

**POLICY GUIDELINES ON
SCHOOL SANITATION**

DEVELOPED BY

**FEDERAL MINISTRY OF ENVIRONMENT
ABUJA**

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TABLE OF CONTENTS

TABLE OF CONTENTS	i
PREFACE	ii
1.0. INTRODUCTION	4
2.0 AIM	4
3.0 OBJECTIVES	4
4.0 JUSTIFICATION	5
5.0 ELEMENTS OF SCHOOL SANITATION	5
6.0 HYGIENE EDUCATION	8
7.0 STRATEGIES FOR IMPLEMENTING SCHOOL SANITATION	9
8.0 INSTITUTIONAL ARRANGEMENT	10
8.1 Federal Ministry of Environment	10
8.2 Federal Ministry of Education	10
8.3 State Government	10
8.4 Local Government	10
8.5 School Authorities	11
8.6 Parents Teachers Association	11
8.7 School Children	11
9.0 INTERSECTORAL COLLABORATION	12
10.0 PROCEDURE FOR ROUTINE SCHOOL INSPECTION	12
School Sanitation Inspection Form	19

PREFACE

The school environment is an integral part of the social component of the school child's entire environment and has an important role to play in the overall development status of the child. Most childhood illnesses like measles, malaria, diarrhoeal diseases, malnutrition, etc are directly linked to filthy environmental conditions. Prevalence of injuries and accidents in children are also linked to hazardous conditions in the school environment. A healthy conducive school environment promotes learning and academic excellence by preventing school absenteeism due to illnesses and thus helps the school child to benefit maximally from educational programmes.

Environmental Sanitation in schools is generally poor as most schools lack potable water and adequate waste disposal facilities. Most schools are poorly lit, overcrowded without proper ventilation and are sited in areas that are noisy and hazardous due to road and human traffic. School buildings especially the public ones are often dilapidated, mouldy, and are usually in unkempt environment overgrown with weeds. Many food vendors who provide meals and snacks for school children are often unregistered and without proper medical certificate of fitness and the meals and snacks they provide may also be unwholesome.

Attempts by various Governments to improve Environmental Sanitation in schools have been piecemeal and unfocussed due to non-existence of a National Policy Guidelines on School Sanitation. The Policy Guidelines is therefore, developed to serve the needed impetus for a focused and coordinated implementation of School Environmental Sanitation Programmes. It has put into perspectives all modalities aimed at providing an optimally clean, safe and sanitary environment by promoting sanitary school conditions as well as sound practices among staff and students towards Environmental Sanitation. This will safeguard the health of the school child and all other staff who work in the school environment. Moreover, the early introduction of sanitary conditions and habits to school children would encourage them to imbibe the healthy culture of both personal and environmental cleanliness that will see them through adult lives.

The Policy Guidelines will also encourage compliance with stipulated standards on School Sanitation through the routine and regular assessment of the school sanitary facilities, school meals, food vendors and other environmental conditions within and around schools.

It is therefore hoped that the proper implementation of the *Policy Guidelines on School Sanitation* shall put an end to all the attending problems and ensure the development of future leaders with a culture of sound sustainable Environmental Sanitation.

Col. Bala Mande (rtd.)
Honourable Minister of Environment
July 2004

1.0 INTRODUCTION

1.1 Environment is the aggregate of all external conditions and influences, which affect the life and development of an individual. Next to the home, the school environment is the most influential factor on a child's development. Children are most vulnerable to environmental pollution and hazards because exposures, which may be relatively harmless to adults, can be potentially devastating to them. Major causes of childhood morbidity and mortality e.g. malaria, measles, malnutrition, diarrhoeal diseases and respiratory infections; all have direct link to the environment.

1.2 Accidents are a leading cause of death and injury in the school-age group. Schools provide a concentration of very active people, all carrying out a wide-range of activities. Many of these activities, together with the life characteristics of this age group, are conducive to accidental injuries. It is, therefore, important to be continually aware of, and ensure good safety and accident control practices in schools.

1.3 School Sanitation comprises those activities carried out in schools to protect the pupils and staff from the adverse effect of insanitary and unsafe school environment. Insanitary school environment exposes the child to physical, biological and psychosocial hazards. A conducive environment, devoid of accidents and communicable diseases is required to promote learning in schools.

2.0 AIM

To provide an optimal sanitary environment which is safe and conducive for physical, mental and emotional health of the school community in order for the child to achieve maximum benefits from educational programmes.

3.0 OBJECTIVES

3.1 To promote conditions at schools as well as the practices of school staff and children that shall prevent sanitation related diseases.

3.2 To bring about positive changes in hygiene behaviour of school children and through these children, in the community at large.

3.3 To protect school children from insanitary surroundings and hazards.

- 3.4 To encourage the provision of sanitary facilities in schools.
- 3.5 To encourage provision of safe recreational facilities in schools.
- 3.6. To encourage compliance with stipulated sanitary standards for schools.

4.0 **JUSTIFICATION**

- 4.1 The teacher is usually the most influential person in the school system to shape the development of the child, but it is the total environment, which establishes conditions, conducive or detrimental, to this development. After the family, schools are the most important learning environment for children in stimulating or initiating a behavioural pattern. Maintaining a healthful school environment will therefore, help students recognize healthful living as desirable and necessary throughout their lives. For optimum learning, students also need an environment that satisfies their physical and mental needs.
- 4.2 Generally, many schools in Nigeria are without access to potable water, adequate sanitation, safe recreational facilities and school meal services. Introduction of sound sanitary habits and safe practices to the children early in life makes them imbibe the culture of cleanliness and safety. Children are future parents and what they learn is likely to be applied in the rest of their lives. This ensures the sustainability of sound sanitation practices. School Sanitation therefore provides the practical example of healthy living.
- 4.3 This National Policy Guidelines on School Sanitation is therefore to provide the mechanisms for regular environmental sanitation assessment in schools, so as to ensure the upgrading and maintenance of optimum environmental sanitation standards.

5.0 **ELEMENTS OF SCHOOL SANITATION**

5.1 **SITE:**

- 5.1.1 The School shall be located in reasonably level and well-drained ground
- 5.1.2 The School shall be sited in a safe area away from noise sources such as factories, markets, airports, major highways, public motor parks, etc.
- 5.1.3 The School shall have a walled fence with gates for security

5.2 SIZE

5.2.1 The School shall be large enough and proportionate to the number of children in the school (approximately 1 hectare of land for about 500 pupils).

5.3 PLAYGROUND:

5.3.1 There shall be a playground proportionate to the school population.

The playground shall be kept tidy to avoid accidents, injuries and bites from reptiles

5.3.2 The playground shall be free of visual barriers that would obstruct supervision.

5.3.4 There shall be adequate recreational facilities e.g. football and basketball fields, etc.

5.3.5 The recreational equipment shall be properly installed and at a minimum distance of 2.5 metres away from fences, buildings, walls, walkways, tree branches and other obstructions.

5.3.6 The fall zones (area under and around the equipment where protective surfacing is needed) shall extend by about 2.0 meters in all directions from the perimeter of the equipment. Fall zones to the front and rear of swings shall extend a distance of two (2) times the height of the pivot point.

5.3.7 The recreational equipment shall be properly maintained and the regular maintenance programme documented.

5.4 BUILDING

5.4.1 Design:

- i. The architectural design shall be pupil friendly and not pose any risk to staff and pupil.
- ii. Materials used for the building shall be of adequate standard, durable, fire-resistant and pose no health danger.

5.4.2 Occupancy:

- i. Classrooms shall have a maximum of 36 pupils with 6 rows and 6 columns in a standard room not less than 19.4m².
- ii. Classrooms shall be well lit.
- iii. Classrooms shall be well ventilated to prevent mouldy conditions and promote high indoor air quality.
- iv. Classrooms shall maintain at least two (2) meters distance between the teacher and the first row.

5.5 SANITARY FACILITIES

5.5.1 Water Supply:

- i. There shall be adequate supply of safe water for drinking, washing, cleaning and flushing of toilets.
- ii. The School, where possible, shall provide and maintain individual boreholes to ensure constant supply of water.
- iii. There shall be adequate wash hand basins with soap and clean towels in strategic places within school premises.

5.5.2 Refuse:

- i. There shall be provided refuse containers that are covered, rust resistant, water and rodent proof.
- ii. The containers shall be adequate in capacity and in sufficient numbers to hold all refuse that accumulate between collections.
- iii. The refuse containers kept within the school premises shall be placed on a smooth surface (concrete or asphalt), which is graded to prevent pooling of water.
- iv. The refuse shall be properly disposed using an appropriate sanitary method.

5.5.3 Toilet/Bath Facilities:

- i. There shall be separate sanitary conveniences for boys and girls, male and female staff.
- ii. The School shall have water closet toilets or ventilated improved pit latrines
- iii. There shall be at least a toilet for every 30 pupils.
- iv. The School shall provide fitted urinals for boys.
- v. The School shall provide adequate and separate washrooms for males and females especially in boarding schools.

5.5.4 Waste Water Management:

- i. There shall be adequate and functional drainage of wastewater, storm water and surface run-offs.
- ii. The storm water and surface run-offs may be collected for reuse.

5.5.5 Food Sanitation:

- i. As school meals service is a practical way of supplementing the child's diet, the service shall be well regulated to ensure high standard of food sanitation.
- ii. School food vendors shall be registered and monitored.

- iii. The nutritional value of the foods served by food vendors shall be reviewed periodically to ensure standard caloric values and nutrient content of the foods.
- iv. Examination of food handlers in the school meal services shall be carried out to avoid food poisoning and the spread of food borne diseases. This examination shall consist of pre-employment, periodic and post-illness medical examinations.

6.0 HYGIENE EDUCATION

6.1 School sanitation will be unsuccessful without a sustained hygiene education, which aims at making children value health as a desirable asset.

6.2 Content of hygiene education:

6.2.1 Personal hygiene:

- i. Hand washing with soap before preparing or handling food
- ii. Hand washing with soap after toileting
- iii. Hand washing with soap after changing baby's napkins
- iv. Regular bathing
- v. Clean finger nails and tidy hair
- vi. Cleanliness of uniforms, under wears, socks (no tattered or worn-out clothes)
- vii. Cleanliness of School food vendors
- viii. Hygiene education of food handlers at the school kitchen on sanitary habits and the need to safe guard food from contaminants.

6.2.2 Environmental Hygiene:

- i. Cleanliness of the school environment including the toilets.
- ii. Cleanliness of the school kitchen and areas where food are stored.
- iii. Ensure that food and drinking water are kept covered and away from contaminants
- iv. Ensure use of sanitary dustbins for refuse collection and storage in and around the classrooms and hostels
- v. Ensure timely disposal of refuse to final disposal site
- vi. Ensure proper sewage management
- vii. Ensure proper storm and waste water drainage
- viii. Adequate control of reared animals at staff residential areas within the school premises

6.3 Methods of hygiene education:

6.3.1 Person to person contact on an individual basis.

- i. Between the teacher and student to correct specific unhealthy hygiene behaviour.

6.3.2 Group hygiene education.

- i. In the classroom during formal teaching sessions on hygiene behaviour (Subject lessons in Elementary/Health Science, etc), and other fora;
- ii. At seminars, conferences, workshops, etc, targeted at school teachers;
- iii. At seminars, conferences, workshops, etc, targeted at parents/guardians of the students.

6.4 Channels/instruments of communication:

6.4.1 Mass media e.g. radio, television, newspaper. These can reach many people at the same time and provide continued reminders and reinforcements

6.4.2 Use of posters, leaflets and pamphlets. They contain words or pictures, which carry messages placed in strategic positions where people will see them as they pass by.

6.4.3 Use of displays e.g. billboards, flipcharts, flannel graphs, photographs, films, movies and plays. Others include drama presentations, projected materials, publications, artwork and demonstrations.

6.4.4 Traditional media, which include role-play, story telling and folk tales, songs, town criers etc

7.0 **STRATEGIES FOR IMPLEMENTING SCHOOL SANITATION**

7.1 Advocate for routine sanitary inspection of schools.

7.2 Revise and update school curricula to include sanitation and hygiene education.

7.3 Orientate all teachers and students on the significance of sound School Sanitation and hygiene education.

7.4 Educate school food vendors on sound hygiene behaviour.

7.5 Examine and medically certify school food vendors/handlers routinely.

7.6 Establish Environmental Sanitation Committees made up of all Stakeholders (pupils/students, parents, teachers, Government representatives), which shall meet regularly to develop activities aimed at promoting sound School Sanitation. This Committee shall also implement, monitor, evaluate and make the necessary adjustments for positive changes.

7.7 Organise school competitions and reward winners

7.8 Develop appropriate IEC materials on sound School Sanitation.

- 7.9 Foster the establishment of Environmental Sanitation clubs in schools.
- 7.10 Conduct research into the various factors affecting sound School Sanitation.

8.0 INSTITUTIONAL ARRANGEMENT

8.1 Federal Ministry of Environment shall:

- 8.1.1 Develop, periodically review and update the Policy Guidelines on School Sanitation.
- 8.1.2 Print and distribute take off Policy Guidelines and inspection forms.
- 8.1.3 Support research into School Sanitation and hygiene education matters.
- 8.1.4 Encourage States and LGAs to ensure compliance with Policy Guidelines on School Sanitation.
- 8.1.5 Support provision of IEC materials for schools.
- 8.1.6 Coordinate School Sanitation inspection returns from the States.
- 8.1.7 Collaborate with other relevant agencies and international organisations.

8.2 Federal Ministry of Education shall:

- 8.2.1 Ensure that all schools comply with extant minimum standards on environmental sanitation
- 8.2.2 Collaborate with Federal Ministry of Environment to periodically review school hygiene curriculum to include sanitation and hygiene education.

8.3 State Government shall:

- 8.3.1 Implement the Policy Guidelines on School Sanitation
- 8.3.2 Enact relevant laws to enforce compliance with provisions of the Policy Guidelines.
- 8.3.3 Monitor LGAs to ensure compliance with the provisions of the Policy Guidelines.
- 8.3.4 Produce IEC materials for schools.
- 8.3.5 Monitor the implementation of School Sanitation programmes.
- 8.3.6 Assess School Sanitation and hygiene education regularly.
- 8.3.7 Coordinate returns of School Sanitation inspection forms from LGAs.
- 8.3.8 Render quarterly reports of School Sanitation Programmes to the Federal Ministry of Environment.

8.4 Local Government shall:

- 8.4.1 Implement the Policy Guidelines on School Sanitation.
- 8.4.2 Enact and enforce relevant Bye-laws concerned with School Sanitation and hygiene education.
- 8.4.3 Print and distribute IEC materials to schools.

- 8.4.4 Print and distribute School Sanitation Inspection forms.
- 8.4.5 Inspect all schools regularly at least once every term.
- 8.4.6 Screen and certify school food vendors/handlers
- 8.4.7 Render monthly report of School Sanitation inspection to the State.
- 8.4.8 Collaborate with CBOs and PTAs on School Sanitation activities.

- 8.5 School authorities shall:
 - 8.5.1 Ensure that the school curriculum on hygiene education is well covered with appropriate teaching aids and illustrations
 - 8.5.2 Ensure the provision of adequate and functional sanitary facilities in schools.
 - 8.5.3 Educate students on the proper use of sanitary facilities
 - 8.5.4 Ensure regular maintenance of sanitary facilities.
 - 8.5.5 Ensure that all school food vendors/handlers have current Food Handlers' Certificates
 - 8.5.6 Ensure the control of reared animals within the school premises
 - 8.5.7 Coordinate the activities of the Environmental Sanitation Committee of the school
 - 8.5.8 Encourage the formation of functional Environmental Sanitation Clubs in Schools
 - 8.5.9 Organise interclass/interhouse competitions on Environmental Sanitation.
 - 8.5.10 Cooperate with the LGA inspectors on school inspection rounds
 - 8.5.11 Organise continuous training and orientation of staff and students on hygiene education.
 - 8.5.12 Undertake self-help projects e.g. planting of trees and flowers for improvement of the aesthetics of the entire school compound.

- 8.6 Parents Teachers Association (PTA) shall:
 - 8.6.1 Support schools through the conduct of fund raising programmes to promote Environmental Sanitation activities.
 - 8.6.2 Provide logistic support for new sanitation facilities.
 - 8.6.3 Support maintenance of new and existing sanitation facilities.
 - 8.6.4 Support schools through provision of trophies for Sanitation Competitions

- 8.7 School Children shall:
 - 8.7.1 Ensure general cleanliness of the school premises.
 - 8.7.2 Maintain high degree of personal hygiene.
 - 8.7.3 Ensure proper use of sanitary facilities.
 - 8.7.4 Endeavour to imbibe and put to practice sound sanitation habits at school and homes.

9.0 INTERSECTORAL COLLABORATION

Various units, departments and ministries at all tiers of Government shall collaborate in the implementation of all aspects of School Sanitation and hygiene education. The formation of functional Environmental Sanitation clubs shall be encouraged. The following ministries/Agencies/NGOs shall thus be actively involved:

1. Ministry of Environment
2. State Sanitation Agency
3. Ministry of Health
4. Ministry of Education
5. Ministry of Water resources
6. Ministry of Housing and Urban development
7. Ministry of Information and National Orientation
8. Ministry of Works
9. Ministry of Women Affairs
10. Ministry of Intergovernmental Affairs (Youth Development)
11. Ministry of Sports
12. CSOs

10.0 PROCEDURE FOR ROUTINE SCHOOL INSPECTION

10.1 On visiting a school, the first thing an Environmental Health Officer does is to introduce himself and present his identity card to the Head Teacher or Principal of the school informing him about his mission. After the introduction, he shall request to be accompanied for the inspection.

10.2 Using the School Sanitation Inspection Forms, all deficiencies and hazards found in the school or on the school property are noted. At the conclusion of the inspection, the findings and recommendations are discussed with the staff.

10.3 The procedure for school inspection is systematic, beginning as follows:

10.3.1 EXTERNAL INSPECTION

The Environmental Health Officer shall examine the general Environmental Sanitation of the premises and check for:

- i. Area large enough for students' population as stipulated in section 5.
- ii. Over-grown weeds, which may harbour reptiles, rats and other vermin of public health importance.
- iii. Tall trees, which may be prejudicial to the health of the students.

- iv. Derelict and disused materials like vehicles, tyres, damaged furniture, etc capable of harbouring rodents, reptiles and other vermin in or around the premises including adjoining streets.
- v. Stagnant water and other water bearing plants or receptacles capable of providing breeding sites for mosquitoes.
- vi. Dangerous excavations within the premises, including defective septic tanks.
- vii. Playground kept tidy and free of visual barriers
- viii. Recreational equipment properly installed and maintained with adequate fall zones.
- ix. Availability of the maintenance records of recreational equipment with updated entries.
- x. Well maintained wall fence with security gates

10.3.2 INTERNAL INSPECTION OF SCHOOL BUILDING

i) THE FLOOR:

Check for:

- i. Cleanliness of the floor and look out for broken or cracked floor.
- ii. Evidence of rat infestation (rat holes, runs or droppings).
- iii. Evidence of dampness.

ii) WALLS:

Check for:

- i. Dilapidated walls.
- ii. Cracks, liable to harbour vermin
- iii. Evidence of dampness on the walls
- iv. Overhanging cobwebs.

iii) ROOF AND CEILING:

Check for:

- i. Evidence of leaking roof
- ii. Cleanliness and presence of cobwebs.
- iii. Sagging of the ceiling.

iv) PASSAGES AND STAIRWAYS:

Check for:

- i. Objects that are likely to obstruct free movement along passages and stairways.
- ii. Adequacy of passages and stairways for emergency evacuation.
- iii. Lighting of stairways and passages
- iv. Adequacy of the width of stairways and state of repair of handrails

(Stairways shall have a width greater than 1.12 meters and be provided with handrails on both sides).

- v. State of repair of stairway steps.
- v) **CLASSROOMS:**
Check for:
- i. Evidence of overcrowding. There shall be a maximum 36 pupils in a standard room of not less than 19.4 square metres.
 - ii. Adequate ventilation. Look for objects kept in the classrooms in such a manner as to obstruct the free flow of fresh air.
 - iii. Adequate lighting
 - iv. Evidence of two (2) doors in each classroom
 - v. Evidence of moulds, cracks on walls and floors.
- vi) **TOILET ACCOMMODATION:**
Check for:
- i. Adequacy for students' population and sex composition.
 - ii. Evidence of crack on walls and floors.
 - iii. Adequacy of ventilation
 - iv. Evidence of rat runs and pest infestation
 - v. Adequacy of the drainage system
 - vi. Evidence of cleanliness, freedom from obnoxious odour
 - vii. Evidence of pipe leakage
 - viii. Evidence of adequate privacy
 - ix. Evidence of functionality
- vii) **BATHROOM ACCOMMODATION:**
Check for:
- i. Adequacy for students' population and sex composition.
 - ii. Evidence of broken soil drain pipes
 - iii. Adequacy of ventilation
 - iv. Evidence of broken/cracked floors or walls
 - v. Adequacy of the drainage system
 - vi. Evidence of proper door for privacy.
- viii) **KITCHEN:**
Check for:
- i. Evidence that number and size of the kitchen is in proportion to the students' population catered for.
 - ii. Evidence of cleanliness and tidiness.

- iii. Adequacy of ventilation.
 - iv. Evidence of rat and pest infestation.
 - v. Evidence of cracked walls or defective floors.
 - vi. Evidence of smoke nuisance.
 - vii. Evidence of hanging cobwebs.
- ix) WATER SUPPLY:
Check for:
- i. Source of water supply.
 - ii. Adequacy of water.
 - iii. Quality of water.
 - iv. Evidence of potential sources of contamination.
 - v. Adequacy and cleanliness of water containers.
 - vi. Possible leakages.
 - vii. Evidence of good drainage system.
- x) REFUSE DISPOSAL:
Check for:
- i. Availability of sanitary dustbins.
 - ii. Evidence of rat and pest infestation around dustbins.
 - iii. Evidence of spillage of waste.
- xi) EXCRETA DISPOSAL:
Check for:
- i. Evidence of pipe leakage
 - ii. Evidence of overfilled septic tanks leading to spillage
 - iii. Evidence of crack on septic tank/VIPL.
 - iv. Presence of ventilating pipes/opening
 - v. Distance to source of water
- xii) HEALTH POST OR FIRST AID ROOM:
Check for:
- i. Availability of a room for the care of an ill or injured student.
 - ii. Availability of trained personnel.
 - iii. Availability of first aid supplies.
 - iv. Evidence of convenient location of toilet and wash hand basin/sink in the room.

10.3.3 INTERNAL INSPECTION OF SCHOOL HOSTEL:

i) THE FLOOR:

Check for:

- i. Cleanliness of the floor and look out for broken or cracked floor.
- ii. Evidence of rat infestation (rat holes, runs and dropping).
- iii. Evidence of dampness.

ii) WALLS:

Check for:

- i. Dilapidated walls.
- ii. Cracks, liable to harbour vermin
- iii. Evidence of dampness on the walls
- iv. Overhanging cobwebs

iii) ROOF AND CEILINGS:

Check for:

- i. Evidence of leaking roof
- ii. Cleanliness and presence of cobwebs.
- iii. Sagging of the ceiling.

iv) PASSAGES AND STAIRWAYS

Check for:

- i. Objects that are likely to obstruct free movement along passages and stairways.
- ii. Adequacy of passages and stairways for emergency evacuation.
- iii. Lighting of stairways and passages.
- iv. Adequacy of plans for emergency evacuation and the display of Evacuation plans in strategic locations.
- v. Adequacy of the width of stairways and state of repair of handrails (Stairways shall have width greater than 1.12m and be provided with handrails on both sides).
- vi. State of repair of stairway steps.

v) DORMITORIES:

Check for:

- i. Evidence of overcrowding. There shall be a maximum of ten (10) school children in a standard room of not less than 20 sq. meters
- ii. Adequacy of ventilation (Look for objects kept in the dormitories in such a manner as to obstruct the free flow of fresh air).

- iii. Adequacy of lighting.
 - iv. Evidence of at least 2 doors in each dormitory
- vi) TOILET ACCOMMODATION:
Check for:
- i. Adequacy for students' population and sex composition.
 - ii. Evidence of crack on walls and floors.
 - iii. Adequacy of ventilation.
 - iv. Evidence of adequate lighting.
 - v. Evidence of rat runs and pest infestation.
 - vi. Adequacy of the drainage system.
 - vii. Evidence of obnoxious odour.
 - viii. Evidence of pipe leakage.
 - ix. Evidence of adequate privacy.
- vii) BATHROOM ACCOMMODATION
Check for:
- i. Adequacy for students' population and sex composition.
 - ii. Evidence of broken soil drain pipes.
 - iii. Adequacy of ventilation.
 - iv. Evidence of adequate lighting.
 - v. Evidence of broken/cracked floors or walls.
 - vi. Adequacy of the drainage system.
 - vii. Evidence of adequate privacy.
- viii) KITCHEN:
Check for:
- i. Evidence that number and size of the kitchen is in proportion to the number of students catered for.
 - ii. Evidence of cleanliness and tidiness.
 - iii. Adequacy of ventilation.
 - iv. Evidence of adequate lighting.
 - v. Evidence of rat and pest infestation.
 - vi. Evidence of cracked walls or defective floors.
 - vii. Evidence of smoke nuisance.
 - viii. Evidence of hanging cobwebs.
 - ix. Evidence of leakage in plumbing system.

ix) WATER SUPPLY:

Check for:

- i. Source of water supply.
- ii. Adequacy of water.
- iii. Quality of water.
- iv. Evidence of potential sources of contamination.
- v. Adequacy and cleanliness of water containers.
- vi. Possible leakages.
- vii. Evidence of good drainage system

x) REFUSE DISPOSAL:

Check for:

- i. Availability of sanitary dustbins.
- ii. Evidence of rat and pest infestation around dustbins.
- iii. Evidence of spillage of waste.

xi) EXCRETA DISPOSAL:

Check for:

- i. Evidence of pipe leakage.
- ii. Evidence of overfilled septic tanks leading to spillage.
- iii. Evidence of crack on septic tanks/VIPL.
- iv. Presence of ventilating pipes/opening.
- v. Distance to source of water.

xii) HEALTH POST OR FIRST AID ROOM:

Check for:

- i. Availability of a room for the care of an ill or injured student.
- ii. Availability of trained personnel.
- iii. Availability of first aid supplies.
- vi. Evidence of convenient location of toilets and wash hand basin/sink in the room.

**FEDERAL REPUBLIC OF NIGERIA
SCHOOL SANITATION INSPECTION FORM**

State.....

Local Government Area.....

District..... Ward..... Village

Town..... Street,.....

Name of School

Type of School (Nursery/Primary/Secondary).....

Name of Principal/Head Teacher

Name of Person accompanying the inspector.....

Instructions for completing the school sanitation inspection form:

For section A-C,

i. For each item assessed tick:

A- if the item is adequate

B- if the item needs minor corrective action

C- if the item needs major corrective action

ii. if B or C is ticked, indicate corrective action required by completing the column on remarks

For section D, Provide a brief summary of inspection, highlighting significant findings and recommendations.

Section A: External Inspection

Item	DESCRIPTION	A	B	C	REMARKS
1	Area large enough				
2	Grounds well kept				
3	Presence of tall trees				
4	Are there any disused material				
5	Stagnant water				
6	Dangerous excavations including defective septic tanks.				
7	Visual barriers obstructing vision				
8	Recreation equipment properly installed and in good repair and with adequate fall zones				

9	Maintenance records available and up to date				
10	Well maintained fence and gate				

Section B: Internal Inspection of School Building

Item	DESCRIPTION	A	B	C	REMARKS
1	Floor				
2	Wall				
3	Roof and Ceiling				
4	Passage and Stairways				
5	Classrooms				
6	Toilet accommodation				
7	Bathroom accommodation				
8	Kitchen, Food handlers/vendors trained and certified?				
9	Water supply				
10	Refuse disposal				
11	Excreta disposal				
12	Health post/First Aid Box				

Section C: Internal Inspection of Hostel Building

Item	DESCRIPTION	A	B	C	REMARKS
1	Floor				
2	Wall				
3	Roof and Ceiling				
4	Passage and Stairways				
5	Emergency Evacuation Plan available and displayed.				
6	Dormitories/Hostels				
7	Toilet accommodation				
8	Bathroom accommodation				
9	Kitchen, Food handlers/vendors trained and certified?				
10	Water supply				
11	Refuse disposal				
12	Excreta disposal				
13	Health post/First Aid Box				

Section D: Summary of Findings and Recommendations

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Environmental Health Officer/date

School Representative/date