



A PRACTITIONER'S TOOLKIT

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

Toolset 3-G
Codes of conduct, peer mentoring

TS3-G-1 – Code of conduct for technical and vocational training schools: Liberia

<p>Context</p>	<p>This code of conduct was developed to support the placement of women and girls in technical and vocational training in Liberia. The WASH sector relies heavily on the skills of technicians and engineers to ensure good infrastructure, but these professions are traditionally undertaken by males, with women are greatly under-represented. Liberia’s national WASH Sector Strategic Plan, 2012–2017, and WASH Sector Capacity Development Plan, 2012–2017, include strategies to increase the number of women working in the WASH sector, including in the technical areas.</p> <p>Studying and working as a minority within these fields poses numerous challenges for women and girls, including those related to GBV; these are often heightened in fragile contexts, where GBV in education is common from primary school upwards.</p>
<p>Implementing organisations</p>	<p>Forum for African Women Educationalists (FAWE), Liberia; Danish International Development Agency (DANIDA).</p>
<p>Description of good practices</p>	<p>FAWE supports and promotes girls’ education for empowerment and employment, and is responsible for helping learning to be gender-responsive – thereby reducing bias against female education and development.</p> <p>In Liberia, FAWE implemented a programme for girls’ empowerment funded by DANIDA. As part of this programme, girls and women were offered scholarships to undertake training and qualifications in engineering and technical vocational building trades such as carpentry, woodwork, masonry, plumbing and auto-mechanics.</p> <p>The FAWE TVET [Technical and Vocational Education and Training] Code of Conduct was developed to try and ensure a basic code of conduct for all trainees, trainers and other educational personnel, TVET institutions, as well as FAWE itself, with responsibilities identified for each actor. All parties are expected to sign the code of conduct before the student is placed in the TVET institution. Its aim is to: ‘Guide trainees and help trainers and partner TVET institutions in its work to deal with trainees in a wholesome manner so as to create a good, friendly and safe environment for learning’.</p> <p>Commitments and responsibilities of TVET institutions towards FAWE, which relate to GBV, include to:</p> <ul style="list-style-type: none"> • Promote safe and conducive learning environment; • Maintain high moral standards, and promote an atmosphere of trust; • Empower trainees to develop self-esteem and technical vocational training skills for livelihoods; • Integrate gender responsiveness into their programme activities and operations;

- Work in line with FAWE's Child Protection Policy and TVET Code of Conduct; and
- Participate in FAWE's gender awareness workshops in order to ensure that gender issues affecting the girls are addressed during the project life cycle.

Commitments and responsibilities of trainers and other education personnel towards their work or trainees/beneficiaries, which relate to GBV, include:

- Not to engage in activities which will adversely affect the quality of their teaching and profession, such as learner or parent exploitation, cultism, drug abuse, bullying etc.
- Not to engage in any unprofessional practices such as examination malpractice, favouritism, bribery, corruption or soliciting gifts.
- To teach and practice principles of good citizenship, peace and social responsibility.
- That trainers and other education personnel shall, at all times, maintain a professional relationship with all trainees, recognising that all trainees are equal, and fostering trainees' intellectual, physical, emotional, social and spiritual potentials.
- To respect the rights and dignity of the trainees (girls/women) and act in their best interests.
- That they must not request/accept any form of bribe from trainees, such as 'sex for grades', buying of grades, or other unlawful payment or benefit to ensure concession, or other favourable treatment. Trainers must also conduct themselves, at all times, in a manner that avoids suspicion of such behaviour.
- That they establish and maintain zero tolerance of all forms of sexual and gender-based violence, exploitation and abuse, physical and humiliating forms of punishment, and psychological abuse.
- To always promote the concept of the 'best interest of the girl child and woman'.
- That they must not give tobacco, alcohol or harmful drugs to any learner/trainee or allow them to consume any harmful substances.
- They must at all times practice the principle of 'Do No Harm'.

Commitment and responsibilities of the trainees/beneficiaries, with relevance to GBV:

If the trainee/beneficiary violates the rules, they may be placed on probation or removed from the programme. Trainees/beneficiaries:

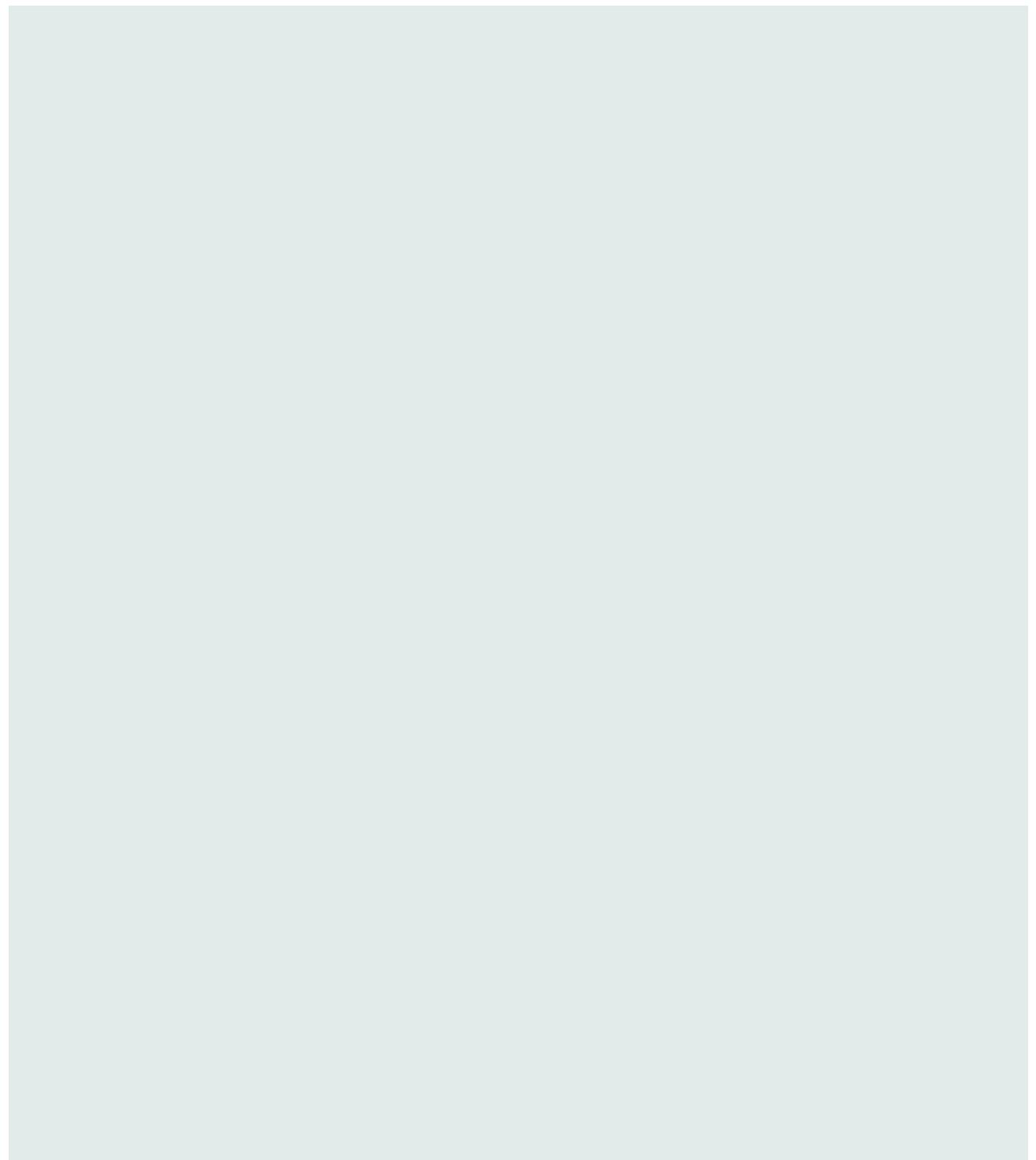
- Must not offer money/other items or favours to instructors/trainers for grades. If any trainee/beneficiary is found guilty of such offence, she will be expelled from the programme.
- Are also encouraged to participate in other FAWE-supported programmes, such as assemblies and programmes on life skills, which provide opportunities for information sharing and interaction with and among students and staff members and will help the trainees/beneficiaries to speak out. Refer to the case study [TS3-G-2](#) for an example of the TUSEME programme.

The code of conduct also covers procedures for responding to grievances.

As a result of the scholarship programme for girls to study technical trades, there was a significant increase in the number undertaking courses. In 2012 the Booker Washington Institute in Kakata, the oldest and best-known TVET institution in Liberia, had equal numbers of girls/women studying the building trades as technical and vocational trainees compared to boys/men; such a situation is very unusual globally. This will provide a new pool of women who will be able to engage in the WASH and other technical sectors across Liberia.

References/Links

Forum of African Women Educationalists, Liberia (2009) *FAWE Technical Vocation and Education Training (TVET) Code of Conduct, Supporting girls and women to acquire education for development through TVET*, December 2009. Liberia: FAWE.



**VIOLENCE
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& WASH**

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