

Water supply, sanitation and hygiene education in secondary schools in Ibadan, Nigeria

Christiana Ndidi Egbino^{1, CFMR}, Amobichukwu Chukwudi Amanambu^{2, DFMR}

University of Ibadan, Department of Geography, Ibadan, Oyo 23402, Nigeria; e-mail: ¹Christy_emu@yahoo.com; e-mail: ²jonesamanambu@yahoo.com (corresponding author)

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Abstract. Access to potable water supply, sanitation and hygiene education remains relatively low both in the urban and rural areas in developing countries. The main aim of the study was to get an overview of the condition of the water and sanitary facilities in schools and of hygiene education. The method of investigation involved systematic random sampling with the use of questionnaires and interviews with the students and teachers and onsite inspection of the sanitation facilities available within the schools. The results revealed that 24% of schools used W/C while 76% of schools used pit toilets, of which 88% were ordinary pit toilets and 12% VIP. The number of toilets within the schools ranged between 0 and 14 revealing a 185:1 student to toilet ratio within the study area, but ranged widely from 83:1 to 510:1 between schools. The study, however, revealed the absence of wash hand basins in 77% of the schools and no soap in 88% of the schools with wash hand basins. Investing in clean water, sanitation and hygiene education in these public schools should become a priority for governments in developing countries and School Sanitation and Hygiene Education program (SSHE) should be adopted and implemented across schools in Nigeria.

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1. Introduction

Water, sanitation and hygiene education initiatives in schools have a profound impact not only on the health of children but also on learning, the teaching environment, and girls' education UNICEF/IRC, (2005). An estimate by UNICEF (2004) revealed that more than half of the world's schools lack clean toilets, drinking water and hygiene lessons for school children. Schools, particularly those in rural areas, often completely lack drinking-water and sanitation facilities, or have facilities that are inadequate in both quality and quantity. According to WHO (1997) schools with poor water, sanitation and hygiene conditions, and intense levels of person-to-person contact are high-risk environments where diseases are easily transmitted. Also, where there is sanitation and hygiene education, it is implemented sporadically and generally took the form of printed handouts distributed to teachers or posters displayed on walls (Adukia, 2013). The direct impacts of educational interventions on sanitation and hygiene often fade out over time (Kane, Staiger, 2008; Almond, Currie 2011; Adukia, 2013), but long-term benefits may be sustained for students (Chetty et al., 2011).

Sanitation and hygiene education is important because diseases related to inadequate water, sanitation and hygiene constitute a huge burden in developing countries (WHO, 2009). It is estimated that 88 per cent of diarrhoeal disease is caused by unsafe water supply, and inadequate sanitation and hygiene (WHO, 2004). Trachoma, one of the world's leading cause of preventable blindness, results from poor hygiene and sanitation. Other preventable diseases like typhoid, dysentery, hepatitis, polio and cholera have proliferated in Africa because of a lack of access to clean water as well as a poor understanding of proper hygiene (WHO/UNICEF/WSSCC, 2004). In schools, hygiene education aims to promote those practices that will help prevent water

and sanitation related diseases as well as to promote healthy behaviour in the future generation of adults (Burgers, 2000; Ana, 2008).

Water and sanitary facilities form essential components of enabling environment and quality education. Sanitary conditions in many schools in developing countries are deplorable (Ana, 2008). Water supply is either inadequate or non-existent in developing countries where dirty toilets/latrines are due to lack of water or long distance to it. The availability of water, sanitation and hygiene in schools is important because children's ability to learn is affected by water and sanitation-related conditions (WHO, 2009), disease burdens, especially between the ages of 5 and 14, which can have a negative effect on growth, physical activities, cognition, concentration and school performance. It is also of critical importance to girls' education, as according to Lidonde (2004) inadequate water supply, sanitation and hygiene play a role in poor retention of girls in schools. Qualitative studies often indicate important impacts of school sanitation on girls' enrollment (Birdthistle et al., 2011). It has been estimated that in Sub-Saharan Africa half of all girls who drop out of school say that a lack of adequate water and sanitation facilities are a contributing factor (UNICEF/WaterAid, 2013).

Since educating all children, especially girls, is one of the most important investments any country can make for its future, the provision of safe water and sanitation facilities in schools is therefore a first step towards a healthy learning environment which in a long-run affects socio-economic development. Hygiene, sanitation, and water supply are development priorities; yet the ambition of policy, in developing countries which include Nigeria, on drinking water and sanitation education is inadequate. It is on this basis that this research seeks to get an overview of the condition of the water and sanitary facilities in schools and of hygiene education.

1.1. The study area

The study was carried out in Ibadan North Local Government Area of Oyo state in south-western Nigeria. Ibadan is located near the forest grassland boundary of South-western Nigeria (Amanambu, Ojo-Kolawole, 2013). The study area was chosen because it houses the highest amount of schools, both tertiary and secondary institutions in Ibadan. Located between the Latitude 7°02'49" and 7°43'21" N and longitude 3°31'58" and 4°08'20" E, it is one of the 5 LGA that make up the urban area of Ibadan, Nigeria and has its headquarters in Bodija. It has an area of about 145.58km² and is bounded to the north by Akinyele LGA, to the west by Ibadan North West LGA, to the south by Ibadan North East LGA, and to the east by Ibadan North East and Lagelu. According to NPC (2007) the area has a population of 306,795 people. It has eighty-three (83) public and twenty-seven (27) registered private secondary schools, while tertiary institutions like the University of Ibadan and the Polytechnic Ibadan are located within the LGA. The study area has a humid tropical climate with marked rainy and dry seasons. The rainy season lasts for about eight (8) months and the dry season lasts for four (4) months with a mean annual rainfall of about 1,205 mm. Temperatures are relatively high all year long with mean annual temperature at about 27.08°C (Egbisola, Amanambu, 2014).

1.2. Materials and methods

The study is based on primary data collected by the researchers, which involved the use of questionnaires, interviews and survey of water and sanitation facilities in some public secondary schools in Ibadan North Local Government Area of Oyo State. Attempts were made to collect all the data from junior secondary schools (in Nigeria they constitute a part of the Universal Basic Education Scheme aimed at ensuring basic education for all Nigerian citizens), however, some schools had both the senior and junior schools sharing the same facilities and therefore had to be combined.

Sampling procedure. A total number of forty-four (44) questionnaires were administered in forty-four public schools within the Ibadan North Local Government area. These schools were selected using systematic random selection, from the list of eighty-three (83) public secondary schools provided to the researcher by the Ministry of Education, Oyo state (see appendix). The method of random selection was done by dividing the total numbers of schools (83) by four (4) which gave 10.75 schools, making a total of 4 groups. From each group, 11 schools were selected. It is important to state here that the schools were arranged according to the way the list of schools provided by the ministry. The questionnaires were administered to teachers in charge of sanitation (sanitation master) while interviews were conducted with groups of students to verify what had been written on the questionnaires and also to elicit further information. The GPS coordinates of the surveyed schools were used to map the studied schools as shown in Fig. 1. The distance between the toilet and the school area was measured using a GPS tool. The researchers also carried out on the spot assessment of the toilets which involved the type of material used for the flooring, ventilation, availability of slabs for covering if pit latrine, presence of vectors, general cleanliness of the toilets and others. Descriptive statistical techniques including cross-tabulation and percentages were used for the study.

2. Results and discussion

2.1. Sources and availability of water

Water supply within Ibadan North LGA is mainly from groundwater sources as a result of the failure of urban water supply scheme. Within the study area only one school is connected to the government source of the Oyo State Water Corporation, characterised with irregularities in water supplies. According to the students, water is mainly available in the mornings and so the students in charge of water collection for the day fill up drums with water. Borehole is the source of water for 9.09% of the schools, 13.64% (Fig. 2) of the schools access their water from pumped wells, while the majority of the schools (70.46%) get their water from ordinary dug-

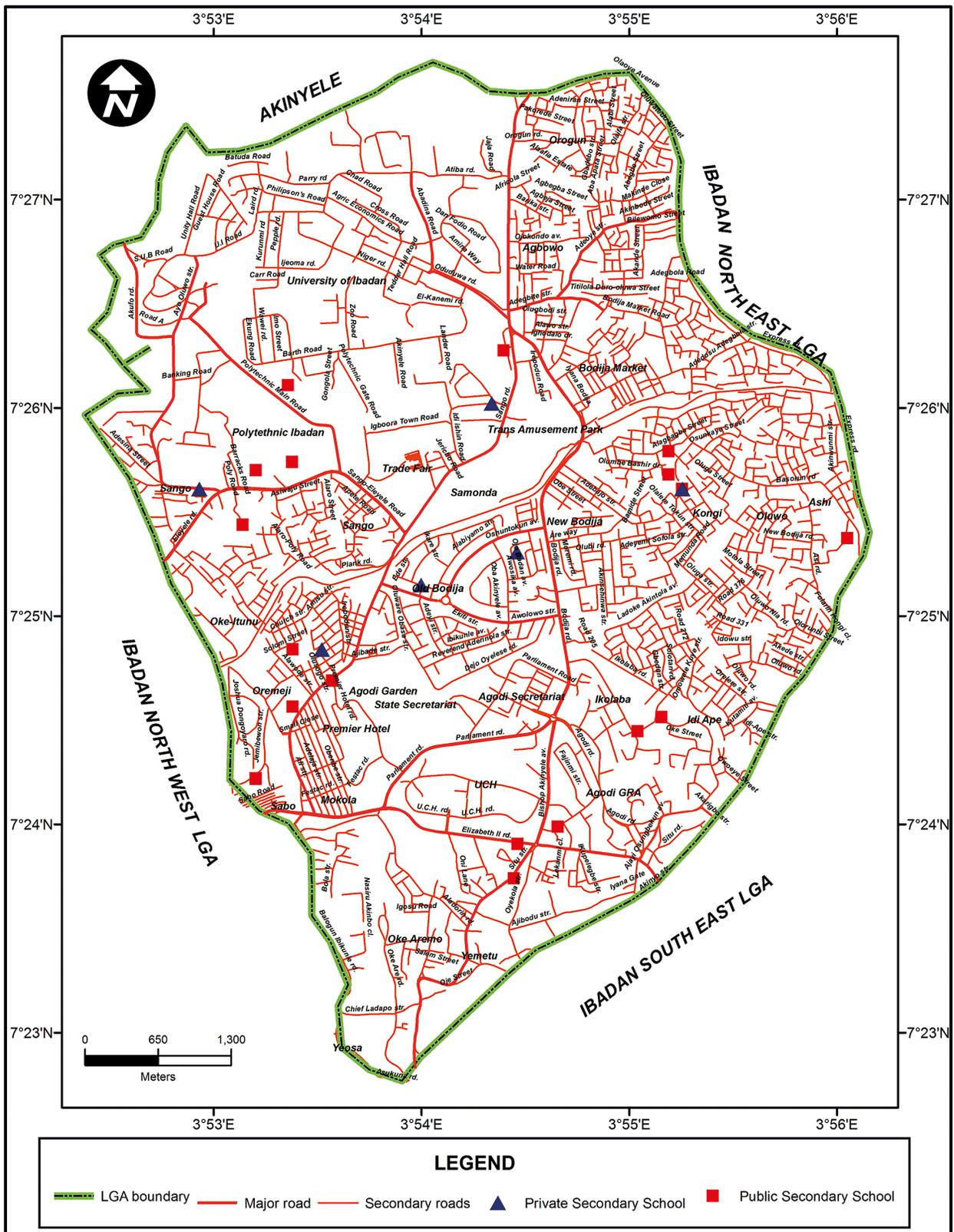


Fig. 1. Study Area

Source: Author's elaboration, 2013

up wells. Groundwater sources therefore made up 94% of water supply for the studied schools. The sources of water were not connected into the school building, but were located at points within the compound. A nearby stream was the only source of water for one of the schools while another school indicated the use of water from a spring. Students in four of the studied schools with boreholes indi-

cated the use of water from the schools for drinking purposes. In 91% of the schools, the students relied on purchase of water in sachet (86%) locally known as ‘pure water’ for drinking purposes, while a smaller percentage (14%) brought their drinking water from home. Available water in most of the schools is therefore mainly used for sanitation purposes.

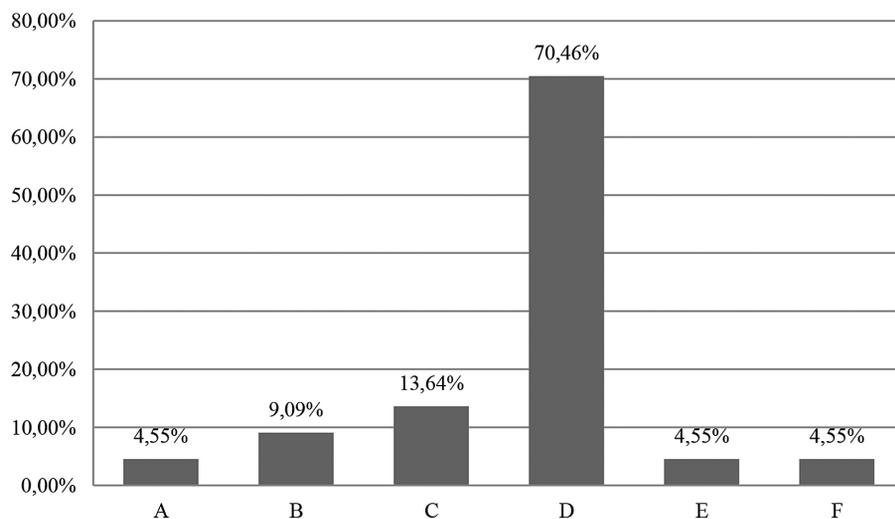


Fig. 2. Sources of water supply in studied schools

Explanation: Note: A - pipe borne, B - borehole, C- pumped well, D - well, E – spring, and F - river

Source: Author’s elaboration, 2013

When asked about the availability of water, the respondents revealed that water was always available in 61.7 per cent of the schools, while 38.3 per cent (Fig. 3) of the respondents claimed that water is not always available. The reasons for non-availability of water as given by the respondents includes: drying up of well during the dry season, breakdown of pumps for the wells or a combination of both reasons. Where water was said to be available all year round, it was revealed, however, that it may not be in sufficient quantities. In some of the schools water is mainly pumped in the morning, and where overhead tanks are available, water is stored and this is what is used for the rest of the day, but the stored water may not be enough for use. Lack or insufficiency of water may lead to schools having dirty environment, especially dirty toilets.

The report of a UNICEF (2005) commissioned study in Nigeria showed that 64 per cent of surveyed schools had no water supply source with-

in their compounds, with students having to trek 2-3 kilometres twice a day for water (UNICEF, IRC, 2005). The report also showed that only 32 per cent of the sources of drinking water are considered safe at schools having their own water sources.

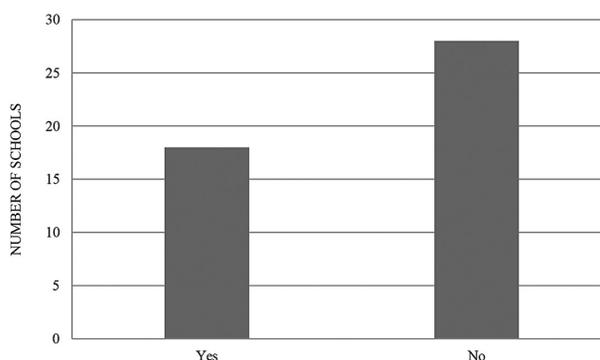


Fig. 3. Water sufficiency in studied schools

Source: Author’s elaboration, 2013

2.2. Availability and access to sanitation facilities within the schools

Types of sanitation facilities. Access to adequate sanitation is fundamental to a child's development, and its provision is essential in schools for effective learning. A report by UNICEF & IRC (2005) showed that 67 per cent of primary schools in Nigeria have pit latrines, and only 3 per cent use water closets (WC), while the remaining 30 per cent of the surveyed schools had no toilets of any kind. The result of this survey revealed that WC made up 24 per cent (Fig. 4) of available toilets while 76 per cent were pit latrines. According to UNICEF (2004), the use of pit latrines is a main cause of diarrhoea in developing countries and to prevent future diseases, pit latrines should be replaced by water closet (WC), but where there is a lack of funds for water closet, the pit latrines should be kept clean and covered when not in use. According to Adukia (2014: 3) "*impacts of latrines on student achievement reflect the net effect of the introduction of a school latrine: new students may perform well on the exams; previous students may perform better due to improvements in the school environment; and/or previous students may perform worse due to overcrowding*".

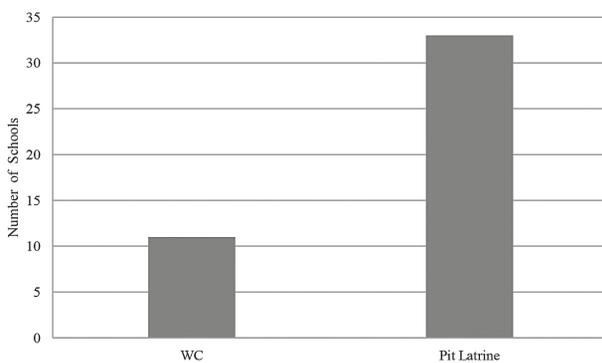


Fig. 4. Types of toilet facilities in studied schools

Source: Author's elaboration, 2013

The study further revealed that about 62 per cent of the pit latrines (Fig. 5) within the public schools were ordinary pit latrines without cover, 26 per cent were ordinary pit latrines with cover, while 12 per cent were VIP (Ventilated Improved Pit) latrines. The high cost of construction of VIP latrines has meant limited use within the schools. Within the basic types of pit toilets in the studied

schools, there was virtually no ventilation and no covering for the toilets. The importance of having a covering for the latrine is to prevent the carriers of pathogens like flies from flying around the toilet and eventually contaminating human food, thereby causing ill health such as cholera and diarrhoea (UNICEF, 2008).

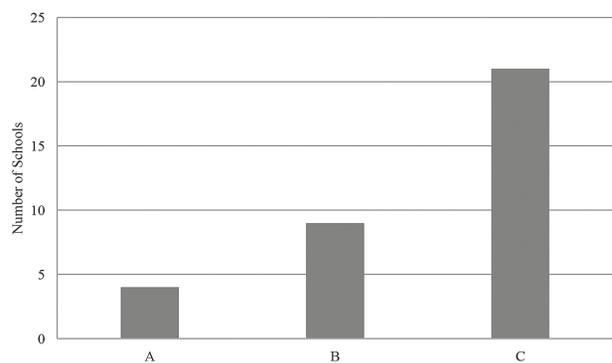


Fig. 5. Types of pit latrine

Explanation: A - ventilated improved pit, B - ordinary pit with cover and C - ordinary pit without cover

Source: Author's elaboration, 2013

Number of toilets in schools. The availability of toilets in schools in adequate numbers is important; where toilets are not available or are inadequate, students often use open spaces around their school to relieve themselves or have to wait until they get home. There were a total of 142 toilets within the 44 schools, with toilets available in 97.67 per cent of the studied schools, albeit with wide variation. Numbers of toilets ranged between zero (3 %) and fourteen (3 %), while a large percentage of schools (16 %) had 6 toilets each (Fig. 6). According to a report by WFP/UNESCO/WHO (1999), the number of toilets and urinals required for each school should depend on the numbers of children and staff, and also on when the schoolchildren and staff have access to the toilets. Zomerplaag and Mooijman (2005) also stated that if access to toilets is restricted to break times, then peak demand could be high, particularly if all the classes have breaks at the same time. World Food Programme (2011), suggested standards of one toilet cubicle for every 25 girls and one toilet cubicle for every 100 boys and one urinary for every 40–60 boys. The study revealed that none of the studied schools met any of these standards: there was an average of 157 students to one toilet cubicle. Only two of the studied schools

had student-to-toilet ratios of 84:1 and 87:1, the other schools had student-to-toilet ratios of between 130:1 and 510:1, while a school with the population of 462 had no toilet. Lidonde (2004) claims that the absence of toilets discourages ten percent of school-age African females from attending school, which leads to an increased likelihood of falling behind in class and then dropping out of school. Other studies have shown this same abysmal toilet-to-student ratio in most schools in developing countries, with hundreds of students sharing one toilet, affording no privacy for young girls (UNICEF, IRC, 2005).

For example the national toilet-to-pupil ratio is 292:1 in primary schools in Nigeria, with huge differences across states, for example: 77:1 in Lagos and 2,375:1 in Yobe (UNICEF, IRC, 2005). A school water sanitation and hygiene mapping in Tanzania by SNV, WaterAid and UNICEF (2009) showed that only 11 per cent of surveyed schools met the MoEVT (Ministry of Education and Vocational Training) minimum set standards of 20 girls and 25 boys per drop hole, while 20 per cent of schools had more than 100 pupils per drop hole and 6 per cent of schools had no latrines at all.

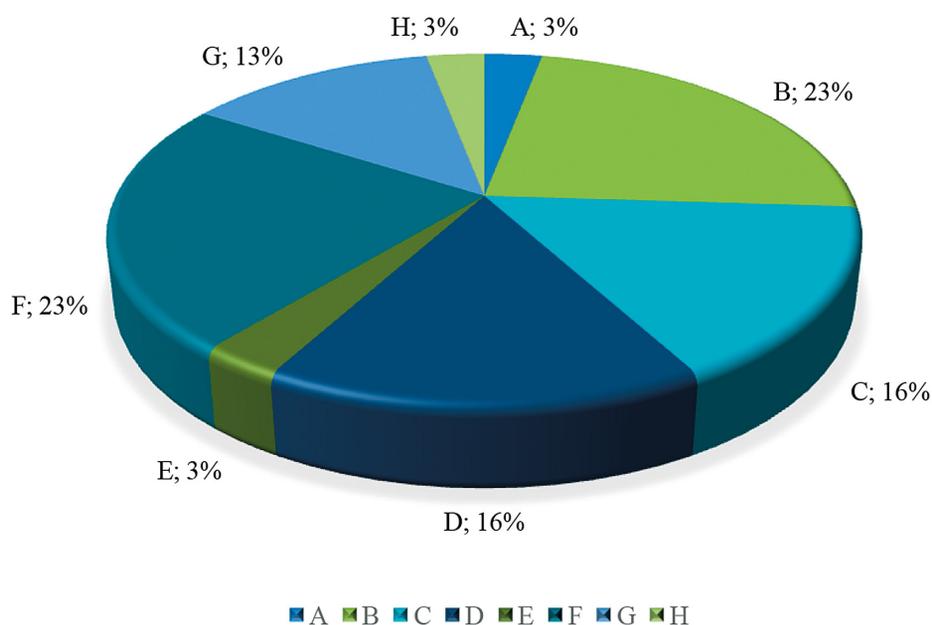


Fig. 6. Number of toilets in studied schools

Explanation: A - none, B - two toilets, C- three toilets, D - four toilets, E - five toilets, F - six toilets, G - eight toilets, and H - fourteen toilets

Source: Author’s elaboration, 2013

WHO (2009) recommended that boys’ and girls’ facilities should be in separate toilet blocks or that the toilet should be separated by solid walls and have separate entrances. It was observed within the studied schools that the number of toilet facilities determined the differentiation between boys/girls toilets. In most of the schools equal numbers of toilets were provided for boys and girls, for example, in the schools where six toilets were available, three were designated for boys and three for girls. How-

ever, in two of the schools that had two toilets each, there was no differentiation between male and female toilets and most of the students made use of the surrounding bushes for easing themselves. Studies have shown that separation between male and female facilities could lead to an increase in girls attendance in schools, for example, in Uganda improved attendance and lowered drop-out rates for girls were noted with the introduction of female-only washrooms (UNICEF, 2013).

Distance of sanitation facilities to school area. As far as the location of toilet facilities for schools is concerned, WHO (2009) advised that toilets should be as close as possible to classrooms and playing areas; this is to ensure that they can be used conveniently and safely. The location of toilets should, however, take into account the need to minimize odours and avoid contamination of water supplies and food. The data from the study area (Table 1) shows that 69.8 per cent of all the schools surveyed have their toilets located within a distance ranging from 0-20 meters from the classrooms. Another 13.9 per cent of schools have toilets at a distance ranging from 21-40 meters, while 11.6 per cent and 4.7 per cent of the studied schools have toilets located within a distance ranging from 41-60 meters and 81-100 meters respectively.

Table 1. Distance of Toilets to School Area

Distance (m)	Frequency	Percentage
0-20	30	68.1
21-40	6	13.6
41-60	5	11.4
61-80	–	0
81-100	3	6.8
Total	44	100

Source: Author's Fieldwork, 2013

The data therefore reveals that more than half of the schools have their toilets close to the school area, which means that the students will have easier access to them.

State of toilet facilities. The state of the toilets within the studied schools was also assessed (by the authors) using parameters including the condition of the floor materials, roofing sheets and doors. Other parameters included the toilet sits (for WC) and the general cleanliness of the toilet including presence of flies, pools of water on the floor, excreta and odour. Toilet facilities with major infrastructural problems which posed a risk of injury to users were classified as “dilapidated”, those with minor infrastructural defects were classified as “needs repair”, those with foul odour, faecal matter on the floor or lots of flies as “unsanitary” and the others as in “good condition”.

The results of the survey (Fig. 7) showed that 16 per cent (23) of the 142 toilets within the studied schools were dilapidated, 18 per cent (26) needs repair, 31 per cent (44) needed repair and were at the same time unsanitary, 22 per cent (31) were unsanitary while only 13 per cent (18) were in good condition.

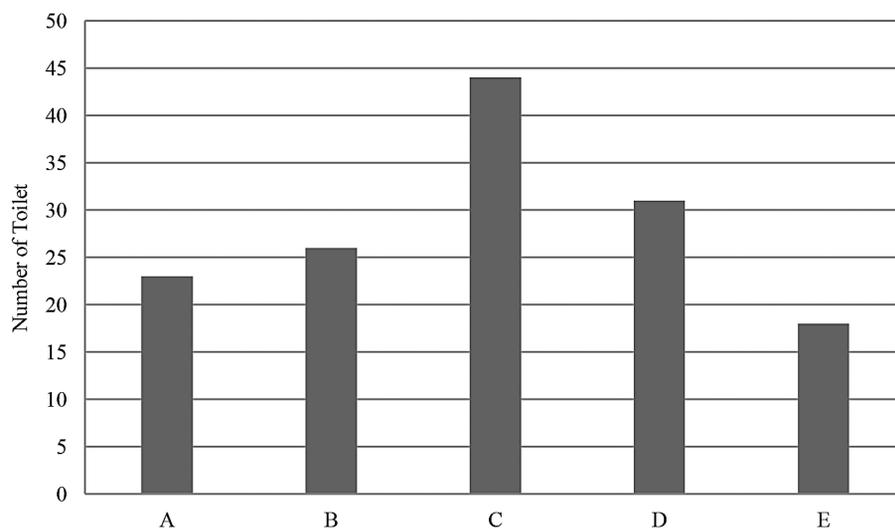


Fig. 7. State of toilets/latrines

Explanation: A - dilapidated, B - needs repair, C - needs repair/unsanitary, D - unsanitary, and E - good condition

Source: Author's elaboration, 2013

The results are similar to those obtained from the study by UNICEF/IRC (2005) in Nigeria where only 28 per cent of available toilet facilities were rated to be in good condition. The implication of the bad state of the toilets is the greater exposure of students to disease causing bacteria and vectors. Some students may also find the toilet unsuitable for use and so use the immediate surroundings to relieve themselves (common within the studied schools) leading to unhealthy school environment.

Toilet cleaning. WHO (2009) guidelines recommended that toilets should be cleaned whenever they are dirty, and at least once per day, with a disinfectant being used on all exposed surfaces. The result of the analysis (Fig. 8) clearly shows that 40 per cent (17) of the schools clean their toi-

let every day, another 40 per cent clean every other day, 16 per cent (7) clean weekly and 4 per cent (2) clean monthly. The study shows that 60 per cent of the schools do not clean their toilets on a daily basis which could pose a great threat to the health and well-being of the students.

As regards those responsible for the cleaning of the toilets, responses showed that 93 percent of schools used the students who came late to school - 'late comers' - for cleaning the toilets while only 7 percent had a cleaning roster. This practice of using 'late comers' for toilet cleaning may make the student view toilet cleaning as a form of punishment and should be discouraged. Instead innovative ways that teach the students the importance of cleaning their toilets should be introduced.

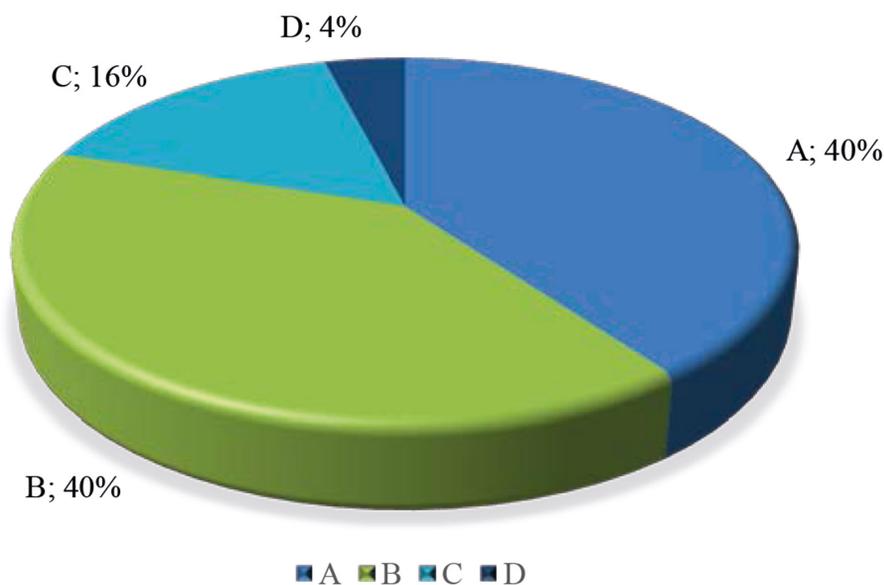


Fig. 8. Cleaning frequency

Explanation: A - daily, B - two days, C - weekly, D - monthly

Source: Author's elaboration, 2013

2.3. Availability of cleaning materials

Self-cleaning materials. The materials used for self-cleaning within the studied schools include toilet tissue, paper and water. Toilet tissue is the main cleaning material used in 15 per cent of the schools; a combination of toilet tissue and water is used in

44 per cent of the schools, 7 per cent use a combination of toilet tissue and paper, 27 per cent of schools use water only, while a combination of water and paper is used in the remaining 7 per cent of the 44 studied schools (Fig. 9). The self-cleaning materials used within the studied schools reveal a combination of culture and availability of funds. Water is a culturally acceptable material within the study area,

most households prefer the use of water because it is a more effective means of cleaning than tissue or any other material. The use of water, however, will need the use of soap for hand washing to prevent harmful bacteria. The use of toilet tissue is a more hygienic

way for self-cleaning than other methods. The reasons given by the schools for not using tissue as their cleaning materials include (i) tissue is not budgeted for (ii) it is too expensive (iii) the students waste it, and (iv) water is a better self-cleaning material.

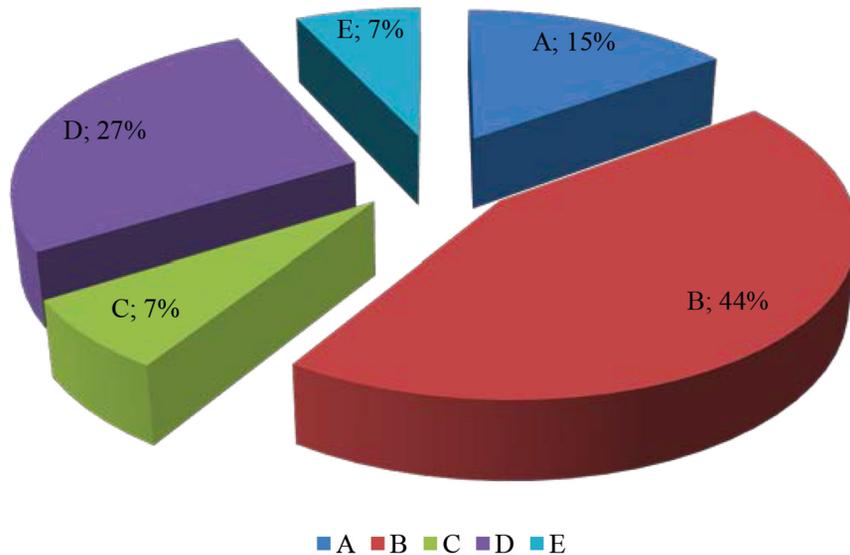


Fig. 9. Materials for cleaning

Explanation: A - tissue, B - tissue/water, C - tissue/paper, D – water, E - water/paper

Source: Author’s elaboration, 2013

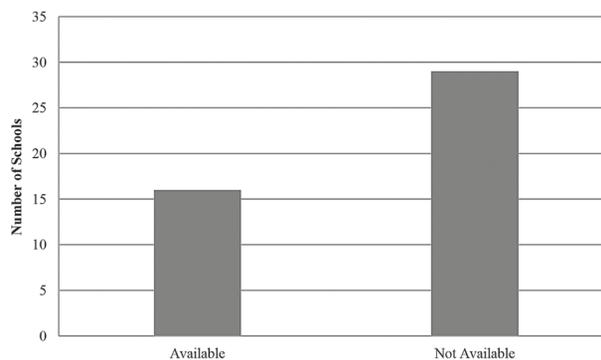


Fig. 10. Availability of self-cleaning materials

Source: Author’s elaboration, 2013

The researcher went further to determine if the materials for self-cleaning as claimed by the respondents were available in the schools. The result shows that out of the 44 schools, self-cleaning materials were not available in 65 per cent (Fig. 10) of them and were available in only 35 per cent of

the schools surveyed. The implication of non-availability of the materials for self-cleaning is greater numbers of infectious diseases such as cholera and diarrhoea as pointed out by Oluwande et al. (2008).

The study also tried to determine the availability of hand washing facilities in the studied schools.

This included wash-hand basins (or any designated points for hand washing after use of toilets) and soap or ash. It was observed that 77 percent (Fig. 11) of the schools did not have wash-hand basins or any area designated for hand washing af-

ter the use of the toilet. The highest numbers of wash-hand basins available in the schools is three (5 per cent), 11 percent of the schools had two, while 7 per cent of the studied schools had one each.

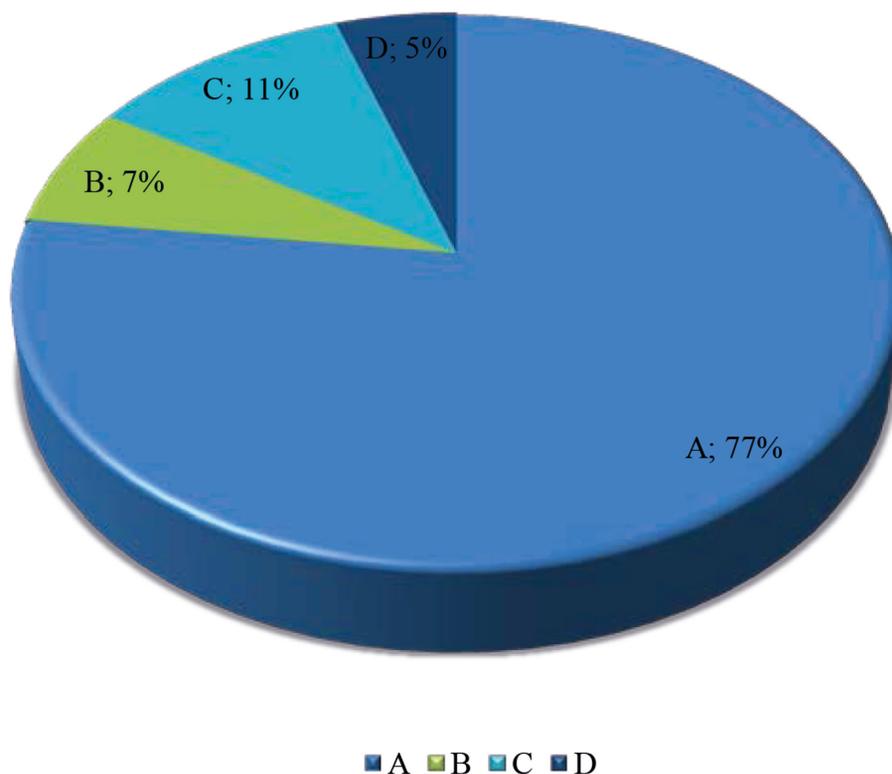


Fig. 11. Number of wash-hand basin

Explanation: A - none, B - one, C - two, D - three

Source: Author’s elaboration, 2013

When asked during the interview about hand washing, a majority of the students said they did not wash their hands after using the toilets; some reasons given include non-availability of hand washing facilities and others said that it was not important. Some of the students were of the view that in the process of self-cleaning with water, their hands are also washed.

Availability of soap for hand-washing. The survey further revealed that only soap was used as a washing agent within the study area, the use of ash was not known or promoted. Soap for hand-washing

was only available in five (Fig. 12) of the forty-four studied schools, suggesting that there is no provision for proper hand-washing for students in 88 per cent of the studied schools. The health benefits of proper-hand washing with soap after the use of toilets and before each meal are often not appreciated. It has been observed that in most schools even when there is the availability of water and other sanitation activities, there is often the non-availability of soap. Quintero et al. (2009) in his study revealed that even schools that are able to maintain other infrastructure often have the problem of disappearance of soap.

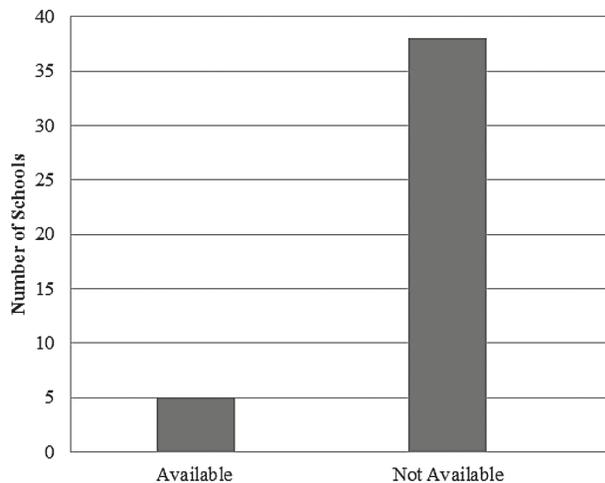


Fig. 12. Soap availability

Source: Author's elaboration, 2013

Hand-washing after the use of toilets is not optional but should be a routine activity for school children. A toilet is not complete without a hand-washing point with soap, water and adequate drainage (WHO, 2009). Germs are transferred among sick children more easily when they have little or no water or soap to wash hands. Over a million lives a year can be saved by hand washing with soap (UNICEF/IRC, 2005). Studies even suggest that hand washing can prevent 47 per cent of diarrhoeal infections and 30 per cent of acute respiratory infections (UNICEF/IRC, 2005). Trachoma which is the world's leading cause of preventable blindness also results from poor hygiene and sanitation but can be prevented through increased facial cleanliness with soap and clean water, and improved sanitation.

Hygiene education. Installation of water supply and sanitation facilities is not enough to improve people's health; good hygiene practices are essential to serve that purpose (UNICEF/IRC, 2005). Hygiene education primarily aims at changing students' behaviour toward good or safe practices in relation to personal, water, food, domestic and public hygiene (UNICEF, 1998). It is recognised that after the family, schools are the most important places of learning for children where change can be stimulated or initiated (UNICEF, 1998). Most of the important hygiene skills are learnt at school, and for many children this is where they are introduced to hygiene practices that may not be promoted or possible in the home (WHO, 2009).

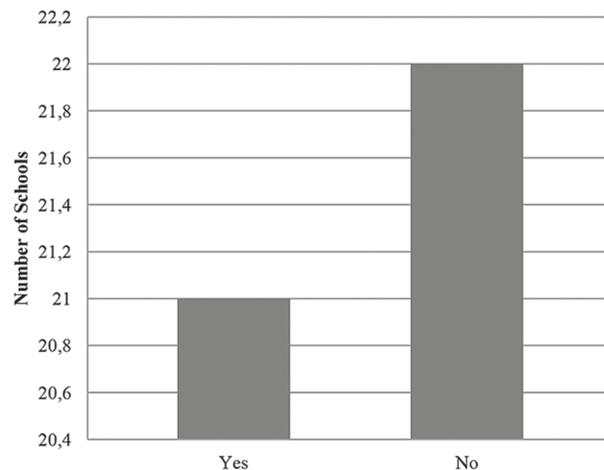


Fig. 13. Hygiene Education in Schools

Source: Author's elaboration, 2013

The study tried to determine if hygiene education was taught in the studied schools. The results (Fig. 13) revealed that out of the 44 schools only 21 has hygiene education as a part of their curriculum. In these schools some aspects of hygiene education are taught in the home economics and social studies classes. This implies that school children in about 47.7 per cent of the studied schools may have little or no knowledge of hygiene practices. Schools are an integral part of the community; knowledge and use of sanitation and hygiene practices learned in school make children potential change agents within their homes and communities. Having got used to the right behaviour, the students will automatically sow the necessary seeds for future healthy and clean societies.

3. Conclusion

Safe drinking water and adequate sanitation facilities are essential for a healthy learning environment and their absence limits the effectiveness of good hygiene behaviour and promotion in schools. It is obvious from the research that there is a poor standard of water availability, sanitation facilities and hygiene education within the study area. This result can influence the learning ability of the students, especially girls. Healthier students learn better, become productive members of society empowered to share the importance of basic public health measures in their own

homes and communities. Investing in clean water, sanitation and hygiene education in these public schools should become a priority for governments both in

Nigeria and other developing countries. Therefore, The School Sanitation and Hygiene Education program (SSHE) should be implemented in Nigeria.

Appendix

Local Government Area: Ibadan North Public Schools

S/N	Name of school	Status	Population
1	*Abadina College U.I	SSS	944
2	Abadina College School 1, U.I	JSS	
3	Anglican Grammar, Orita-Mefa	SSS	
4	Abadina College School 11, U.I	JSS	
5	*Anglican Grammar School, Orita-Mefa	JSS	1,220
6	*Anglican Community Grammar School 11, Orita-Mefa	JSS	662
7	*Basorun/Ojo High School 1	JSS	560
8	*Bishop Onabanjo High School 1	JSS	720
9	*Bishop Onabanjo High School 11	JSS	490
10	*Basorun/Ojo High School	SSS	410
11	*Bishop Onabanjo High School, Bodija	SSS	380
12	*Bishop Onabanjo High School 1, Bodija	JSS	786
13	*Bishop Onabanjo High School 11, Bodija	JSS	378
14	Cheshire High School, Ijokodo		
15	Cheshire High School, Ijokodo		
16	*Community Grammar School, Mokola	JSS	700
17	Community Grammar School, Mokola	SSS	
18	*Immanuel College High School	SSS	1,110
19	*Immanuel College High School 1	JSS	310
20	Immanuel College High School 111	JSS	
21	*Ijokodo High School	SSS	420
22	Ijokodo High School 1	JSS	
23	*Ijokodo High School 11	JSS	680
24	Ikolaba Grammar School, Agodi	SSS	
25	Ikolaba Grammar School 1	JSS	
26	*Ikolaba Grammar School 11	JSS	726
27	*Ikolaba Grammar School 111	JSS	450
28	Ikolaba High School, Agodi	SSS	
29	Ikolaba High School 1, Agodi	JSS	
30	Ikolaba High School 11, Agodi	JSS	
31	*Islamic High School, Basorun	SSS	462
32	Islamic High School 1	JSS	
33	*Islamic High School 11	JSS	710
34	*Islamic High School 111	JSS	620
35	Methodist Grammar School, Bodija	SSS	
36	*Methodist Grammar School 1	JSS	500
37	Methodist Grammar School 11	JSS	
38	*Oba Akinbiyi School 1, Mokola	JSS	785

S/N	Name of school	Status	Population
39	*Oba Akinbiyi School 11, Mokola	JSS	
40	Oba Akinbiyi School 1, Mokola	SSS	
41	*Oba Akinbiyi School 11, Oremeji	SSS	946
42	*Oba Akinbiyi School 11, Oremeji	JSS	
43	*Oba Akinbiyi School 11, Oremeji	JSS	
44	Oba Akinyele High School, Basorun	SSS	
45	*Oba Akinyele Memorial High School 1	JSS	863
46	*Oba Akinyele High School 11	JSS	600
47	Poly High School, Ijokodo	SSS	
48	Poly High School, Ijokodo	JSS	
49	HumaniAlaga High School 1	JSS	
50	*HumaniAlaga High School 11	JSS	764
51	*HumaniAlaga High School	SSS	620
52	*St. Gabriel Grammar School, Sabo	SSS	1,020
53	St. Gabriel Grammar School, Sabo	JSS	
54	*St. Gabriel Grammar School, Sabo	JSS	425
55	St. Patrick Grammar School, Basorun	SSS	
56	St. Patrick Grammar School 1	JSS	
57	St. Patrick Grammar School 11	JSS	
58	*St. Louis Grammar School, Mokola	SSS	1,170
59	*St. Louis Grammar School 1, Mokola	JSS	
60	*St. Louis Grammar School 11, Mokola	JSS	
61	United Secondary School, Ijokodo	SSS	
62	*United Secondary School 1, Ijokodo	JSS	638
63	*United Secondary School 11, Ijokodo	JSS	550
64	*Narwaudeen Grammar School, Inalende	JSS	780
65	*Abadina Grammar School, U.I	JSS	707
66	Poly High School 11, Ijokodo	JSS	
67	*Community High School, Agbowo/Bodija	JSS	628
68	ING Secondary School		
69	Methodist High School		
70	Mount Olivet JS III	JSS	
71	Poly High School III, Ijokodo	JSS	
72	*HumaniAlaga High School III	JSS	624
73	Agbowo High School		
74	Ikolaba high School III	JSS	
75	*St. Gabriel Community School III	JSS	440
76	Anglican Community Grammar School III	JSS	
77	Community High School, Agbowo/Bodija	SSS	
78	Narwaudeen Grammar School	SSS	
79	Anglican Community Grammar School II	SSS	
80	Immanuel College High School II	SSS	
81	Community Senior High School, Agbowo/Bodija	SSS	
82	*Ebenezer African Church Grammar School, Inalende	JSS/SSS	880
83	*Ikolaba High School II	SSS	650

Source: Author's elaboration 2013, from Ministry of Education

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