

**Implementation of sanitation and hygiene education in training institutions:
the case study of Kinondoni, Mpwapa and Mkuranga Districts**

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Implementation of sanitation and hygiene education was studied in twelve training institutions, a sampling a total of 384 respondents. The information gathered through questionnaires, observation, interviews, focus group discussion and documentary review. The data collected include perception and implementation, factors affecting implementation and institutional arrangement. The study results show that pupils in primary schools and student-teachers (grade A) showed great awareness on topics concerned sanitation and hygiene education (SHE). Students in secondary schools and diploma (majoring Biology) understand only hygiene topics. Understanding of sanitation and hygiene topics was inadequate (39%) to teachers/tutors, and most teachers/tutors (77%) did not get in-services training on SHE. In accordance with students/pupils, their teachers/tutors were reluctant to instruct menstrual issues to their students in their lessons. There was relatively high positive attitude on SHE for pupils/students (81%), student-teachers (89%) and 62% for teachers/tutors. Lecturing methods and examinations were mostly used in the process of teaching and learning on SHE by the teachers/tutors. SHE is incorporated into Science as well as Personality and Sports subjects in primary schools, Biology in secondary schools and diploma level in teachers' college majoring Biology. Learners in public training institutions participate in cleaning their institution premises while in private schools cleaning is done by employees. It is recommended to provide in-services trainings in topics/themes related to sanitation and hygiene education to teachers/tutors.