

# Presentation

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**WORLD**  
in Stockholm,  
August 16–22, 2009 **WATER**  
**WEEK**

# **Water, Sanitation and Hygiene Standards for Schools in Low-cost Settings**

*Stockholm, 16 August 2009*

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**WHO/OMS**

**Federico Properzi, Yves Chartier**  
**Water, Sanitation, Hygiene and Health**  
**Dpt. of Public Health and Environment**  
**WHO Geneva**



## Water, Sanitation and Hygiene Standards for Schools in Low-cost Settings

John Adams, Jamie Bartram, Yves Chartier, Jackie Sims



# Outline

1. Background
2. Purpose, scope and audience
3. Structure of the document
4. Next steps

# 1. Background

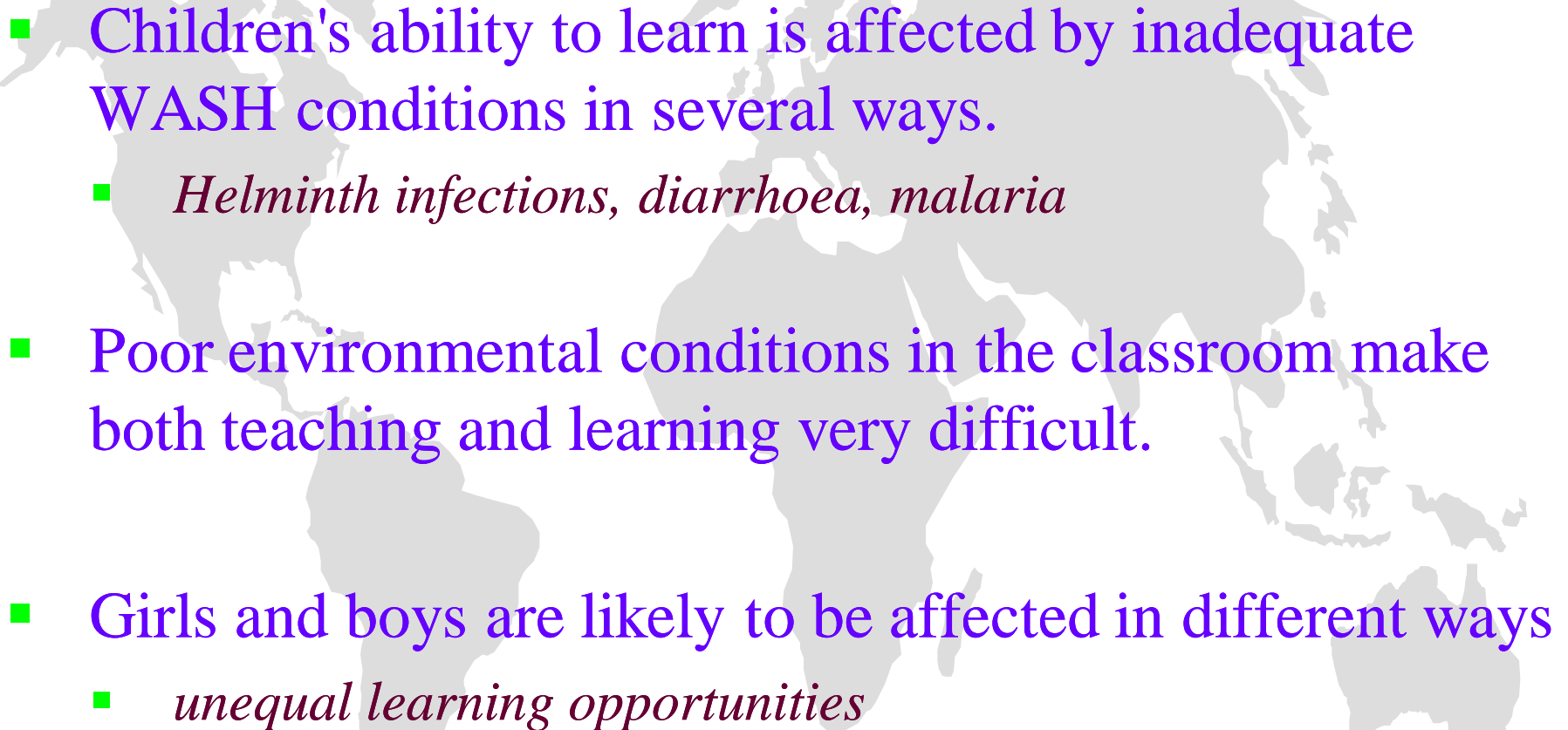
- 88% of diarrhoeal disease is caused by unsafe water supply and inadequate sanitation and hygiene (WHO, 2004c).

- *2.2 million deaths/year*

- Schools, particularly in rural areas, often completely lack drinking-water and sanitation and handwashing facilities.

- *Or if such facilities do exist they are often inadequate in both quality and quantity*

# 1. Background (continued...)

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- Children's ability to learn is affected by inadequate WASH conditions in several ways.
    - *Helminth infections, diarrhoea, malaria*
  - Poor environmental conditions in the classroom make both teaching and learning very difficult.
  - Girls and boys are likely to be affected in different ways
    - *unequal learning opportunities*

# 1. Background (continued...)

- Adequate provision of WASH in schools has a number of positive effects, such as:
  - *reducing disease*
  - *greater gender equity*
  - *promotion of safe environments at home and in communities*
- Providing adequate levels of WASH in schools is of direct relevance to the MDGs
  - *universal primary education, promoting gender equality and reducing child mortality*

## 2. Purpose, scope and audience

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- This publication deals with WASH in schools in low-cost settings to:
    - Assess situations and plan improvements
    - Develop and reach essential safety standards
    - Support the development and application of national policies

## 2. Purpose, scope and audience (continued)

- This publication supports and complements existing national good practices, standards and codes
  - *it does not modify or substitute for them!*
- Audience:
  - *education managers and planners*
  - *architects, urban planners*
  - *water and sanitation technicians*
  - *teaching staff*
  - *school board*
  - *village education committees*
  - *local authorities*

## 3. Structure of the document

- **Section 1:** overview of the topic
- **Section 2:** importance of adequate WASH in schools
- **Section 3:** steps in setting and managing standards at national, district and local level
- **Section 4:** 8 "*guidelines*"
  - *General principles for the creation of healthy school settings*
- **Section 5:** checklist of assessment questions for each of the 8 "*guidelines*"

### 3. Structure of the document (continued)

The 8 guidelines on how to ensure appropriate:

1. **Water quality** (e.g. water from unprotected sources is treated)
2. **Water quantity** (e.g. in day schools, 5 litres per person per day)
3. **Water facilities and access to water** (e.g. 1 shower every 20 users in boarding schools)
4. **Hygiene promotion** (e.g. hygiene education included in CV)

### 3. Structure of the document (continued)

The 8 guidelines on how to ensure appropriate:

5. **Toilets** (e.g. # of toilets per person)
6. **Control of vector-borne disease** (e.g. minimise vector density)
7. **Cleaning and waste disposal** (e.g. solid waste collection, wastewater disposal)
8. **Food storage and preparation** (e.g. cleanliness in food handling and preparation)

# Example of guideline assessment checklist

## Toilets

	Design and construction	Operation and maintenance
1	<ul style="list-style-type: none"><li>• Are there sufficient toilets in the school for girls, boys and teachers?</li><li>• Are there separated blocks?</li></ul>	<ul style="list-style-type: none"><li>• Are there sufficient toilets actually in use?</li></ul>
2	<ul style="list-style-type: none"><li>• Are the toilets situated at the right place?</li></ul>	<ul style="list-style-type: none"><li>• Are access paths kept in good condition?</li></ul>
3	<ul style="list-style-type: none"><li>• Do the toilets provide privacy and security?</li><li>• Are they safe to use?</li></ul>	<ul style="list-style-type: none"><li>• Are there working locks on the toilets doors and lighting?</li></ul>
4	<ul style="list-style-type: none"><li>• Are the toilets appropriate to local culture and social conditions, gender and age of the children?</li><li>• Are they appropriate and accessible for children with disability?</li><li>• Is there on accessible cubicle for disabled females and one for disabled males?</li></ul>	<ul style="list-style-type: none"><li>• Are the toilets being used properly?</li><li>• Are there sufficient toilets for use by males, females and children with disabilities?</li></ul>

## 4. Next steps

### **Disseminate and implement recommendations from the WASH in schools book**

- *Creation of contacts with national and international partners*
- *Assessment in 3-6 countries*



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# Thank you

*Federico Properzi*  
*Yves Chartier*  
**WHO Geneva**

To download the document:

[www.who.int/water\\_sanitation\\_health](http://www.who.int/water_sanitation_health)