



**A PRACTITIONER'S TOOLKIT**

**Making water, sanitation and hygiene safer through improved programming and services**

**Toolset 3-F**  
Policies, strategies, guidelines

**TS3-F-6 – Gender equity in and through education in emergencies: Inter-Agency Network for Education in Emergencies**

<p><b>Context</b></p>	<p>The Inter-Agency for Education in Emergencies is an open global network of representatives from non-governmental organisations, UN agencies, donor agencies, governments and academic institutions, working together to ensure the right to quality and safe education for all people affected by crisis.</p>
<p><b>Implementing organisations</b></p>	<p>Inter-Agency Network for Education in Emergencies (INEE).</p>
<p><b>Description of good practices</b></p>	<p>The INEE has developed a range of resources useful for practitioners working in education in emergencies. These include those relating to gender issues, violence and also incorporate issues related to WASH and the particular needs of girls and boys. The materials are clearly written in simple language with case studies, and so are practical in their nature and suggestions. Selected examples follow.</p> <p><b>INEE (2010) Gender Equality in and Through Education, INEE Pocket Guide to Gender</b></p> <ul style="list-style-type: none"> <li>• Clear and well-presented guide which highlights common arguments that we need to challenge, with explanations of how to challenge the same.</li> <li>• The guide demonstrates the need to use disaggregated data. It also shows that active participation of male and female students is critical to ensure that gender issues are addressed.</li> <li>• There is a case study (p.13) on challenges for girls to attend schools in the Democratic Republic of Congo due to waterpoints being too far away and lack of menstrual protection materials.</li> <li>• The guide discusses the need to undertake gender-sensitive education, while also keeping in mind the local context and cultures so as to not cause resentment or security risks.</li> <li>• It uses the Inter-Agency Standing Committee ADAPT and ACT framework (see Case study <a href="#">TS3-F-4</a>) to provide examples of good practice and appropriate indicators.</li> <li>• It discusses inter-sectoral linkages, including with the WASH sector.</li> <li>• It covers strategies related to: participation, co-ordination, assessments, monitoring and evaluation.</li> <li>• It also discussed strategies for equal access to gender-responsive learning environments, including the supply side and demand side – with some strategies related to WASH and some related to violence.</li> <li>• The guide also has a chapter on protection and well-being. In this chapter it recommends that sanitation facilities should allow learners and staff privacy, dignity and safety. Toilet doors should lock from the inside and, to prevent sexual harassment and abuse, separate toilets for boys/men and girls/women should be located in safe, well-lit, convenient and easily accessible places.</li> </ul>

- The guide has a useful glossary.

**INEE (no date) *Preventing and Responding to Gender Based Violence in and Through Education***

- This short brief (four pages) discusses vulnerabilities to GBV on the way to or in schools, including risks while at school from male teachers and older boys.
- A range of strategies is suggested such as the development of a participatory code of conduct for teachers and staff, which is developed by parents and teachers associations, teachers and other community members and includes open discussions on masculinity and GBV, so strengthening the supervisory system and capacity building.
- The importance of separate latrines and washing areas for male and female students is emphasised, as is ensuring that all areas of the school compound are safe for all students. The brief recommends the clearing of bush or undergrowth around the school and paths that make the compound unsafe.
- The absence of female teachers poses challenges, particularly for older students, in terms of offering support to girls in school to be able to express their concerns and to learn about adolescence. Suggestions in this respect include considering the option of having female classroom assistants or having a respected female individual in the community, such as local nurse, who can visit on a regular basis and the girls can access. Local women's groups can also be useful links. Vulnerabilities to GBV are also highlighted for female teachers and teaching assistants if they are a minority in the school, particularly if they are younger.

**INEE (no date) *Gender Responsive Sanitation, Health and Hygiene***

- This short brief (ten pages) discusses the context of education in emergencies, and the possible challenges for girls and boys in relation to sanitation, water and hygiene in schools. These include where appropriate toilet facilities do not exist, and hence students and teachers have to resort to using the surrounding bush or have to wait until after the end of school.
- It recommends that adequate gender-responsive (and particularly girl-friendly) sanitary facilities should be prioritised for all school construction and rehabilitation projects.
- The provision of separate sanitation facilities is emphasised, both in terms of design and location of latrines, as is including girls and boys – and particularly adolescent girls – in the process of planning and implementing new sanitation projects. The brief notes that sex-segregated latrines should be carefully located in relation to the main school buildings: separate enough for girls to have privacy, but not too far away or too isolated so as to create protection concerns; and that a separate and well-located latrine should also be available for women teachers, parents and other visitors to the school.
- It also emphasises the need for provision of adequate sanitary protection materials for girls, as well as the establishment of systems to produce a sustainable supply of materials – which may involve the production of locally made pads.
- It is recommended that different actors should be engaged and work together to ensure and implement gender-responsive sanitation, health and hygiene. These should include schools (parents, parent-teacher associations [PTAs], school councils, teachers, students), NGOs and CBOs, women's groups, youth organisations, government ministries (health, education, water), health providers and researchers.
- Access to women teachers, teaching assistants or via a collaboration with appropriate local women – for example nurses, health workers, midwives or community leaders who can visit on a regular basis – is recommended so that women are available to answer girls' questions and concerns when they arise.

**INEE (2010) *Minimum Standards for Education: Preparedness, Response, Recovery***

- This document provides similar guidance to the Sphere standards (see [TS3-F-3](#)), with a range of standards, indicators and guidance notes.
- The Access and Learning Environment Standard 3: Facilities and services covers sanitation, hygiene and water facilities in schools.

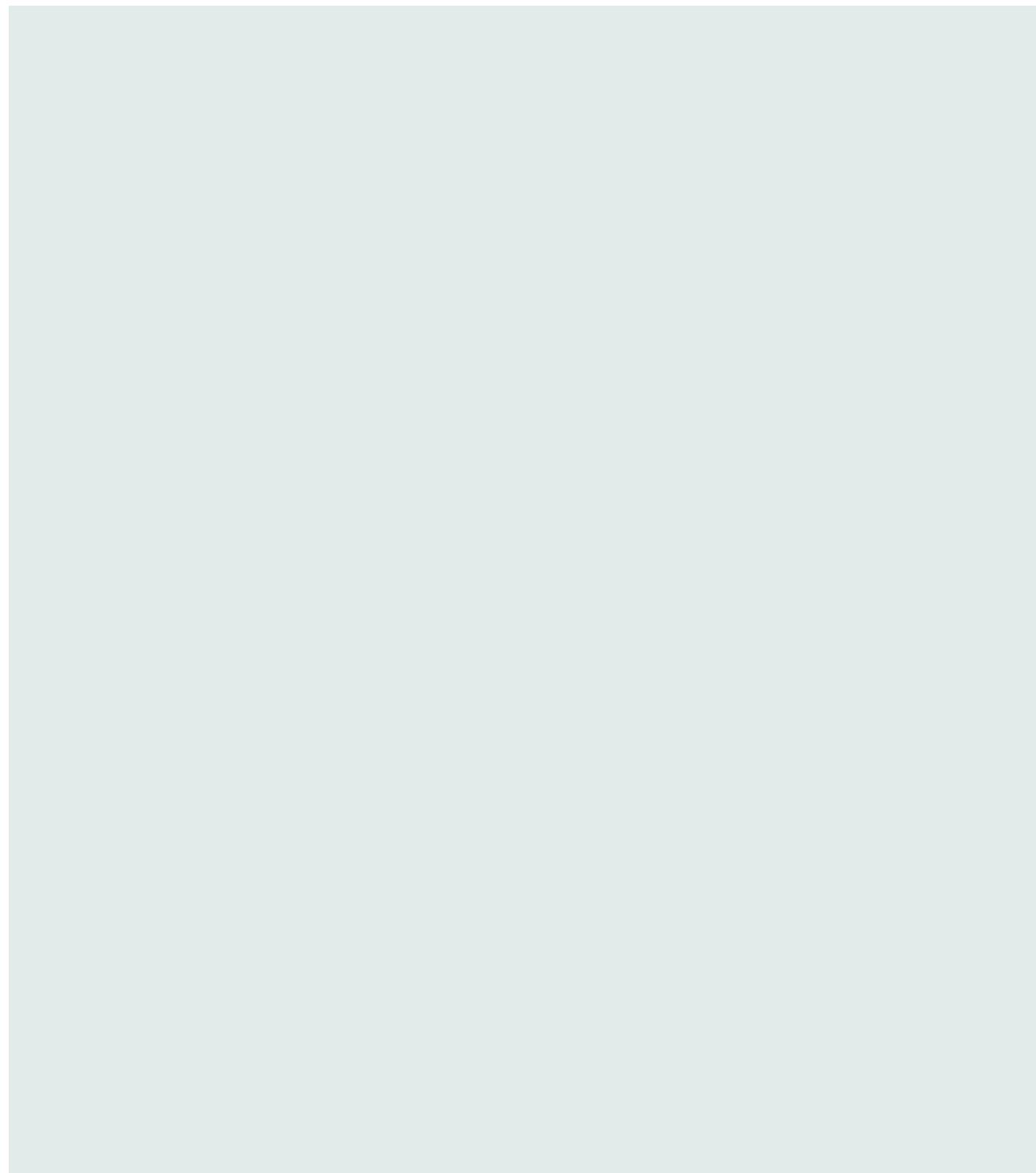
**References/Links**

The first three documents can be found in the supporting information folder on the USB:

- Inter-Agency Network for Education in Emergencies (2010a) *Gender Equality in and Through Education, INEE Pocket Guide to Gender*. Switzerland: INEE. ([on USB stick](#))
- *Inter-Agency Network for Education in Emergencies (no date) Preventing and Responding to Gender Based Violence in and Through Education*. Gender Task Team, INEE. ([on USB stick](#))
- Inter-Agency Network for Education in Emergencies (no date) *Gender Responsive Sanitation, Health and Hygiene*. Gender Task Team, INEE. ([on USB stick](#))

Others:

- Inter-Agency Network for Education in Emergencies (2010b) *Minimum Standards for Education: Preparedness, Response, Recovery*. INEE.
- Inter-Agency Network for Education in Emergencies. Available at: [www.ineesite.org](http://www.ineesite.org) [accessed 11 October 2013].



**VIOLENCE  
GENDER  
& WASH**

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