Water and Sanitation:
A Checklist for the Environment and Supplies in Schools

Description of tool:

The information in this tool was adapted by UNESCO Division for the Promotion of Quality Education from the following organization’s web site:

Interagency Network for Education in Emergencies (INEE)
http://www.ineesite.org/school/water.asp

This information or activity supports Core Component #2 of the FRESH framework for effective school health: water, sanitation & the environment. It will have a greater impact if it is reinforced by activities in the other three components of the framework.
Water and Sanitation

In areas of crisis, lack of sufficient water, sanitation and hygiene facilities typically lead to more deaths than any other cause. With this in mind, all schools and educational facilities should have adequate water, sanitation and hygiene facilities to ensure the health of their students and staff.

Strategies

- **Ensure adequate water and storage for school needs**
  Clean water should be sufficient for schools needs, including drinking, hand washing, cooking and cleaning. In schools with feeding programs, the World Food Programme (WFP) has established a minimum of 5 litres of water per day per student in difficult times and for only a limited amount of time. Water storage containers should be regularly cleaned and checked to ensure that the water is safe for drinking. In some cases, non-educational organizations may need to be contacted to clean the existing well or provide a new well or rain catchment system.

- **Ensure properly placed and sufficient toilets for students and teachers**
  Toilets should be at least 50 metres away from the school and 30 metres away from any ground source of water. Ideally, toilets should be VIP (Ventilated Improved Pit) toilets and/or have wood ash available to limit the breeding of flies. Adequate toilets should be available for male and female students and teachers, as well as accessible for young children and children with disabilities. Hand washing stands with soapy water (e.g. one bar of soap grated into a bucket or container of water with a tap or spigot at the bottom) should be placed by the toilets. WFP suggested standards are one toilet cubicle for every 25 girls, one toilet cubicle for every 100 boys and one urinal for every 40-60 boys.

  **Note on VIP Toilets:**
  More expensive VIP toilets are preferred over basic pit latrines because they prevent flies from spreading germs. A VIP toilet consists of a pit covered with a slab with a squat hole, a semi-dark building, and a vent pipe coming up from the pit through the slab and extending .5 metres above the roof. As long as the latrine is dark inside the flies will follow the light up the vent pipe. The end of the vent pipe is screened to prevent flies from escaping and spreading germs within the community.

- **Ensure clean and hygienic school and learning area**
  The inside and outside of schools and educational areas should be clean and well kept to limit vector-borne diseases. This is important not only for health reasons but also for the psychosocial environment of the school. Classrooms, halls, corridors and toilets should be cleaned on a daily basis. Trash should be taken off the school compound, or collected, placed in a rubbish pit and burned. Kitchen, eating areas and toilets should have hand-washing facilities to prevent the further spread of disease. Hygiene and sanitation activities should be complemented by health education campaigns that target not only behaviour but also the monitoring of the school by students, school administration, teachers and parents. Adequate brooms, shovels, buckets, cleaning agents, grass slashers/machetes, etc. should be available to fulfil these expectations.
Checklist

1. General:

1.1 What are the main health problems in the community? __________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

1.2 Which of these are most prevalent among students/staff in the school? __________
__________________________________________________________
__________________________________________________________
__________________________________________________________

1.3 Have linkages been made with non-education sector experts to address water, sanitation and health education issues within the school?

___ Yes   With whom? ______________________________________________________

___ No   Who could be contacted?__________________________________________
______________________________________________________________

2. Water:

2.1 Where does the school’s supply of water come from?

☐ Ground water (dug well, borehole, spring)

  2.1.a Is the well clean?   ___Yes   ___No

☐ Rainwater collection

  2.1.b Is the storage container clean?   ___Yes   ___No

  2.1.c Is the water treated?   ___Yes   ___No

☐ Surface water (rivers, lakes)   Without treatment this is a major health hazard

2.2 What is the water quality? _______________________________________________

2.3 Who tests it? ___________________________________________________________

2.4 How often? ____________________________________________________________

2.5 Is treatment necessary?   ___Yes   ___No

  2.5.a Is it being implemented?   ___Yes   ___No

  2.5.b How often? _______________________________________________________

2.6 Is the water sufficient?   ___Yes   ___No

2.7 Is water available all of the time at the school?   ___Yes   ___No

2.8 What is the level of the groundwater? __________________________________________

2.9 Does the amount of water available change throughout the school year? i.e. dry season/rainy season?   ___Yes   ___No
3. Sanitation

3.1 What are the present practices of defecation?

_________________________________________________________________________
_________________________________________________________________________

3.2 Are the toilets sufficient for the number of teachers and students? (See WFP standards above)  ___Yes      ___No

3.3 Are people familiar with the construction and use of toilets?  ___Yes      ___No

3.4 What types of toilets are available?  

- Pit latrine
  - 3.4.a Is there a cover for the latrine?  ___Yes      ___No
  - 3.4.b Is wood ash or dirt provided to prevent flies?  ___Yes      ___No

- VIP (Ventilated Improved Pit) toilet

- Flush Toilet

3.5 Are toilets at least 30 metres from any drinking water source?  ___Yes      ___No

3.6 Are toilets suitable for both younger and older students?  ___Yes      ___No

3.7 Are there separate toilet facilities for male and female students and teachers?  ___Yes      ___No

3.8 Are the toilets accessible to persons with disability?  ___Yes      ___No

3.9 Are hand-washing facilities with soap available?  ___Yes      ___No

3.10 Are toilets clean?  ___Yes      ___No

3.11 Are they cleaned regularly?  ___Yes      ___No

3.12 By whom? ___________________________________________________________

3.13 What do students or teachers use for cleaning themselves? ____________________
_________________________________________________________________________

3.14 Is this readily available?  ___Yes      ___No

3.15 Are there signs in the latrines encouraging good hygiene?  ___Yes      ___No

3.16 Is health education included in the school curriculum?  ___Yes      ___No
  - 3.16.a Is health a separate class?  ___Yes      ___No
  - 3.16.b Is health taught in one or more carrier subjects?  ___Yes      ___No
  - 3.16.c Which subjects? ________________________________________________

3.17 Are students’ hygiene behaviours monitored or evaluated?  ___Yes      ___No
  - 3.17.a How and by whom? ____________________________________________
4. **Solid Waste Disposal**

4.1 Where does the rubbish or trash go?

☐ Burned and buried on the school compound

4.1.a What is the relation of the rubbish pit to the water source? ______________________

4.1.b Is the rubbish pit at least 100 metres from the school? ___Yes ___No

☐ Taken off the school site

5. **Vector-borne diseases**

5.1 What vector-borne diseases are present in the community?

☐ Mosquito-borne diseases

Which ones? _______________________________________________________

☐ Rodent (mice/rat)-borne diseases?

Which ones? _______________________________________________________

☐ Fly-borne diseases?

Which ones? _______________________________________________________

5.2 What steps have been taken to prevent vector-borne diseases from spreading? _____

_____________________________________________________________________

_____________________________________________________________________

5.3 Is the school compound clean? ___Yes ___No

5.4 Is the grass slashed to keep down insects and mosquitoes, and reduce the risk of fire? ___Yes ___No

5.5 Are there any areas where stagnant water can act as a breeding ground for mosquitoes? ___Yes ___No

Can these be filled? ___Yes ___No

5.6 What cleaning materials are available?

☐ Brooms

☐ Water buckets

☐ Shovels

☐ Grass slashers/Machetes

☐ Other _______________________________________________________________

5.7 What materials are needed? _____________________________________________

_____________________________________________________________________

_____________________________________________________________________

1 Adapted from Interagency Network for Education in Emergencies (INEE) website at: http://www.ineesite.org/school/water.asp