Provide Qualified health workers

**(b) Pupils**

* Report fever, malaria symptoms and signs promptly
* Demand for Testing
* Adhere to test results and get the treatment
* Demand to know the side effects of the treatment

**(c) Nurses**

* Take and record patients medical Histories
* Test before treatment
* Treat according to the prevailing guidelines
* Make referral in time when necessary
* Avoid making referral at home but to Health Centre

**(d) Parents**

* When a child is sent home take him / her for treatment promptly 4

***Objective 3 - Social behavior change communication -SBCC***

1. **School**

* Seek Knowledge on Malaria transmission, prevention and treatment
* Create and support Malaria Clubs, Drama, Debates and films in school.

**(b) Pupils**

* Aspire to be Malaria Agents and champions
* Be malaria Volunteers at school and in the community

**(c) Nurses**

* Be Malaria Champions

**(e)Community**

* Listen to and embrace, circulate and practice Malaria massages

***Objective 4. Management and Multi Sectorial Collaboration***

**(a) School**

* Actively participate in Community malaria control project
* Respond to and follow Up Community recommendations against **Malaria**

**(b) Pupils**

* Offer to participate as a malaria volunteers
* Join malaria clubs and carry out malaria prevention related activities

**(c) Nurses**

* Provide knowledge, skills and information to Village Communities in the fight against **malaria.**

**(e) Parent / Community**

* Engage in Malaria control meetings, initiatives and planning
* Provide information about **Malaria** and the Mosquitoes in the community
* Volunteer to be **Malaria** VHTS - Village Health Teams.

***Objective 5 -Monitoring and evaluation***

**(a) School Management**

* Provide Health Information to the Health Centre
* Ensure there are no breeding spots for mosquitoes in the school compound

**(b) Pupils**

* Provide Correct and appropriate information to Health Worker (nurse)

**(c) Nurses**

* Capture all relevant parent data
* Submit all the Health data firmly to the coordinating Health Centre

**(d) Parents / Community**

* Take part in Community researches and survey

***Objective 6 - Epidemic Response***

**(a) School Management**

* Report suspicious changes in **Malaria** patterns to Health Centre

**(b) Pupils**

* Volunteer service during epidemic

**(c) Nurses**

* Promptly report unusual patterns in **Malaria**

**(d) Parents / Community**

* Own and use epidemic intervention
* Support epidemic teams
* Report unusual occurrences in vector density

**SUB - THEME:** BIRTH REGISTRATION

The Registration of Person Act 2015 created the National Identification and Registration Authority (NIRA) an autonomous statutory body with among others the mandate to register persons in Uganda. NIRA recognizes a child’s existence through the recording of their birth in the Civil Register. Birth Registration is FREE & MANDATORY and must happen immediately after a birth occurs.

To achieve this mandate, NIRA works with various stakeholders such as Medical Facility Administrators, Medical Facility In-Charges, Town Clerks and Sub County Chiefs who notify occurrence of births within their respective areas of jurisdiction. NIRA Registration Officers then review these notifications for accuracy, correctness, and completeness before they are entered into the Civil Register.

This Handbook provides an elaborate explanation of the Birth Registration process, what the requirements are, what tools are used and the respective roles of the various stakeholders.

**What is Birth Registration?**

Birth Registration is a process to recognize a child’s existence through the recording of their birth in the Civil Register by the respective government authority. It is a fundamental right of all children, no matter who they are, or where they are from.

Birth Registration helps children to secure their legal identity, family relationships, nationality, and gives them access to public services including school enrolment and private services such as health insurance or opening bank accounts.

Birth Registration is the continuous, permanent and universal recording within the civil registry of the occurrence and characteristics of births in accordance with legal requirements of a country.

After a child is born, the details of their birth and the child’s parents or guardians are captured and officially recorded into the government’s Civil Registry. The Civil Registry keeps a permanent record of all births and deaths occurring in Uganda. This data helps to inform the government of Uganda on its current population and is used to make social and economic decisions for the development of the country.

When a child’s birth is notified, a formal record of the birth shall be issued to the declarant in form of a Birth Notification Record. The Notification of Birth Record is used to Register the birth in MVRS; the digital Birth Registration System. The Birth Notification Record is also used to apply for a Birth Certificate. A Birth Certificate is the first proof of legal identity for the child and is recognized by the law, both nationally and internationally.

**Why is Birth Registration important?**

Birth Registration is the first step in securing legal identity for a child and supports access to human rights, entitlements and service provision for the child. Birth Registration is a great source of vital statistics for the country. Birth Registration is important for;

**Human Rights**

Birth Registration supports access to:

Health

Education

Social Protection

**Birth Registration supports protection from**:

Child Marriage

Child Labour

Trafficking

Illegal Detention of Children

Forceful recruitment into the armed forces

**Vital Statistics**

Birth records in the Civil Registry are used to produce Vital Statistics as part of a CRVS system. Vital statistics provide data to:

1. Understand population dynamics
2. Allocate resources efficiently
3. Assess levels of inequality
4. Plan and monitor development programmes
5. Measure progress against the Sustainable Development Goals
6. Formulate new policies across multiple sectors
7. Improve the targeting and delivery of government services

**Service Provision and Access**

Birth Registration facilitates the provision of public and private services, allowing individuals to:

1. Vote
2. Get a driver’s license
3. Get a passport / travel
4. Register land / inherit property
5. Gain formal employment
6. Open a Bank Account
7. Register a mobile phone number

**SUB: THEME: SANITATION AND HYGIENE:**

**THE KEY TO CLEANLINESS, GOOD HEALTH AND “GOOD-GRADES–SCORE”, STARTS WITH ME.**

1. **Toilets making the grade** & “**Improve School WASH for better health of children to enhance inclusive Quality Learning and Development”**

**2. 0: INTRODUCTION**

The Ministry of Education and Sports (MoES) has over the years organized school music, dance and drama festivals in conjunction with various partners like UNICEF, Ministry of Health (MOH–TASO), USAID’S - MAPD, Stop Malaria Project, Judicial Service Commission (JSC), AMREF, The Ministry of East African Community Affairs (MEACA), Ministry of water and environment, giz, among others. These festivals are organized on set themes designed by the MoES with her partners on the premise that Music, Dance and Drama (MDD), as a traditional medium for communication, provides effective entry points into the community with interventions that focus on awareness creation, information dissemination and behavior change.

All the development partners listed above focus on the disadvantaged and vulnerable child who must be catered for by all people uniting so as to provide appropriate protection, good health and all that is required to make him/her attain a better health and remain alive, to achieve quality Learning. The Ministry of Education and Sports focuses on inclusive quality learning, which can take place if the learners and stake holders continue participating to help our Children to live a good life.

In light of this, The Ministry of Education and Sports with the development partners, agreed on the theme:

**THEATRE:**

Theatre is frequently used as a tool for communicating information across a range of sectors, particularly health, to bring about attitudinal and behavioral change and changes in life style. Theatre provokes feelings and causes **action** for both the performer and the community.

Theatre is therefore used to analyses, discuss and identify problems and to seek solutions with the participation of the community affected by the specific problem. This is what is referred to as Theatre for Development.

**Toilets making the grade** “**Improve School WASH for better health of children to enhance inclusive Quality Learning and Development”**

**Toilet making the grade (TMG)** This competition targets all school stakeholders and brings them together to come up with items and discuss issues on water, Sanitation and hygiene (WASH) improvement for the school:

1. With better WASH in schools, learners are healthier and have a better learning environment enabling them to perform better!
2. There is a direct connection between School attendance health, adequate school’ toilets and **hand washing**.

**Historical background**

Toilet making the Grade (TMG) school competition was developed in 2012 by the German Toilet organization (GTO) for Schools in Germany. In collaboration with Sanitation for Million and partners, the methodology was adapted to further pioneer Countries. Uganda and Pakistan (GTO) and giz also planned a competition in Jordan.

The “Toilets making the Grade” (TMG) school competition focuses on improving sanitation and hygiene since the areas of WASH are what schools struggle with most.

The first (TMG) school competition in Uganda took place in Kampala in 2028/ 19 under the leadership of Kampala Capital City Authority (KCCA) and the same competition has been acknowledged by the Ministry of Education and Sports (MoES) for scale up Country wide in partnership with the giz programme “ Sanitation for Million ’’ (S4Mand the German Toilet organization (GTO)

**Sanitation refers** to a clean school compound with toilets / latrine facilities hand washing facilities, rubbish pit and wash rooms for girls.

**Sanitation** is a personal and environmental cleanness. Better sanitation is the promotion of facilities, skills and practices that enable individuals, families and communities to improve their quality of life.

This is done through:-

* Safe disposal of human excrete ( faeces and urine)
* Practicing of good personal and school hygiene.
* Safe disposal of solid and liquid wastes (rubbish, garbage, animal waste, dirty water)
* Safe collection and storage of water especially for drinking (safe water chain)

**Hygiene** is the practice of keeping one self and surrounding clean in order to prevent germs from entering the body and causing diseases. In other words, the practice of being clean in order to avoid diseases.

Music, Dance and Drama (MDD) festivals for 2022 was viewed to be the main channel through which messages for this theme shall be disseminated to the whole public. MDD is the expression of art and culture through the presentation of themes through Music, Dance, Drama, poetry recitals, and songs.

**3.0: STATEMENT OF THE PROBLEM**

Although the Government of Uganda has committed to promote girls’ education as reflected in the Second National Development Plan (**2015/16-2019/20**) by addressing all barriers girls face, there are gaps in the delivery of hygiene and sanitation especially for adolescent girls. Most schools in Uganda especially in rural areas lack supportive and positive environment for effective menstrual hygiene management. Schools lack infrastructure and facilities such as water and soap for washing, clean latrines/toilets, changing rooms, proper and hygienic sanitary wear (pants and towels), waste disposal facilities/incinerators and privacy.

**Limited washrooms:** According to the Education and Sports Statistical Abstract 2015, there are 5,855 washrooms for 4,141,654 girls in primary schools, which translate to girls to washroom ratio of 707:1, while there are 3,229 washrooms for 4,122,663 boys in primary schools; which translate to boys to washroom ratio of 1276:1. This implies that majority of adolescent girls are not able to access washrooms and therefore cannot wash/clean or change freely during their menstrual periods even when they would want to.

**Limited latrine stances with doors**: The number of latrine stances with doors that offer privacy is also limited. According to the Education and Sports Statistical Abstract 2015; the total number of latrine stances with doors for 4,141,654 girls in primary schools is 46,000 which translate to a ratio of 90:1 for girls compared to 102:1 for boys. Therefore most learners lack privacy which is worse for adolescent girls during menstrual periods.

**Limited hand washing facilities**: According to the Education and Sports Statistical Abstract 2015, there are 11,035 hand washing facilities for 4,141,654 girls in primary schools, which translates to girls hand washing facility ratio of 375:1, while there are 10,361 hand washing facilities for 4,122,663 boys in primary schools; which translates to boys hand washing facilities ratio of 397:1. This implies that majority of children in primary schools both boys and girls are not able to wash their hands after visiting latrines. The situation is more challenging for adolescent girls during menstrual periods. Children are therefore prone to infections which could be easily avoided by washing hands.

**Disposable sanitary towels are expensive:** while there are many forms of sanitary towels on market, a packet of 8 towels costs UGX 2500-3500 on average which majority of parents in Uganda cannot afford. Yet there is no provision for menstrual pads to school girls even for emergency. Consequently adolescent girls are forced to rely on unhygienic substitutes such as rags, pieces of foam mattress, toilet paper and, banana fibers or leaves. In instance where parents can afford to provide sanitary towels for their daughters, there are no incinerators at school for disposing off the used sanitary towels. Adolescent girls therefore have to carry the used sanitary towels in their bags which is unhygienic.

Most times, teachers and parents are also unprepared or are ashamed to talk about puberty and menstruation with girls. Thus leaving the girls with no option in accessing relevant and appropriate information and right support.

This lack of critical information, facilities and support for adolescent girls in school for menstrual management causes considerable health risks and act as a barrier to primary and secondary education for female students. Studies by World Bank (2005), UNICEF (2012), and SNV (2012) estimate that one in ten menstruating girls skips school four to five days per month. A girl absent from school due to menstruation for four to five days of every 28 day cycle loses 13 learning days, the equivalent of two weeks of learning, and 104 hours of school every school term.

The same studies indicate that around 23% of adolescent girls in the age-group 12-18 drop out of school on onset of their menstrual periods. In Uganda, 50% of the pupils in the study reported missing 1-3 days of primary school per month (IRC/SNV, 2013). This translates into a loss of 8-24 school days per year. This implies that girls without proper sanitary wear may miss up to 8 days of study per term due to menstruation. On average, there are 220 learning days a year, therefore missing 24 days a year translates into 11% of the time a girl pupil will miss learning due to menstrual periods. There are also gaps in the scientific facts, knowledge, attitudes and hygienic practices on menstruation within communities which infringe on girl’s rights to education, dignity, safety and reproductive health among others. Most social traditions and cultural perceptions view menstruation as dirty and harmful to girls and women and therefore restrict them from activities like school attendance and participation in games during menstruation. Adolescent girls therefore experience fear, shame and embarrassment during menstrual periods since they are in most times unprepared to manage their cycles effectively. Many people in Uganda strongly believe that a girl is mature and ready for marriage when she begins her menstrual periods (IRC /SNV, 2013).

Menstrual Hygiene Management (**MHM**) is fundamental to the dignity and wellbeing of girls and women. Ensuring access to menstrual hygiene services constitutes a significant fulfillment of the rights to sanitation, health, education as well as living a life of dignity among girls and women.

In many countries, Uganda inclusive, there exists a high prevalence of water and sanitation related diseases, causing many children to fall ill or even die. Improved hygiene practices are essential if transmission routes of water and sanitation related diseases are to be cut. Whereas appropriate hygiene education can bring about the intention to change hygiene behaviour, for most hygiene behaviours, appropriate water and sanitation facilities are needed to allow people to transform intention to change into real change.

Why is it important to focus on schools? After the family, schools are most important places of learning for children; they have a central place in the community. Schools are a stimulating learning environment for children and stimulate or initiate change. If sanitary facilities in schools are available, they can act as a model, and teachers can function as role models. Schools can also influence communities through outreach activities, since through their pupils and students; schools are in touch with a large proportion of the households in a community.

In reality, schools are often more than just places for learning and behaviour change. If school sanitation and hygiene facilities are absent, or are badly maintained and used, schools become risky places where diseases are transmitted. Schools can also pollute the natural environment in such a way that it causes health hazards for the community at large. It is therefore important that schools have proper **WASH** facilities. However, improved facilities in themselves are not sufficient. If we want to reduce the incidence of sanitation and hygiene-related diseases, and to protect the natural environment, behavioral changes are also needed, leading to proper use of the **WASH** facilities. The following points further strengthen the need for **WASH** facilities**:**

* Improving infrastructure and facilities aimed at improving sanitation and hygiene but also support girls to manage their menstrual period better through the construction of latrines and washrooms, provision of rain water harvesting facilities and hand **washing facilities, and provision of sanitary towels. Although the provision of sanitary towels is gaining prominence, the practice is still in few schools.**
* Production and dissemination of information, education and communication (**IEC**) materials in form of Reader, video and a circular on menstrual hygiene management,
* Building capacity of learners and teachers in Busoga, West Nile and Northern Uganda regions on menstrual hygiene management through training on menstrual cycle and related changes and how to make re-usable sanitary towels from available local materials.
* Media advocacy and sensitization of the public and among policy makers on **MHM.**
* The Ugandan constitution ensures protection of individuals, groups and property.
* The children and women are a vulnerable group of our society whose protection and safety must be a concern of all stake holders.
* The Uganda children must appreciate the importance of **WASH** in Schools.
* There is need for the citizens of Uganda to work for a common good. This will go a long way to protect and consolidate our disabled and able bodied children in Schools.
* There is need to transcend all levels of society up to the grassroots to share the views about **WASH** among the leaders and the general population.
* Equitable access to inclusive quality education is a primary concern of all contemporary policy makers.
* Quality education can be achieved by applying child friendly School environment and gender responsive procedures for all girls and boys to ensure that they are protected from diseases.
* Improved hygiene practices are essential if transmission routes of water and sanitation related diseases are to be cut.

**4:0: IMPORTANCE OF A SCHOOL WASH PROGRAM TO THE LEARNERS**

* The focus of school sanitation and hygiene education is on the development of life-skills, a healthy and safe school environment and outreach to families and communities. Investing in school sanitation and hygiene education has many benefits. It is in essence an investment in our future which:-

**Promotes effective learning:**

* Children perform better when they function in a hygienic and clean environment. Learning, hygiene and health are interlinked. Schools are where children spend most of their time. In bad hygienic conditions, children are exposed to diseases and risk infection. There is a direct link between diarrhea and hygiene in schools. Every year, children lose 443 million schools days because of water related illnesses, of which 272 million are lost due to diarrhea alone. More than 40% of the diarrhea cases in schoolchildren result from transmission in schools rather than home. The most affected are girl children because by their virtue of responsibilities are care givers. They are forced to stay away from school to support their mothers look after their siblings in the scenario that they are not ill. Over 1,200 school children died in 1997 because of poor sanitation conditions at school (UNICEF, 2002). Improving WASH conditions in schools especially for girls can help in achieving the following.

**Increases enrolment of Girls:** The lack of private sanitary facilities for girls can discourage parents from sending girls to school and contributes to the drop out of girls, particularly at puberty. Increasingly, evidence has shown that the absence of toilets or separate toilets in schools for girls is a major reason parents keep their daughters from attending school. Adolescent girls attending school during menstruation require girl appropriate toilets, water supply for washing and receptacles for discarded sanitary pads. Without appropriate facilities, adolescent girls may be unable to remain comfortably in class.

* Although scientific evidence on the subject is limited, girls often mention the lack of sanitary protection during menstruation as a barrier to their regular attendance in school. Staying at home might also be motivated by religious and cultural beliefs and habits. Many girls and young women prefer to stay home, where they do not need to worry as much about sanitary protection or adequately concealing clothing. Absence from school several days a month, amounting to 10–20 per cent of all school days, can be detrimental to a girl’s learning and academic performance. Eventually this absenteeism can lead her to drop out completely.

**Promotes Environmental cleanliness:**

* Presence and the proper use of facilities will prevent pollution of the environment and limit health hazards for the community at large.  
  **Implements Children’s Rights:**
* Children have the right to be as healthy and happy as possible. Being clean, healthy and having clean water and proper sanitation facilities contribute to a happy childhood.

**Impact of School WASH programs**

* There is evidence that water supply, sanitation and hygiene in schools lead to:-

**Long-term Economic gain:**

* Girls’ absence from school also has an economic impact. Research shows that for every 10 per cent increase in female literacy, a country’s economy grows by 0.3 per cent. Educated women are more likely to raise healthy, well-nourished, educated children, protect themselves from exploitation and AIDS and develop skills to contribute to their societies.

**Sustained life-long-hygiene-practices in communities:**

* A study on the long-term effect of community hygiene education programmes for both adults and children found that new behaviors do not fade as years go by. People do not revert to earlier, less hygienic practices. On the contrary, data indicate that hygiene behaviors are sustained beyond the end of an intervention. For five countries, 25 comparisons were made between hygiene behavior and the end date of the programme. The results showed that even where the programme had ended seven or nine years before the survey, about four out of five or 80 per cent of the women were still consistently using their latrines.
* Researchers presume that hand washing, like tooth brushing, occurs as part of daily routines and that these routines are often established in childhood. Therefore, schools are ideal settings for hygiene education, where children can learn and sustain lifelong adequate hygiene practices.

**Increased cognitive function and attention**—due to improved nutrition and reduced health problems; this includes for girls, who may become dehydrated due to drinking less than needed because of concern over where to go to the toilet, and due to poor hygiene during menstruation.

**Reduced days missed from school** - due to reduced WASH related diseases such as diarrhea, worms or urinary tract infections, or lack of adequate facilities to deal with girls ‘hygiene needs including during menstruation.

**More Time on the Learning task—**due to access to safe water and sanitation on site. Schools which lack access to water often require children to carry water long distances to school, thereby reducing actual class teaching time and /or exhausting the children so that their learning is impeded.

**Increased Dignity and Safety particularly for Girls and for people with disabilities -** due to appropriate design and construction, appropriately sited latrines segregated by sex, including increased privacy and reduced risk of sexual harassment.

**5:1: The expected results of good WASH facilities in schools**

The cleaning and maintenance activities are to be done by teachers, children and other users on a regular basis so to lead to:

* **Reduction in incidents of disease and worm infections:** If the school ***WASH*** facilities are instituted, well-maintained and used, schools will do away with health hazards.
* **Effective Learning:** Children perform better when they function in a hygienic and clean environment.
* **Environmental cleanliness:** Presence and the proper use of facilities will prevent pollution of the environment and limit health hazards for the community at large.
* **Implementing Children’s Rights:** Children have the right to be as healthy and happy as possible. Being clean, healthy and having clean water and proper sanitation facilities contribute to a happy c

**5.2: Implementing Children’s Rights: How many pit latrines does a school need?**

When planning the number of latrines for a school, certain issues should be considered:

* Are separate urinals available for boys alone and for girls alone? If so, fewer

Pit latrines will be needed.

* What is the proportion of boys to girls? If urinals are available, boys need fewer

Pit latrines and girls more.

* Are children allowed to leave the classes to use the pit latrine? If not, pressure on

The pit latrines during class break time is great and more pit latrines are required.

* Do all children have breaks from classes at the same time? If so, more latrines are required. Could breaks be staggered?

Since school facilities are most often used during peak hours (breaks between classes) and facilities are mainly for urination, it may be helpful to design separate urinals. A urinal will reduce the smell from urine in the latrine. Urine can drain to the pit or soak away. If the urine is not flushed properly a very bad smell may result.

Garbage disposal or poor garbage disposal may lead to creating stagnant water due to blocked drains, fly breeding and to the attraction of vermin. These situations can contribute to the transmission of diseases. Garbage therefore needs to be dealt with in a safe way.

Often school committees are established in schools that plan and implement school sanitation programmes. Committees usually consist of students and teachers.

**5.3: School Sanitation and Hygiene Education (SSHE) - situational analysis**

Unfortunately, the high expectations of school health and hygiene education programmes have not always been fulfilled. In many countries, schools are not safe for children due to neglect of the operation and maintenance of facilities. In addition hygiene education given to children has not always been relevant or effective. Schools too often suffer from:

* Non-existent or insufficient water supply, sanitation and hand-washing facilities;
* Toilets or latrines that are not adapted to the needs of children, in particular, girls;
* Broken, dirty and unsafe water supply, sanitation and hand washing facilities;
* Unhealthy and dirty classrooms and school compounds;
* Children with poor hand washing habits and practices

**5. 4**: **OBJECTIVES OF THE THEME:**

**1.** To use Music, Dance and Drama (MDD) to disseminate awareness about **WASH** in Schools to avoid School dropout and death.

**2.** To initiate change and develop useful life skills on health and hygiene.

**3**. Increase on advocacy to end poor School toilet facilities in the communities.

**4.** Enable the Ugandan Children adopt health, safe hygiene and sanitation practices.

**5. Sensitize** the masses about the importance of having safe Latrine, safe garbage collections and safe clean water as rights of children not privilege.

**6**. To improve the infrastructure and facilities in primary schools to support adolescent girls on Menstrual Hygiene Management

**7.** To equip teachers and learners with information and skills on **MHM.**

**8. To** engage with the private sector on investing in improving **MHM** in schools especially through the production and distribution of affordable sanitary towels Hygiene and Sanitation to allow them attain quality Education

1. **5 : TARGETED AUDIENCE**

* Children of school going age in both Pre-Primary and Primary schools.
* Children/students in disadvantaged environments.
* Students of secondary and tertiary institutions.
* Children of various disabilities.
* Out of school children and youth.
* Parents and families.
* The General Public.
* The Policy Makers.
* Local leaders
* Non-governmental organizations, donor agencies and other stake holders.

**5.6: HIGHLIGHTS OF THE THEME**

This year’s Music, Dance and Drama festival theme has four distinct messages:

1. Teaching Proper Toilet and Hand Washing Habits
2. Ugandan Community for Healthy Children and Adolescent
3. Ugandan Youth for Inclusive Quality Education and Development
4. Ugandan People to adopt health and Safe Hygiene and Sanitation practices through access to information, skills and resources.

**5.7: EXPECTED OUTCOMES**

Generally, All Learners, Teachers and the Public should be able to articulate the importance and need for staying in Clean School environment. Keep healthy, alive, safe and achieve inclusive quality learning for all people in Uganda.

**Specifically, by the end of the programme activities:**

1. Pupils and students who participated at various levels should be able to perform MDD more skillfully and confidently.
2. Pupils, students and teachers in all primary schools and institutions in Uganda should be able to understand and explain the importance of **WASH** in Schools.
3. Pupils, students and teachers in all schools in Uganda should be able to understand and explain the importance of protection of children in Uganda as regards their rights to healthy living; good Sanitation and healthy environment.
4. The general public should be able to understand and appreciate the importance of **Hand wash,** good sanitation and hygiene in Schools and Community.
5. The public should be able to understand, explain and apply various children rights designed for the good of all children, parents, families and the societies in Uganda.

**SUB- THEME: SCHOOLPAY - A Journey of Digital Transformation in Education**

**1.0: INTRODUCTION**

The Ministry of Education and Sports (MoES) has over the years organized school music, dance and drama festivals in conjunction with various partners like UNICEF, Ministry of Health (MOH–TASO), USAID’S MAPD, Stop Malaria Project, Judicial Service Commission (JSC), AMREF, The Ministry of East African Community Affairs (MEACA), among others. These festivals are organized on set themes designed by the MoES with her partners on the premise that Music, Dance and Drama (MDD), as a traditional medium for communication, provides effective entry points into the community with interventions that focus on awareness creation, information dissemination and behavior change.

For the year 2024 Primary School Music, Dance and Drama festival, the Ministry of Education and Sports in conjunction with SchoolPay has adopted the theme stated above. It was done following the focus areas of SchoolPay.

**2. O: SCHOOLPAY FOCUS:**

**The Digital Revolution in Education**

In its infancy, SchoolPay introduced a digital school fees payment system that allowed parents to make payments via mobile money. This groundbreaking solution brought about a seismic shift, making fees payments secure, affordable, and convenient. For as low as 1,000 shs, parents could effortlessly make a fees payment of 500,000 shs directly from their phones. The impact was immediate, as the cumbersome process of bank visits and long queues became a relic of the past.

Over the past seven years, School Pay has transformed the education landscape in Uganda. What began with 70% of cash flowing through bank payments and only 30% through schools has now flipped. Today, a staggering 95% of school fees payments are made seamlessly through e-Banking. More than 12,000 schools have embraced the School Pay platform, streamlining their financial processes and enhancing the overall experience for parents.

School Pay's success has not gone unnoticed by the banking sector. Over 17 banks now facilitate payments through the SchoolPay platform, showcasing a collaborative effort to make financial transactions in education more accessible and efficient.

As SchoolPay looks to the future, the journey continues. The platform is set to enhance financial inclusion by rolling out additional features such as school fees savings, pocket money solutions, and even loans. These value additions aim to empower parents further, providing a comprehensive financial ecosystem that extends beyond the traditional realm of fees payments.

The Ministry of Education and Sports focuses on an environment that navigates the complexities that create pain for the parent and the child. Music, Dance and Drama (MDD) as a traditional medium for communication used by the MoES, provides effective entry points into the community with interventions that focus on awareness creation, information dissemination and behavior change.

**3.O: JUSTIFICATION FOR SCHOOLPAY**

The SchoolPay story is one of evolution, innovation, and empowerment. From the challenges of long queues and high transportation costs to the seamless, mobile-centric platform that it is today, SchoolPay has redefined the relationship between parents, schools, and the financial institutions that support them. As we move forward, the commitment to financial inclusion and holistic support for parents remains at the core of SchoolPay’s mission, ensuring that education is not just accessible but also a transformative and empowering experience for all.

Ministry of Education and Sports in collaboration with SchoolPay, have come up with this year’s themeas **SCHOOLPAY - A Journey of Digital Transformation in Education.**

**4.O: THEATRE:**

Theatre is frequently used as a tool for communicating information across a range of sectors, to bring about attitudinal and behavioral change. Theatre provokes feelings and causes actionfor both the performer and the community. The MoES together with SchoolPay intend to create awareness through MDD on the theme **SCHOOLPAY - A Journey of Digital Transformation in Education.** MDD is a learning area in the Primary schools curricular and a medium for communication that provides effective entry points into the community. MDD provides interventions that focus on awareness creation, information dissemination and behaviour change because it is also believed that learners are effective change agents and can influence society’s behaviour and practices.

Theatre is therefore used to analyze, discuss and identify problems and to seek solutions with the participation of the community affected by the specific problem. This is what is referred to as Theatre for Development

**5. 0: OBJECTIVES**

This year’s festival THEME: **“SCHOOL PAY - A Journey of Digital Transformation in Education**’’ is aimed at using music, dance and drama to**:**

* Create awareness on convenient and accessible school fees payment channels

offered by school pay.

* Educate the communities about the benefits of school pay
* Educate the communities about how school pay operates

**6. 0: SPECIFIC OBJECTIVES**

1. Create awareness among the learners, Community, parents and partners on product of schools pay for the development of the learners.
2. To promote ICT knowledge amongst the stake holders
3. Use Learners as change agents to deliver School Pay messages to the communities
4. Share the best practices with the children and community on financial literacy
5. Make different stakeholders aware of their responsibility while operating with

schoolpay

**7.O: TARGET AUDIENCE:**

1. Banking institutions
2. Children of school going age in schools.
3. School directors, managers and administrators
4. Parents and families.
5. Members of parliament
6. District leaders
7. Sub county leaders
8. Policy Makers.
9. Religious leaders
10. Cultural leaders
11. The general public.

**8.O: EXPECTED OUTPUT:**

Effective articulation of the SchoolPay message in the performances.

**9.0: EXPECTED OUTCOME**

SchoolPay interventions embraced by all stakeholders

**10. 0: KEY HIGHLIGHTS ON THE THEME**

**10.1: Problems**

1. Long queues at the banks
2. High transportation cost
3. Safety and security
4. Delays in transactions
5. Forgeries and falsification of payment document

**10.2: Solution to overcome the problems**

10.2.1: Use of any of the available digital payment channels

1. **Banking Hall / Agency Banking/Payway.** Simply present the student’s Payment code at any convenient Agent Bank or across the country and your payment. A receipt will be issued for you to keep.
2. **MTN Mobile Money**

Deposit money on your mobile phone (free); •Dial \*165#

• Select payments

• Select school fees

• Select School Pay

• Enter Student Code

• Verify details of student

• Enter Amount to pay

• Confirm with your Mobile Money

PIN

1. **Airtel Money**

Deposit money on your mobile phone (free);

• Dial \*185#

• Select school fees

• Select School Pay

• Select Pay fees

• Enter Student Code

• Enter Amount to pay

• Verify details of student

• Confirm with your Airtel Money

PIN

**d) Bank Mobile Wallet**

Parents with bank accounts;

• Dial Bank USSD

• Enter Pin

• Select School Fees

• Enter Student Code and follow prompts.

10.3: Each School should have a bank account with any of the partner banks

10.4: Each learner should identification code

10.5: Using a registered mobile phone

**11.0: Features of School Pay**

1. Digital Payments
2. Staff and Payroll management
3. Examinations and grade reports
4. E-Library
5. Percentage locks and payment plan
6. Attendance Management System
7. Security

**12.0: Benefits to the stakeholders**

12.1: **Time and Cost Savings:**

Quick and efficient payments reduce the time spent in queues, minimizing

transportation costs and allowing parents to focus on their daily routines.

**12.2: Financial Transparency:**

Transparent transactions build trust, allowing parents to track and verify

payments easily.

**12.3: Cost Savings:**

Minimized transportation costs and timesaving’s associated with digital payments

contribute to overall financial savings for parents.

**12.4: Convenience and Accessibility:**

Mobile money payments offer the flexibility to pay fees anytime and from anywhere,

reducing the need for physical presence.

**12.5: Improved Communication:**

Access to instant notifications on mobile devices keeps parents informed about

school-related updates, fostering better communication.

**12.6: Secure Record-Keeping:**

Access to digital receipts and statements provides a secure record of payments made,

aiding in financial planning.

**12.7: Access to Financial Products:**

Financial inclusion initiatives, such as school fees savings, pocket money solutions, and

loans, empower parents to plan for future expenses and unforeseen circumstances.

**12.8: Enhanced Security:**

Enhanced security as there's no need to carry physical cash for fee payments, reducing

the risk associated with cash transactions.

**12.9: Assurance of Teacher Commitment:**

Greater assurance that committed teachers are present and actively engaged in the

education process, ensuring a quality education for their children.

**12.10: Access to Modern Learning Tools:**

Assurance that their children have access to cutting-edge educational tools

and resources, contributing to an enriched

**ITEMS FOR MUSIC, DANCE AND DRAMA (MDD) FESTIVAL, 2024.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sn** | **Item** | **Theme** | **Time** |
| **1.** | (a) Western Choral Singing | Original composition on Mass Action Against Malaria “**MAAM**” |  |
|  | **(b)** Western Choral | **NIRA** - Birth Registration – Anthem |  |
| **2.** | Traditional Folk song | Worship, Marriage ceremony, Work, War, Funeral  Or Twin ceremony song. | **7 Minute** |
| **3.** | Ugandan traditional folk Dance | The dance **Must** be from within that specific region of its origin. | **7 Minute** |
| **4.** | Drama | Drama on “**Birth Registration”** theme  In English, Kiswahili or any Ugandan language | **15 Minutes** |
| **5.** | Sight Singing | On the set guidelines |  |
| **6.** | Instrumental Composition | Modified Rondo Form **(A//B//A//C//A//B2//A)** | **12 Minutes** |
| **7.** | Poems | i. Poem on **“Birth Registration”** theme.  ii. Poem on “**Oral Health**” theme.  **iii.** Poem on **“School** **Greening”** theme. | **5 Minutes** |
| **8.** | Story telling | 1. Story telling on - **MAAM** 2. Story telling on **“ SCHOOLPAY - A Journey of Digital Transformation in Education ”** theme | **10 Minutes** |
| **9.** | Original Composition African Song Style | **On MAAM theme -** In local language or Kiswahili | **7 Minutes** |
| **10.** | Creative Dance | Creative dance on “**WASH**” theme. | **7 Minutes** |

**MUSIC FESTIVAL TIME TABLE**

|  |  |  |
| --- | --- | --- |
| **DATE** | **ACTIVITY** | **VENUE** |
| Feb / March 2024 | Training of choir Trainers | Regional level |
| March 2024 | District Choir trainers’ workshops | At a venue agreed upon by  the Organizing Committee in  each District |
| April, 2024 | Choir training at school level. | Within the school |
| April / May, 2024 | Inter-house/class/color competitions  at school level | Within the school |
| 1st – 7thJuly, 2024 | Zonal competitions | Appropriate zonal venues |
| 12th – 15thJuly, 2024 | County competitions | Appropriate county venue |
| 17th July – 2nd Aug. 2024 | District competition | Appropriate district venue |
| 5th Aug – 19th, Aug. 2024 | Regional competitions | At an agreed regional venue by  each District |
| 25th Aug – 2nd Sept 2024 | National Final festival for Primary  School | Mbale S S / Mbale City |