



USAID
FROM THE AMERICAN PEOPLE

SECTOR ENVIRONMENTAL GUIDELINES

PRIMARY AND SECONDARY DAY SCHOOLS

Partial Update 2015 | Last Full Update: Prior to 2003



This document was prepared by The Cadmus Group, Inc. under USAID's Global Environmental Management Support Program, Contract Number GS-10F-0105J. The contents are the sole responsibility of the authors and do not necessarily reflect the views of USAID or the United States Government.

Cover Photo: USAID Vietnam

About this document and the *Sector Environmental Guidelines*

This document presents one sector of the *Sector Environmental Guidelines* prepared for USAID under the Agency’s Global Environmental Management Support Project (GEMS). All sectors are accessible at www.usaidgems.org/bestPractice.htm.

Purpose. The purpose of this document and the *Sector Environmental Guidelines* overall is to support environmentally sound design and management (ESDM) of common USAID sectoral development activities by providing concise, plain-language information regarding:

- the typical, potential adverse impacts of activities in these sectors;
- how to prevent or otherwise mitigate these impacts, both in the form of general activity design guidance and specific design, construction and operating measures;
- how to minimize vulnerability of activities to climate change; and
- more detailed resources for further exploration of these issues.

Environmental Compliance Applications. USAID’s mandatory life-of-project environmental procedures require that an environmental analysis be conducted to identify the potential adverse impacts of USAID-funded and managed activities prior to their implementation according to USAID Environmental Procedures (22 CFR 216 or Reg. 216). They also require that the environmental management or mitigation measures (“conditions”) identified by this analysis be written into award documents, implemented over life of project, and monitored for compliance and sufficiency.

The procedures are USAID’s principal mechanism to assure ESDM of USAID-funded activities—and thus to protect environmental resources, ecosystems, and the health and livelihoods of beneficiaries and other groups. They strengthen development outcomes and help safeguard the good name and reputation of USAID.

The *Sector Environmental Guidelines* directly support environmental compliance by providing: information essential to assessing the potential impacts of activities, and to the identification and detailed design of appropriate mitigation and monitoring measures. When an activity receives a “Negative Determination with Conditions” these guidelines should be used to help establish which conditions are appropriate to the particular activity.

*However, the Sector Environmental Guidelines are **not** specific to USAID’s environmental procedures. They are generally written, and are intended to support ESDM of these activities by all actors, regardless of the specific environmental requirements, regulations, or processes that apply, if any.*

Region-Specific Guidelines Superseded. The *Sector Environmental Guidelines* replace the following region-specific guidance: (1) *Environmental Guidelines for Small Scale Activities in Africa* ; (2) *Environmental Guidelines for Development Activities in Latin America and the Caribbean*; and (3) *Asia/Middle East: Sectoral Environmental Guidelines*. With the exception of some more recent Africa sectors, all were developed over 1999–2004.

Development Process & Limitations. In developing this document, regional-specific content in these predecessor guidelines has been retained. Statistics have been updated, and references verified and some new references added. However, this document is not the result of a comprehensive technical update.

Further, The *Guidelines* are not a substitute for detailed sources of technical information or design manuals. Users are expected to refer to the accompanying list of references for additional information.

Comments and corrections. Each sector of these guidelines is a work in progress. Comments, corrections, and suggested additions are welcome. Email: gems@cadmusgroup.com.

Advisory. *The Guidelines are advisory only. They are not official USAID regulatory guidance or policy. Following the practices and approaches outlined in the Guidelines does not necessarily assure compliance with USAID Environmental Procedures or host country environmental requirements.*

CONTENTS

- BRIEF DESCRIPTION OF THE SECTOR..... 1
- POTENTIAL ENVIRONMENTAL AND HEALTH IMPACTS
OF SCHOOLS AND THEIR CAUSES..... 2
- CLIMATE CHANGE..... 5
- POTENTIAL ADVERSE IMPACTS ON LEARNING, SAFETY, AND FACILITIES
DURABILITY FROM FAILURE TO DESIGN AND SITE IN RESPONSE
TO LOCAL ENVIRONMENTAL CONDITIONS..... 7
- OVERVIEW OF ENVIRONMENTAL BEST PRACTICE IN SCHOOL DESIGN..... 9
- ENVIRONMENTAL BEST PRACTICE DURING CONSTRUCTION 20
- OVERVIEW OF ENVIRONMENTAL BEST PRACTICE IN OPERATION
AND MAINTENANCE..... 20
- ANNOTATED RESOURCES..... 23



Environmentally sound design and management (ESDM) for schools is essential to creating a school environment that facilitates learning; safeguards the health and safety of students; and reinforces basic hygiene behaviors. It also assures that school facilities will be durable, returning social benefits over many years on the substantial investment they represent.

Afghanistan: Jurm School Construction Project. Ben Barber. USAID.

BRIEF DESCRIPTION OF THE SECTOR

Formal education is essential to social and economic development, and school facilities are essential to formal education. USAID's support to the education sector often includes funding for the construction, expansion and/or rehabilitation of schools.

Environmentally sound design and management (ESDM) of schools is critical in creating a school environment that facilitates learning, safeguards the health and safety of students, reinforces the basic hygiene behaviors that are important to public health; and to assuring that school facilities will be durable, returning social benefits over many years on the substantial investment they represent. In compliance with USAID Environmental Procedures, a Negative Determination with Conditions is often recommended for small-scale renovations or limited construction of schools. However, larger schools or a program to develop many smaller schools in a developing country may be a Positive Determination and require an Environmental Assessment. Check with your Mission or Bureau Environmental Officer to be sure.

ESDM requires:

- Siting, design and materials choices that are responsive to local environmental conditions;
- Appropriate environmental management of the construction process;
- Minimizing environmental contamination (and thus consequent health impacts) with well-designed and maintained waste management and sanitation facilities;
- Provision of safe, adequate water supplies and energy supplies.

Failure to address these issues in school design and management results in environmental and health risks that may diminish or negate many of the benefits schools are intended to deliver: School facilities can:

- Become breeding grounds and transmission points for disease.
- Provide physical environments unfavorable for learning—or worse, that are physically unsafe.
- Have, in their construction and operation, adverse impacts on the local environment, compromising the resources that communities need for current and future development.
- Deteriorate rapidly, becoming unusable or requiring rehabilitation and placing additional demands on already scarce education resources.

This chapter describes how these potential effects and outcomes arise and recommends mitigation and monitoring measures to prevent or reduce them, both in design and operation. As in other sectors, effective mitigation is much easier when potential adverse outcomes are identified and addressed early in the design and construction process.

This guidance is intended as an environmental supplement to traditional engineering, construction or technical standards. This is not a stand-alone construction manual.

This guidance is targeted at the construction and ongoing maintenance of day (non-boarding) schools, and does not address environmental management of science laboratories, vocational workshops or school farms. Dormitories, laboratories, workshops and farms impose additional environmental design and management needs beyond the scope of this guidance.

CLIMATE CHANGE

Global climate change is resulting in changes in temperatures, rainfall patterns, sea levels, and extreme weather events that are putting stress on many communities and challenging development efforts. It is becoming more difficult to predict future climate based on historical baseline conditions or trends. This uncertainty is increasing project design risks and community vulnerabilities. In response, project designers should now include a focus on climate change adaptation — defined as adjustment to natural or human systems in response to actual or expected climate change effects. Successful school projects will include efforts to moderate climate-related risks and vulnerabilities and to take advantage of potential benefits to improve the likelihood of long-term project success. At the same time, project design should assess the potential contribution of a proposed project to greenhouse gas emissions, and implement cost-effective strategies and actions that minimize these emissions. This Guideline provides information on the relationship between climate change and school construction activities. Taken individually, impacts of small activities may appear minimal, but collectively, their scale and magnitude can have far reaching effects on human health and life-sustaining natural systems.

POTENTIAL ENVIRONMENTAL AND HEALTH IMPACTS OF SCHOOLS AND THEIR CAUSES

Potential environmental and health impacts of schools can be divided into three categories:

1. EFFECTS OF CONSTRUCTION ON ENVIRONMENT

Environmental impacts of school construction are identical to those of small-scale construction more generally. These impacts are mainly related to sourcing, extraction and disposal of construction material. Potential impacts may include erosion and sedimentation, habitat degradation, and local deforestation. These are discussed in more detail in the *Small-Scale Construction* chapter from this series of guidelines.

Environmental Impacts of school construction are identical to those of small-scale construction therefore see the *Small-Scale Construction* chapter of these Guidelines for more detail.

(Construction can also present significant safety and health hazards to workers and others on the site, though these hazards are usually physical/occupational rather than environmental in nature—e.g., injuries from falls, dropped objects/tools and equipment, inhalation of cement dust and paint fumes, etc.)

2. EFFECTS OF OPERATIONS ON ENVIRONMENT AND



Septic seepage is clearly visible around the septic tank behind this school latrine. This latrine is a source of environmental contamination and a threat to student health.

Photo: Barney Popkin

STUDENT/COMMUNITY HEALTH

School operations can result in: Biological contamination of ground and surface water from latrines, septic and wastewater systems and waste pits that are poorly sited and designed or improperly maintained and managed.

Contamination can occur through overland flow into surface waters, seepage into ground water, or by direct disposal into waterways. Three issues should be particularly noted

- **Human excreta** generated at schools present particularly high risks for the transmission of “oral-fecal route” diseases between students or to the community at large. Poorly sited/designed, operated, or maintained sanitary facilities significantly increase the chances of ground and surface water contamination—and thus of such disease transmission. (See *Water Supply and Sanitation* Guidelines for detailed guidance on design and maintenance of latrines.)
- **Gray water** is waste water after it has been used for cleaning and cooking. Unmanaged discharge of gray water can contaminate

Avoiding the pitfalls of “standard designs”

- Design and planning of schools is often centrally controlled and coordinated based on “standard designs.”
- For any particular site, these designs may not be sufficiently responsive to the local environment and to future climate change-related weather events due to climate change.
- Systematic review of such “standard designs” should resolve these problems if appropriate adjustments are made based on that review.

drinking water sources with pathogens and pollutants.

- **Spread of pathogens** from unscreened pit latrines (see photo below) and unsecured waste by insect vectors, birds, mice, livestock etc.

Concentration/Breeding of disease vectors resulting from poor facilities design and management:

- **Solid waste.** Primary schools generate a variety of solid wastes, particularly food wastes, papers and packaging. Generally, these wastes are not themselves toxic or otherwise hazardous, but must be collected, and properly disposed of, to avoid attracting disease vectors. Doing so also reduces fire hazards, and promotes a clean environment for students. Some waste, however, particularly sanitary napkins from latrine waste bins, may be hazardous or infectious. (See the *Solid Waste Guidelines* for more information.)



These side-by-side simple open pit latrines are situated ~8m from the school building. There are very few if any circumstances where a distance of 8m from the school building would be acceptable. The open-pit design and proximity substantially increase the risk that insect vectors will carry pathogens from the latrine back to the classroom.

Photo: M. Stoughton

- **If water pools or stands** (e.g., from a water supply point or from a gray water discharge) it may provide a breeding medium for vectors transmitting malaria and other diseases. This may also occur from rainwater runoff in a waste pit.
- **Kitchen hygiene.** Many schools include a kitchen or canteen. Poor kitchen hygiene can attract pests which become vectors for disease transmission.
- **Toxic or nuisance air pollution** produced by burning waste, and/or by poorly ventilated and designed cooking facilities. Exposure to smoke increases the incidence of asthma in the young and may render them more prone to lung diseases later in life.
- **Local Deforestation** from fuelwood harvesting in the immediate vicinity of the school to support the school canteen.
- **Greenhouse gas emissions** from equipment usage, transportation of materials and equipment, energy use in the new houses, and loss of carbon sinks (e.g., through deforestation).

3. INDUCED/INDIRECT EFFECTS: IMPACTS OF IN-MIGRATION AND INDUCED SETTLEMENT

Schools are usually constructed in response to serve an existing population. But as a vital social service, they (along with roads, water supplies, and health facilities) may encourage additional settlement and in-migration, which places additional demands on the local environment. These “induced” or “indirect” effects are in addition to the direct or “first-order” effects described above.

In-migration and induced settlement are in almost all cases beyond the control of school project proponents. However, it is USAID’s responsibility to predict and mitigate induced impacts, and proponents may want to discuss likely settlement trends with district or town planners and education authorities. This may help determine whether the school site design should accommodate future, on-site

expansion, and help planners anticipate environmental management and social services needs associated with additional settlement, and/or projected population growth.

CLIMATE CHANGE

PLANNING FOR A CHANGING CLIMATE

Sea level rise, shifting temperatures and precipitation patterns are climatic changes to baseline conditions that affect school construction projects—and students and staff. School project design, construction and operation must also take into account the frequency, intensity, and duration of extreme events, including droughts, floods, high winds, and tropical storms. Like other structures designed to last for decades or more, schools need to be designed to withstand exposure to an altered climate and be resilient to deviations from historical conditions.

Some specific aspects of school design, construction and use are more sensitive to weather (e.g., materials, location, water, and energy availability). These need greater attention to risk analysis and climate change probabilities than in the past, to help ensure that appropriate materials and designs are selected and the long-term success of projects is achieved. As focal points and key gathering spaces for communities, schools need to be designed to withstand exposure to an altered climate.

ADAPTING TO CLIMATE CHANGE BY MINIMIZING VULNERABILITY THROUGH PROJECT DESIGN

Adapting planning, design, and project execution to climate change involves ensuring that new school development is able to withstand future variations in climatic conditions and especially extreme weather events. This involves incorporating in the design both the function of schools as well as the vulnerability of users (e.g., students and staff).

School facility designers and project managers now incorporate information on climate from past baseline trends, as well as future scenarios based on the type of investment made and its intended lifetime (e.g., if a house is supposed to be used for the next 20-50 years, then mid-term scenarios should be used). In many cases, managing for greater uncertainty and risk associated with potential extreme conditions, rather than past historical trends, emphasizes the **“no regrets” principle** over **“business as usual.”** This type of focus on risk analysis and management is commonly applied by the financial and insurance industries and can also be used in assessing potential development activities.

For example, design and siting for schools in coastal zones should take into account projected sea level rises, and storm surges. The same principle applies to schools located in or near flood plains, rivers and wetlands. Building in these areas should be avoided whenever possible. In locations where annual average temperatures are rising, building designs should include passive solar cooling principles and use materials that prevent heat from entering schools, such as mud and brick. For schools located where drought is a concern, greater attention should be paid to incorporating water storage and efficient water systems to conserve water. In areas where heavy rains or increased wind are expected, construction design should address these through adequate drainage and erosion control measures. Existing buildings should be retrofitted to incorporate these kinds of measures and ensure they are structurally resilient to anticipated stressors such as securing connections between the roof frame and walls or installing an angled roof.

Climate change adaptation also includes integrating renewable and/or back up energy systems to maintain electricity in the event of sudden or intermittent outages or fuel shortages. Extreme events are

expected to occur more often due to climate change and they may displace entire communities. Because of these extreme weather events, it is advisable to put in place early warning systems and evacuation plans, and identify temporary locations for students and staff in preparation for such events. In locations prone to drought, supplies of fresh water may be diminished. Project managers should implement procedures to predict water use and ensure supplies by repairing leaking pipes, and installing water efficient appliances and storage. In some locations, harvesting rainwater for use during dry periods and recycling gray water for non-drinking purposes, such as irrigation of grounds, may be beneficial.

From a **risk management** perspective, it is less costly to design for the potential direct and indirect impacts of climate change on schools, students, and teachers, than to risk major losses and damage to schools or face loss of service in the future.

Climate Change Effects	Impacts on School	Possible Adaptation Responses (adaptation responses should be linked to expected impacts and tailored to local circumstances)
<ul style="list-style-type: none"> • Sea level rise • Stronger and/or more frequent storms • Increased frequency, intensity and duration of heat waves • More intense rainfall events 	<ul style="list-style-type: none"> • Undermining the school foundation and contaminating groundwater supplies • School damage from strong winds and storm surge, and further rain penetration • Higher risk of fire, increased evaporation reducing water supplies, and higher costs for cooling • Flood damage to homes as well as roads /access routes 	<ul style="list-style-type: none"> • Retreat from flood plains and coastal areas – choose less risky building sites • Use water resistant materials • Use wind and impact resistant materials • Use of external shading • Update drainage plans to ensure sufficient capacity

MINIMIZING GREENHOUSE GAS EMISSIONS AND MAXIMIZING SEQUESTRATION

School construction contributes to greenhouse gas emissions from equipment use, the transport of materials and labor, and the production of materials. Once in place, schools contribute to greenhouse gas emissions from heat, and electricity. Siting decisions can also affect greenhouse gas emissions if they increase travel distances to houses, or require removing vegetation that would otherwise act as a carbon sink.

School developments can minimize greenhouse gas contributions by taking steps to improve project energy efficiency through green building design. Additional energy efficiencies can be achieved by installing heat reflective walls and roofs, and insulating schools. Emissions can also be reduced by requiring practices under contract that include procurement and sourcing of energy efficient equipment and materials; conserving electricity and fuel and using renewable energy sources during construction.

During operation, school energy efficiency can be achieved through efforts to conserve electricity (such as installing LED light bulbs), switching to alternate energy sources, and using efficient or recycled classroom equipment. Retrofitting already-existing buildings, when possible, can reduce greenhouse gas emissions and recycling unused construction materials and demolition debris can also avert emissions that would otherwise be generated from the sourcing and processing of new materials.

Tree and ground cover removal for school developments can be addressed through compensatory tree-planting to replace vegetation lost from school construction.

In the practice of EIA, mitigation is the implementation of measures designed to eliminate, reduce or offset the potential adverse effects of a proposed action on the environment.

In the practice of climate change, mitigation is an intervention to reduce GHG sources and emissions or to enhance the sequestration of GHG's by natural means (e.g., uptake by trees, vegetative cover, algae) or the use of technology (e.g., underground carbon storage) to limit the magnitude and/or rate of climate change.

POTENTIAL ADVERSE IMPACTS ON LEARNING, SAFETY, AND FACILITIES DURABILITY FROM FAILURE TO DESIGN AND SITE IN RESPONSE TO LOCAL ENVIRONMENTAL CONDITIONS

The previous section summarized impacts of school construction and operation on the environment—with consequent impacts on health and well-being. But failure to design and site with sensitivity to local environmental conditions can also result in significant adverse impacts on learning, safety and facilities durability.

As with all construction, siting that fails to protect the structure to the extent possible from flooding; roofing and other design choices not robust to “50-year” storms; foundations and footings that are inappropriate

for soil types and water tables; and inadequate/poorly designed drainage could adversely affect the durability of the structures, sometimes with critical results (e.g. complete loss of the structure in a storm of easily foreseeable strength).

For schools particularly, the following are potential significant adverse consequences of designs that are insufficiently responsive to local environmental conditions:

- **Design and materials choices** that are inappropriate to the local climate result in inadequate ventilation and poor thermal performance. The physically uncomfortable classroom environment that results has significant adverse effects on learning.
- **Siting too close to noise sources** such as markets, transport yards, or busy roads results in high background noise in classrooms, with significant adverse effects on learning.
- **Siting too close to high concentrations of pathogens and disease vectors**, including open dumps, rubbish pits, markets, abattoirs, and transport yards can create a significant health hazard for students.
- **Structural failures in storms** (see photo at right) or earthquakes can have tragic consequences in the case of schools, and appropriate design choices (and construction quality control) are thus all the more important. Design and management should include measures to minimize potential structural damage from locally prevalent pests (i.e. termites and other borers). Such damage, often hidden, substantially increases the risks of structural failure.



The boys' school in Bees Bagla, a village in Pakistani-administered Kashmir, was reduced to rubble by the October 2005 earthquake. A safer timber and tin classroom is being built in its place. "These classrooms are very well constructed. Our children will be safe there," says Ali Akbar Khan, a village elder from the village of Bees Bagla, in Pakistani-administered Kashmir, who lost his 12-year-old grandson Taimur in the October 2005 earthquake.

POTENTIAL ADVERSE IMPACTS ON STUDENT HEALTH FROM INADEQUATE WATER SUPPLY

Schools require a clean, year-round water supply in sufficient quantity for drinking, hand-washing, cleaning/washing up and, in many cases, cooking. Water supplies that are inadequate with respect to either quantity or water quality present a significant risk to student health.

POTENTIAL ADVERSE IMPACTS ON STUDENT/STAFF LEARNING AND SAFETY FROM INADEQUATE ENERGY SUPPLY

- Upper respiratory infections from smoke/poor ventilation
- Eye issues from poor lighting
- Inadequate electrical supply and wiring to support potential electrical equipment such as computers

OVERVIEW OF ENVIRONMENTAL BEST PRACTICE IN SCHOOL DESIGN

The tables in this section are organized by major design element (e.g. siting, structure design, etc.) and provide key design considerations under each element. These considerations address both prevention of environmental impacts and design response to local environmental conditions. The tables do *not* replace general architectural/engineering/construction standards and guidance that apply to all structures. They rather address environmental issues of particular relevance to school design.

The tables are additional to—not in lieu of—national design or construction standards. Designs must meet any such mandatory standards.

The guidance reflects the three non-negotiable core requirements for a school’s physical facilities: simple classroom shelters, adequate sanitation and safe and adequate water supply.

SITING & SITE DIMENSIONS:

The site should be chosen—and structures situated on the site— with respect to the considerations detailed in the table below:

DESIGN CONSIDERATION	COMMENTS AND GUIDANCE
Avoid proximity to health hazards	<ul style="list-style-type: none"> • If possible, the school site should be a minimum of 100m away from rubbish dumps, slaughterhouses/abattoirs, markets, transport yards, and other facilities/land uses with a high concentration of pathogens, disease vectors, or hazardous materials. • A separation of less than 100m may be acceptable, depending on the situation—and is almost always better than no separation at all.
Avoid road noise and dust	<ul style="list-style-type: none"> • If possible, the school site should not be located along a busy primary road, due to both noise and dust nuisance (and traffic hazards). • If the school grounds are adjacent to a well-travelled road: • If possible locate the school structures behind the observed “settling zone” for road dust. • Minimize road noise in classrooms by maximizing set-back from the road and/or minimizing road-way facing windows (though without compromising ventilation needs).

DESIGN CONSIDERATION	COMMENTS AND GUIDANCE
	<ul style="list-style-type: none"> • If the design features a perimeter wall, build this higher along the roadway. Alternatively, plant a buffer strip of trees suitable to help block dust and sound (though it will be several years before such a barrier is effective.)
Assure adequate site dimensions	<ul style="list-style-type: none"> • The site should be large enough to accommodate planned structures, water supply, and sanitation facilities at appropriate separations: • As a rule of thumb, latrines should be sited 30-50m from school buildings and 30m from any well. Also remember to note the locations of wells and latrines in properties adjacent to the school site. • For latrine types in which pits fill up and must be decommissioned, the site must provide space for replacement latrines.
Flood risk below the local baseline	<ul style="list-style-type: none"> • Ideally, schools should be located out of flood zones, but the reality is that this is often not possible—whole communities and districts often lie in flood zones, and must be serviced by educational facilities. • It is important, however, to assure that the school site is not more flood prone than the community it serves—and ideally is somewhat less vulnerable. In times of flood, schools often serve as shelters and relief staging areas, and siting should facilitate this function.

STRUCTURE DESIGN/MATERIALS CHOICES

Is building with local materials best?

Sometimes.

Depending on the site, locally available building materials may include timber, stone, rubble, soil blocks, fired brick, sand and gravel, bamboo, and thatch.

These local materials are often cheaper to acquire and easier to maintain. In some cases they can offer superior performance. (For example, walls of adobe or “landcrete” (mud blocks mixed with a portion of cement) are economical and keep interior spaces cooler than cement blocks.

However, these materials may or may not be environmentally preferable to commercial materials and non-local procurement.

Brick-making, for example, can have significant adverse local impacts such as deforestation; destruction of arable land, or increased malaria prevalence from standing water in clay pits.

Responsible construction requires minimizing the adverse environmental impacts of local materials procurement to the extent feasible—for example, avoiding materials that are locally scarce, backfilling borrow pits, or (in countries that have established chain-of-custody systems for timber sales), assuring that locally purchased timber is certified as legally harvested.

For more detail, see the *Construction* chapter of these *Guidelines*.

School structural design and materials should address the considerations detailed in the table below:

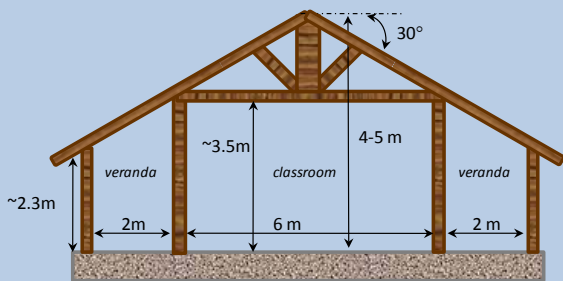
DESIGN CONSIDERATION	COMMENTS AND GUIDANCE
Appropriate Earthquake resistance	<ul style="list-style-type: none"> • Verify local risk of earthquake. If detailed information is not available regarding the proposed location, consult a local expert. One can also consult the the risk map at: http://0.tqn.com/d/geology/1/0/q/j/1/worldseismap.png or enter the longitude and latitude of the project at: https://geohazards.usgs.gov/eqprob/2009/index.php • If risk is more than slight (e.g., 50-year risk of a strength VI (“strong”) quake on the Modified Mercalli Scale is 20% or higher), consult a qualified architect/structural engineer to assure that the design is appropriately earthquake-resistant given the specifics of the site. • <i>In general, earthquake resistance means adding reinforcement to walls and foundations so that the structure can withstand side-to-side forces, not just vertical weight. Normally, reinforced plinth-beams surrounding the floor area along with reinforced pillars and tie beams at roof level will considerably reduce damage to the structure and habitants. (See Small-Scale Construction chapter.)</i>
Appropriate wind resistance	<ul style="list-style-type: none"> • Ascertain the strongest winds remembered in the local community (will correspond to a “50 year storm”) and the damage done to typical structures at that time. Examine local roofing techniques and inquire about storm frequency and typical damages. Note that if deforestation is occurring in the area, future wind strength on the ground will tend to increase in future. • Assure that the design—roof, walls, and drainage—is resistant to the impact of the once in a lifetime storm” consult a qualified architect/structural engineer if in doubt. • <i>At a minimum, roofing always should be thoroughly tied down to the roof frame, and the roof frame to the structure.</i>
Appropriate thermal performance	<p>In hot climates, consider the “design options for enhanced ventilation and thermal performance” outlined on page 9.</p>
Pest resistance	<ul style="list-style-type: none"> • Ascertain if termites are locally prevalent. (They are throughout most, tropical, and temperate regions.) If yes, at a minimum: • Extend slab at least 20cm beyond external walls. Set wooden structural poles on an elevated concrete or stone footing. Design walls with a concrete course near the base to prevent termites from tunneling through wall interiors (especially if walls are built of mudblock, landcrete, or hollow blocks.) • Use termite-resistant woods for key structural members. (Will vary by location; local contractors and communities will know locally available termite-resistant species.) • Where available, “16 grit sand” (grains of .06 to 0.1 inches or 1.6 to 2.5 mm diameter) can be used as a termite barrier beneath concrete slabs and footings. (Termites are unable to dig through or move sand grains of this size.) • If chemical treatments are used, apply using the dosage and procedures specified by the manufacturer. Note that the use of any pesticides in USAID projects must be specifically approved. Historically, organic hydrocarbon pesticides such as chlordane, DDT, aldrin, dieldrin and BHC were widely used for termite control. These chemicals have been banned in the US, and pose particular hazards when used in schools.

DESIGN CONSIDERATION	COMMENTS AND GUIDANCE
	<ul style="list-style-type: none"><li data-bbox="492 344 1406 401">• <i>It should be noted that treating wood with waste oil will not protect against termites.</i>

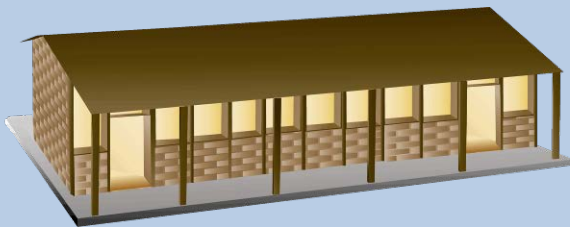
Simple design options for enhanced ventilation and thermal performance in hot climates

Designing for comfort in the local climate is essential; an uncomfortable school provides a poor learning environment. Modern structures can provide increased durability and safety, and are often perceived as embodying progress and development. But the reality is that many are far less *comfortable* than structures built in more traditional styles and using local materials. This page presents an inventory of simple design options to enhance building comfort in hot climates. No design option is appropriate for all projects; this inventory is intended for *consideration* both by architects and by project proponents consulting with architects and the community to develop a suitable design.

“Build up and out.” High ceilings (3.25 m or higher) and long eaves covering a front-and-back veranda significantly increase comfort in hot climates. Larger roof areas do increase costs, but long eaves/verandas can also save money by sheltering walls from rain and thus (1) permitting the use of mud bricks, landcrete rammed earth, and similar materials; and (2) eliminating the need for glass louvers in windows/permitting half-wall construction (see below).

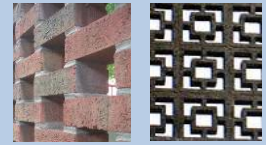


Half wall construction (diagram below) is a frequently used, effective design for rural schools in tropical climates. Pillars bear the weight of the roof, with side walls rising only to a height of ~1.1 m between the pillars. The design requires extended eaves (e.g., the 2 m veranda of the diagram above) for storm protection. Classroom end walls are full height.



Build thick. Concrete is expensive and has poor thermal performance. Structures of rammed earth, mud brick, adobe, landcrete, stone, and rubble all keep interior spaces cooler than cement-block construction. Extended eaves add to comfort and are the best way to protect walls made of these materials.

Well-protected mud brick and adobe are highly durable; some of the oldest standing buildings in Africa (and the world) are made of these materials.



Latticework Brick latticework/openwork concrete blocks are widely used in many parts of the world. They can easily be incorporated into walls for light and ventilation.

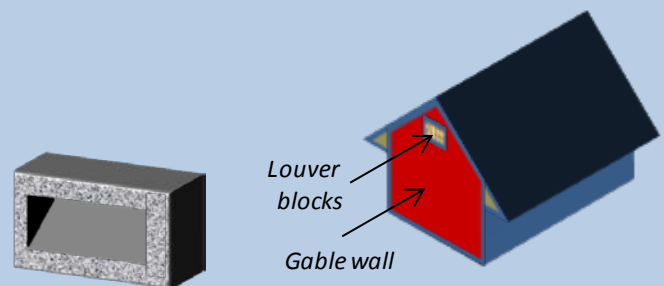
If the design includes a ceiling, a strip of latticework or openwork blocks just below ceiling level will vent hot air that will otherwise be trapped in the room.

Cross-ventilate. If using windows instead of a half-wall design, these should be on at least two sides of each classroom, both for cross-ventilation and light.

Ventilate the under-roof space. Cross-ventilating the under-roof space is critical to maintain comfort.

If using *gable walls* (end walls that rise up to the point of the roof; see illustration) consider installing openwork concrete louver blocks (see illustration) near the point of the roof *on both ends of the building* to permit airflow without water entry. In designs with ceilings, screen louver blocks on the inside and back the screen with sturdy 1 cm wire mesh to prevent insects, birds, bats and other animals from nesting in the above-ceiling space

Combine local knowledge and professional design. The combination of a knowledgeable architect and consultative design approaches can result in affordable solutions that simultaneously deliver comfort, durability, local maintainability and community acceptance. The school design illustrated below features a metal roof over round, open-top classrooms of mud-brick walls on concrete slabs. The roof both provides extended shade and harvests rainwater; the materials and circular forms are typical of the region. The design was developed in close consultation with a local community in Mali.



SANITATION AND WASTE MANAGEMENT

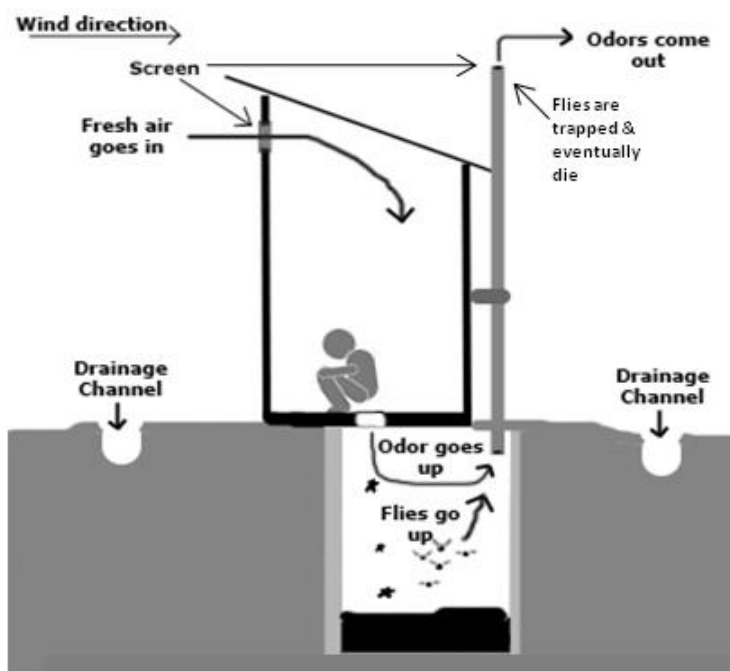
DESIGN CONSIDERATION	COMMENTS AND GUIDANCE
Sufficient latrine capacity	<ul style="list-style-type: none"> • A rule of thumb is one toilet per 20-30 students. • Where male and female toilets must be kept strictly separated, the minimum number of toilets is one for each gender. <p>Ideally, four latrines for students (two for boys and two for girls) and one for teachers should be provided for each two- classroom block. (Students and teachers should have separate facilities.)</p>
Appropriate latrine technology	<ul style="list-style-type: none"> • Basic pit latrines are open to disease vectors. Though never ideal, they are particularly inappropriate for schools. • Improved latrine designs that minimize odor (thus encouraging use), improve decomposition of wastes, and reduce the potential for insect vectors, runoff, or seepage to transmit disease are more suitable for schools. An example is the ventilated improved pit (VIP) latrine design (see diagram below). <p>See (Greaves, 2008) for a discussion of latrine technologies and selection criteria. (Selection factors include depth of water table, soil type, and local preferences.)</p>
Latrine siting/ configuration	<ul style="list-style-type: none"> • The following are general guidelines for siting of latrines to prevent contamination of the school water supply and promote usage. • Latrines should be sited at least 30 meters away from the school, kitchen, and wells. If possible, they should also be DOWNSLOPE of these facilities. (This is only a general rule of thumb; see the <i>Water and Sanitation</i> chapter of these <i>Guidelines</i> for more information.) • If possible, site latrines downwind from classrooms using wind direction prevailing during the hot season. • In some areas, cultural norms require that male and female latrines be widely separated. This and any other cultural requirements must be accommodated in latrine design and the site plan. <p>For latrine designs that “fill up,” the site plan must reserve locations for future latrine pits in close proximity to the first—when the first pit fills up, it is sealed, and the latrine top structure is moved on top of a new pit. If need be, sealed pits can usually be opened after a year and excavated; the contents should be reduced to a safe manure. (Though local attitudes may prohibit its use on crops.)</p>
Child-friendly design	<ul style="list-style-type: none"> • Latrines only serve their function if they are used. Children will avoid latrines that are dark, have handles or locks placed for adult use, or have adult-sized squat holes. • <i>Children (and adults) also avoid poorly maintained latrines; see Overview of Environmental Best Practice in Operations and Maintenance section.</i> • If the school will service older students (common in many rural areas), both child- and adult-size latrines should be provided.

DESIGN CONSIDERATION	COMMENTS AND GUIDANCE
Hand-washing stations	<ul style="list-style-type: none"> • Handwashing is an essential complement to latrines in preventing oral-fecal disease transmission. (In addition, good hygiene practices learned at school are likely to be carried to the home.) • Handwashing stations (see photos at right) should be located next to latrines or in locations where teachers can supervise use (such as by classroom entrances). Stations must be kept clean and well-drained. • Signs or murals can be painted on latrines to encourage hand washing.
Solid waste management (burn pit, storage)	<ul style="list-style-type: none"> • Day primary schools produce almost entirely general (i.e., non-hazardous) waste: food wastes, papers, plastic wrapping. The exception may be the contents of latrine waste bins, especially sanitary napkins/pads.) • Appropriate food wastes should be composted for possible reuse in the school garden. • Except where reliable municipal collection exists (rare in rural areas), papers and non-compostable foods wastes should be burned; the school facilities should include a <i>fenced burn pit</i> (may be adjacent to latrines but well away from water points) and a sealed barrel or bin for storing waste to be burned.



Examples of simple handwash stations: above: earthenware pots with spigots; below: suspended PET bottles. These designs do not require plumbing, but do require effective management to make sure water and soap are available.

Photos: USAID/Madagascar



Based on a drawing, courtesy of WELL, at <http://www.lboro.ac.uk/well/resources/fact-sheets/fact-sheets-htm/lcsahgt.htm>

The Ventilated Improved Pit (VIP) Latrine

The “VIP” latrine is one of the most widely deployed and successful improved latrine designs, and is effective at reducing odors and insect vectors.

This is a generic representation; several variants exist. When the pit fills up, the top structure can be moved to another.

Extensive references are available in the *Water and Sanitation* chapter of these *Guidelines*.

WATER SUPPLY

A safe, sufficient, and reliable water supply is likewise an integral part of sound school design. *If feasible*, this should also be a *dedicated* supply. Sharing existing public water supplies located near a school—or sharing the school water supply with the community—is a second-best solution, increasing health risks to students and teachers.

In addition, water supply design should address the considerations detailed in the table below:

DESIGN CONSIDERATION	COMMENTS AND GUIDANCE
Sufficient quantity	10 liters per student per day is a good average estimate of day school supply requirements. Note that requirements can increase with climate, the latrine/toilet technology chosen (e.g. VIP vs pour-flush systems), religious/cultural practices, and water-intensive food preparation.
Potability	Both cooking and drinking water should be potable: <ul style="list-style-type: none"> • If other than a municipal supply, the proposed water source should be tested for potability. At a minimum <i>arsenic</i> and <i>fecal coliform</i> tests should be conducted. (USAID requires testing for arsenic for all USAID-funded water supply projects, as there is currently no way to determine which locations may contain natural arsenic deposits.) • USAID has developed Guidelines For Determining the Arsenic Content of Ground Water in USAID-Sponsored Well Programs in Sub-Saharan Africa (http://www.usaid.gov/our_work/environment/compliance/ane/tool_shed/arsenic_guidelines.doc). This includes reference to the Hach arsenic test kit (http://www.hach.com)

DESIGN CONSIDERATION	COMMENTS AND GUIDANCE
	<ul style="list-style-type: none"> • Simple and cost-effective test kits for E. coli and fecal coliforms are available through a variety of manufacturers (e.g., Idexx Colilert (http://www.idexx.com/water/colilert/) or Coliscan Easygel (http://www.micrologylabs.com/). • The following design <i>measures</i> should be followed to better assure that water remains potable: <ul style="list-style-type: none"> ○ Site latrines away from wells to reduce chance of contamination (see sanitation section) ○ Assure that the ground around latrines drains away from water supply points. ○ Always cover wells. A better option is to seal the well and install a manual pump. <p>If feasible, regular water quality testing is desirable.</p> <p>Maintenance and proper operation is also important to assuring water purity; see operation and maintenance guidance, below.</p>
Sufficient and separate supply points	Hand wash stations should be separate from water provision for cooking and drinking.

Consider rainwater harvesting

- Roof rainwater harvesting (photo below) can be an economical and effective way to help a school meet its water demands. However, there can a lot of challenges in designing an appropriate rainwater harvesting system. It is recommended consulting with organizations/individuals who have strong practical experience in the field.
- The water is suitable for washing and cleaning; slow sand filtering is often sufficient to render the water suitable for drinking.
- Guttering and a rainwater collection tank generally do not add greatly to the cost of a school.
- See the Annotated Resources section of this chapter for more information.



Rainwater harvesting in Madagascar. Gutters lead to a circular storage tank made of plastered concrete blocks. A gravity-fed tap is located below the floor level of the tank.

Photo: USAID/Madagascar



Bolivia: Children Become Partners On New Rainwater Harvesting Tank

School children gather around to sign their names in partnership on a new rainwater harvesting tank. Each student contributed 25 cents to increase the rainwater harvesting system's capacity. The project was implemented with support from the Small Project Assistance program, a USAID/Peace Corps Partnership administered by the Office of Development Partners. This photo highlights the importance of youth ownership in the development process and the value that USAID partnerships across USG agencies, NGOs, and private sector bring to our agency.

LANDSCAPING, GROUNDS AND DRAINAGE

The school grounds are an integral part of school facilities. Grounds, including landscaping and drainage, should address the considerations detailed in the table below:

DESIGN CONSIDERATION	COMMENTS AND GUIDANCE
Livestock Barrier	<ul style="list-style-type: none"> • Livestock, unless part of school operations, should be prevented from entering school grounds to (1) prevent contamination of school grounds with excreta—especially kitchen areas, water supply points and classrooms; and (2) to protect school buildings and gardens. • Live fencing is the environmentally preferred livestock barrier and, depending on its full-growth height, may help block dust from road traffic and reduce temperatures in buildings and on school grounds. Local communities and contractors will know appropriate local “live fencing” species.
Runoff Management & Rainwater Harvesting	<ul style="list-style-type: none"> • Gutters, drainage channels and site grading that prevent standing water and protect foundations, plantings and neighboring properties are important in all construction. In the context of schools, it is particularly important to assure that water supply points, handwashing stations, and kitchens are well drained, and that potential for standing water on school grounds is minimized. • Erosion and gullying are significant problems in many African settlements and farming areas, as is groundwater depletion. So that schools do not contribute to these problems, drainage should be channeled to soakpits. (Even more ideally, rainwater should be harvested from roofs (see illustration, previous page) and excess channeled to soakpits.)

DESIGN CONSIDERATION	COMMENTS AND GUIDANCE
Plantings	<ul style="list-style-type: none"> • As noted above, plantings can provide important shade, dust and erosion control, and livestock-barrier functions. Plantings for this purpose should be a part of school design; landscape plants should be indigenous or at least common to the area and well-suited to climatic conditions---i.e., after establishment, they should not require watering. • These functional and any purely ornamental plantings are also aesthetic, generally enhancing the learning environment.
Energy	<ul style="list-style-type: none"> • Wood is often used as fuel for cooking food and heating in schools. However, harmful collection methods can cause environmental degradation. If dung is used it may also be problematic. • Smoke and other combustion byproducts produced by cook stoves cause indoor pollution which contributes to 1.6 million deaths annually.¹ New improved cook stoves that use fuels like propane, natural gas, and electricity are relatively low cost and offer a healthier environment for classrooms. • Generally, having a source of energy in schools means providing access to learning technologies such as computers and projectors, and a space for nighttime studying, evening classes, and community events. Where schools already have access to electricity, options for improvements such as switching to fluorescent lights should be explored. Small-scale renewable energy systems, such as solar panels, have become more accessible and cost-effective in recent decades, and are a good option for providing electricity to schools that are “off the grid.”



A Win for School — and the Environment: A school club in Egypt beautifies their grounds and engages community to lend its support also. Environment Club members at the El Shalateen Preparatory and Secondary School and Mohamed Husieny, of the Red Sea.

¹ The Academy of Sciences for the Developing World (TWAS). Sustainable Energy for Developing Countries. 2008. <http://twas.ictp.it/publications/twas-reports/SustainEnergyReport.pdf>



Latrine squat areas should be cleaned daily.

Photo: USAID/Madagascar

How many of the features for “enhanced ventilation and thermal performance” (page 8) does this structure feature?

ENVIRONMENTAL BEST PRACTICE DURING CONSTRUCTION

In a well-sited, well-managed small-scale construction project, adverse environmental impacts should be minor if materials sourcing, site management, and the disposal of construction debris are handled in an environmentally sensitive manner.

For example, excavation of sand or gravel from stream/river beds can foul surface waters. Stagnant water that accumulates in borrow pits can breed mosquitoes. The former can be avoided by sourcing elsewhere; the second can be addressed by filling in the pit, managing drainage into the pit, etc.

These issues are not specific to the construction of schools and therefore no detailed guidance is provided here; please see the *Small-Scale Construction* chapter from this guideline series.

OVERVIEW OF ENVIRONMENTAL BEST PRACTICE IN OPERATION AND MAINTENANCE

Environmentally sound *design* of latrines, water supplies, drainage and building structures does not achieve its objectives unless complemented by appropriate cleaning and maintenance. While project proponents often have little or no control over school operations and maintenance after construction is complete, they can—and should—discuss with the community and school administration how maintenance will be undertaken during the operations phase. The responsible parties should be trained in operations and maintenance. They can also help develop a maintenance plan or strategy.

It is best to identify maintenance needs and responsible parties during the design phase.

Often, at least some elements of cleaning and maintenance are a community responsibility—either directly, or in the form of local assessments and school fees. If the community’s ownership of the school has been cultivated from the design stage, these community contributions are more likely to be forthcoming and sustained.

Environmental best practice in operation and maintenance is presented in the tables below. This framework can be used as part of a maintenance plan/strategy.

SANITATION

TIMING	COMMENTS AND GUIDANCE
At all times	<ul style="list-style-type: none"> • Provide waste bins in latrines for sanitary towels/pads. Girls should be advised not to dispose of these in the pit. A sturdy sign on the inside of the door should be adequate. • Hand washing after toilet use must be strictly mandated.
Daily	<ul style="list-style-type: none"> • Pick up any garbage in handwash areas, drain/sweep away any puddles; ensure soap and water are present. • Empty latrine waste bins, disposing to secure storage for burn or burial pit. • Wash “squat areas” inside the latrines. Should be part of daily student duties. • Add ash from kitchen fires (if available) to latrines to control odors. • Sweep classrooms, latrines, offices, and verandas. (Should be part of daily student duties). Clear any termite tunnels, wasp/bird nests from structure. • Empty refuse (sweepings, litter, non-compostable food waste) to storage bin. Add appropriate food waste (not meat or oils) and landscape trimmings to compost.
Weekly	<ul style="list-style-type: none"> • Wash latrine interior walls • Wash school floors • Burn refuse (paper, light plastic wrappings) and non-compostable food wastes in burn pit and cover with a light layer of soil. (Conduct burn after school hours.) • Burn or bury the contents of latrine waste bins, as is most suitable to local customs. • Low-temperature (open-pit) burning of any plastic is not desirable, but burning plastic wrappings, packaging and lightweight containers (e.g. PET bottles, if not usable) is often the best of a set of poor options, especially as such wastes will be produced in very low volumes in most schools. Do NOT burn broken plastic pipes or guttering; these are likely made of PVC plastic and produce highly toxic smoke when burned.

WATER SUPPLY

Conduct any regular/periodic pump maintenance specified by manufacturer.

If an unshared bucket-well is in use, the number of individuals who draw water should be limited, and they should always wash hands before drawing water. The well cover should be kept locked to prevent unauthorized use and for safety.

TIMING	COMMENTS AND GUIDANCE
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Immediately upon need	<ul style="list-style-type: none"> • Repair broken pumps. If repair is not prompt, students and staff may get water from unsafe locations. Have a plan for how this will be accomplished. This may require having extra parts on hand. • A member of school staff or a community member should be trained in pump repair. They must know the warning signs for pump failure such as poor vacuum, leaking, difficult operation, etc. In some cases, a water system/supply or user association may have capacity to help maintain the school water supply or be willing to share responsibility for training, maintenance, fees and spare parts.
Daily	<ul style="list-style-type: none"> • Clean drains and remove visible garbage around water point. • Clean drinking water dippers (if containers are used instead of taps) and cups
Weekly	<ul style="list-style-type: none"> • Check for any needed repair work/maintenance. • Cleaning inside of water storage containers (if containers are used rather than taps.)
Monthly	<ul style="list-style-type: none"> • Test water for bacteriological contamination. (See “assure potability” guidance under <i>Water Supply</i> design guidance, above.) (Monthly testing is ideal, but at least one test each in the wet season and dry seasons should be a minimum.) • For rooftop rainwater harvesting systems: Clean gutters, funnels, screens, and drains (also after any particularly strong storm)
Seasonally	<ul style="list-style-type: none"> • For rooftop rainwater harvesting systems: Check and repair gutters, funnels, and screens before start of rainy season. If accessible, clean inside of storage tank.

LANDSCAPING, GROUNDS AND DRAINAGE

TIMING	COMMENTS AND GUIDANCE
Daily (or as needed)	<ul style="list-style-type: none"> • Pick up litter and store for burning.
Weekly (or as needed)	<ul style="list-style-type: none"> • Water trees, shrubs, and live fencing at the roots in the evening for maximum water retention. (Landscape plants should be indigenous or at least common to the area and well-suited to climatic conditions---after establishment, they should not require watering.) • Clear drains
Monthly	<ul style="list-style-type: none"> • Maintain berms around foundations; provide any needed maintenance to drainage structures.

ANNOTATED RESOURCES

OTHER SMALL SCALE GUIDELINES CHAPTERS

A number of the issues summarized in this guidance are treated in more detail in other chapters of the *Sector Environmental Guidelines*. Refer to these chapters for more detailed information on specific issues:

- Construction
- Safer Pesticide Use
- Solid Waste
- Water Supply and Sanitation

All chapters include extensive annotated bibliographies and are available for download at www.usaidgems.org.

LATRINE SITING & TECHNOLOGY SELECTION

- Greaves, Frank. Selecting Appropriate Latrines. TILZ (Tearfund International Learning Zone) Footsteps Series no. 73. <http://tilz.tearfund.org/Publications/Footsteps+71-80/Footsteps+73/Selecting+appropriate+latrines.htm>

A short brief on latrine technology selection, including a decision flow chart and criteria ranking approach.

- Boot, Niall. Types of toilet and their suitability. (Practical Action Technical Brief). August 2008. http://practicalaction.org/practicalanswers/product_info.php?products_id=356&osCsid=qisndgrhq0d8pf0ofnq9vshqp6.

UNICEF TECHNICAL DESIGN INFORMATION FOR LATRINE CONSTRUCTION:

- Excreta Disposal in Emergencies: Technical Design Information. UNICEF. <http://www.unicef.org/eapro/unprotected-EDEchapter7-1.pdf>
- Bonner, R., et al. TI-UP Resource Centre. DFID. Delivering Cost Effective and Sustainable School Infrastructure: Guidance Note. <http://www.dfid.gov.uk/Documents/publications1/del-cost-eff-sust-sch-infra.pdf>
- USAID. 2013. Addressing Climate Change Impacts on Infrastructure. <https://dec.usaid.gov/dec/GetDoc.axd?ctID=ODVhZjk4NWQtM2YyMi00YjRmLTkxNjktZTcxMjM2NDZmY2Uy&rID=MzM2Njkx&pID=NTYw&attchmnt=VHJ1ZQ==&uSesDM=False&rIdx=NDM2MzY4&rCFU=>
- Wright, C., et al. (2009). UNICEF's Child Friendly Schools Model. http://www.unicef.org/publications/files/Child_Friendly_Schools_Manual_EN_040809.pdf

RAINWATER HARVESTING

- International Rainwater Harvesting Alliance. <http://www.irha-h2o.org/>
- Smet, Jo. WELL Fact Sheet: Domestic Rainwater Harvesting, 2003
<http://www.lboro.ac.uk/well/resources/fact-sheets/fact-sheets-htm/drh.htm>

This fact sheet gives an overview of rainwater harvesting systems, component technology, planning and management and the potential effects and impacts. While the factsheet specifically addresses rainwater collection for domestic use, the information can be easily adapted to school contexts.

- Assessment of Best Practices and Experience in Water Harvesting. Rainwater Harvesting Handbook. African Development Bank.
http://www.pseau.org/outils/ouvrages/bafd_rainwater_harvesting_handbook.pdf

SCHOOL CONSTRUCTION AND MAINTENANCE

- Architecture & Behaviour Colloquium, Architectural Quality in School Buildings: School Building Design and its Relevance to Students' Learning Performance - with a Specific Focus on the Planning and Design of Schools in Developing Countries, 12th Architecture & Behaviour Colloquium, March 30-April 1, 2007, Monte Verità, Ascona, Switzerland -
<http://sdpl.coe.uga.edu/HTML/SchoolBuildingDesign&LP.pdf>

The 12th Architecture & Behaviour Colloquium brought together researchers and representatives of instances implicated in decision making about and building of new schools to discuss the interrelationship between school buildings and the level of students' scholarly performances in developing country settings. Proceedings of the Colloquium will be published in the Architecture & Behaviour series.

- Bonner, Roger R.M. & Das P.K., Vidyalayam, Cost Effective Technologies for Primary School Construction, Overseas Development Administration, New Delhi, 1996 (Department for International Development, British Development Cooperation Office, 50M Shantipath, Chanakyapuri, New Delhi - 110 021, India)

A very useful and practical guide on school building with some emphasis on innovative technology and practice to reduce costs, especially of roofs. This includes use of arches, corbelling and precast elements. Although some of the technologies presented have been little used outside India, others have more widespread application.

- Designshare, The International Forum for Innovative Schools - <http://www.designshare.com/>

The focus of this website is largely on schools in Western countries, North America in particular. It includes details on articles and a newsletter. The design awards are the most important component, where featured school buildings are described and plans, drawings and photographs presented.

- Dierkx, René, *Toward Community-Based Architectural Programming and Development of Inclusive Learning Environments in Nairobi's Slums*, Children, Youth and Environments Vol. 13, No.1 (Spring 2003) -
http://www.colorado.edu/journals/cye/13_1/Vol13_1Articles/CYE_CurrentIssue_Article_CommunityBasedArch_Dierkx.htm

An interesting article describing a project to redesign schools in Nairobi slums which involved incorporation of children's ideas in the design.

- IEA International Energy. Photovoltaic Power Systems Programme. Renewable Energy Services for Developing Countries: In Support of the Millennium Development Goals: Recommended Practice & Key Lessons. Report IEA-PVPS T9 – 09:2008. http://files.repic.ch/files/IEA-PVPS_ServicesforDevelopingCountries.pdf.
- ITGD (now renamed Practical Action) Technical Brief, *School Buildings in Developing Countries*, 2005 - http://www.itdg.org/docs/technical_information_service/school_buildings_in_developing_countries.pdf

Discussion of design, construction, and maintenance requirements for schools in developing countries.

- School / Shelter Hazard Vulnerability Reduction Resource Page, Caribbean Disaster Mitigation Project implemented by the Organization of American States Unit of Sustainable Development and Environment for the USAID Office of Foreign Disaster Assistance and the Caribbean Regional Program, 2001 - <http://www.oas.org/cdmp/schools/schlrcsc.htm>

Summarizes a long-term project to develop national plans to reduce vulnerability of school buildings to natural hazards in Latin America and the Caribbean. The project included a survey of existing school buildings to create vulnerability profiles and the development of school maintenance plans. In the Caribbean pilot project, a master manual of standards for the retrofitting or construction of schools/shelters and for estimating the costs was developed, as were individual reports describing results of property surveys in Anguilla, Antigua and Barbuda, Dominica, Grenada, and St. Kitts.

- Sekkei Keikaku and World Education-Benin, “*Manuel de maintenance et d’entretien des infrastructures scolaires* (Manual for School Maintenance and Upkeep)”, created for the “Projet de Construction d’Ecoles Primaires en République du Benin”, 2004.

This manual, written in French, describes construction and maintenance techniques for primary schools in Benin.

- The Academy of Sciences for the Developing World (TWAS). Sustainable Energy for Developing Countries. 2008. <http://twas.ictp.it/publications/twas-reports/SustainEnergyReport.pdf>.
- Whitby, Garry, *Primary Community School Construction*, *Appropriate Technology*, Vol. 25, No. 1, June 1998, pp. 30 – 32.

A short case study on a rural school building programme in Malawi focusing on planning, building technologies, site selection, design and layout, community participation, tendering, gender strategy and training, and capacity building.

SCHOOL SANITATION AND HYGIENE EDUCATION

- Mooijman A. UNICEF. Water, Sanitation and Hygiene (WASH) in Child Friendly Schools. A Companion to the Child Friendly Schools Manual. http://www.unicef.org/publications/files/cfs_wash_e_web.pdf
- IRC International Water and Sanitation Centre, School Sanitation and Hygiene Education (SSHE) Theme - <http://www.irc.nl/page/114>

School Sanitation and Hygiene Education (SSHE) focuses on the responsibility to provide children with an effective and healthy learning environment. It includes lists of publications, case studies, news, and links for sanitation and hygiene education in schools.

- Snel, Mariëlle, *WELL Fact Sheet: School Sanitation and Hygiene Education*, 2006 - <http://www.lboro.ac.uk/well/resources/fact-sheets/fact-sheets-htm/ssahe.htm>

This fact sheet gives an overview on issues which arise in school sanitation and hygiene education (SSHE).

- UNICEF, In-depth case study: school sanitation and hygiene promotion in Malawi. http://www.unicef.org/malawi/wes_3975.html
- UNICEF, *A Manual on School Sanitation and Hygiene*, 1998 - http://www.unicef.org/wash/files/Sch_e.pdf

PART I is on School Sanitation and Hygiene Education at District and National Level. PART II School Sanitation and Hygiene Education at the School and Community Level includes a chapter on construction and maintenance of school facilities with useful discussion of early community involvement in design and the development of maintenance plans **prior** to construction.

CLIMATE CHANGE RESOURCES

Note: USAID's Global Climate Change (GCC) Office can provide support on the climate change aspects of this Guideline. To contact the GCC office, please email: climatechange@usaid.gov

- USAID. 2007. Adapting to Climate Variability and Change: A Guidance Manual for Development Planning. http://pdf.usaid.gov/pdf_docs/PNADJ990.pdf
- USAID. 2009. Adapting to Coastal Climate Change: A Guidebook for Development Planners. http://pdf.usaid.gov/pdf_docs/PNADO614.pdf

The guidances provide information to assist planners and stakeholders as they cope with a changing climate throughout the project cycle.

- AGC of America. 2009. Climate Change and the Construction Industry. <http://www.agc.org/galleries/advy/ClimateChangeandConstruction.pdf>
- U.S. Green Building Council. <http://www.usgbc.org/>
- Leadership in Energy and Environmental Design (LEED). <https://www.leedonline.com/irj/servlet/prt/portal/prtroot/com.sap.portal.navigation.portallauncher.anonymous>
- International Association for Impact Assessment (IAIA). FasTips #3. February 2013. Climate Smart Decisions. [USAID Sector Guideline Schools 2013.docx](http://www.iaia.org/publicdocuments/special-publications/fast-tips/Fasttips_3%20Climate%20Smart%20Decisions.pdf)
http://www.iaia.org/publicdocuments/special-publications/fast-tips/Fasttips_3%20Climate%20Smart%20Decisions.pdf
- National Institute of Building Sciences. Whole Building Design Guide. 2013. Passive Solar Heating. <http://www.wbdg.org/resources/psheating.php>

- UNESCO Bangkok, Asia and Pacific Regional Bureau for Education. Education Sector Responses to Climate Change: Background Paper with International Examples. 2012. <http://unesdoc.unesco.org/images/0021/002153/215305e.pdf>
- Bangay, C. UK Department for International Development. Education Responses to Climate Change and Quality: Two Parts of the Same Agenda? International Journal of Educational Development 30(4): 335-450. 2010. <http://eprints.ioe.ac.uk/6281/1/Bangay2010Education359.pdf>
- ISDR, INEE, The World Bank. Guidance Notes on Safer School Construction: Global Facility for Disaster Reduction and Recovery. 2009. https://www.gfdrr.org/sites/gfdrr.org/files/publication/Guidance_Notes_Safe_Schools.pdf
- National Communications are submitted by countries to the UNFCCC and include information on country context, broad priority development and climate objectives, overviews of key sectors, historic climate conditions, projected changes in the climate and impacts on key sectors, potential priority adaptation measures, limitations, challenges and needs. http://unfccc.int/national_reports/non-annex_i_natcom/items/2979.php
- The World Bank's Climate Change Knowledge Portal is intended to provide quick and readily accessible climate and climate-related data to policy makers and development practitioners. The site also includes a mapping visualization tool (webGIS) that displays key climate variables and climate-related data. <http://sdwebx.worldbank.org/climateportal/>
- **National climate change policies and plans.** Many countries have policies and plans for addressing climate change adaptation.

DOCUMENTOS DISPONIBLES EN ESPANOL

- Manual Escuelas amigas de la Infancia (2009) UNICEF. http://www.unicef.org/spanish/publications/files/Child_Friendly_Schools_Manual_SP_05282009.pdf

DOCUMENTS DISPONIBLES EN FRANCAIS

- Manuel écoles amies des enfants. http://www.unicef.org/french/publications/files/Child_Friendly_Schools_Manual_FR_05282009.pdf