

## 5.2 Facilities and services

<b>INEE Minimum Standards</b>	<p><b>Domain 2: Access and learning environment</b></p> <p>Standard 3 – Facilities and services:</p> <p>Education facilities promote the safety and well-being of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.</p>
<b>Primary users</b>	<p>National and sub-national levels</p> <ul style="list-style-type: none"><li>• EiE advisors;</li><li>• EiE programme managers and technical specialists.</li></ul>
<b>Purpose of tool</b>	<p>To provide tips on how to make facilities and services –</p> <p>including infrastructure, transportation, water, sanitation and hygiene (WASH), menstrual hygiene management (MHM), and referral services – more gender-responsive along the continuum from acute emergencies, through protracted crises, to peace and development.</p>

## Introduction

Facilities and services promote safety and well-being and are a typical entry point for EiE programmes that are seeking to be more gender-responsive. When facilities and services take account of different needs determined by age, gender, disability, and ethnicity, they enable better learning experiences and break down fundamental barriers to girls' access and attendance.

School communities and education stakeholders, including female and male learners and parents, should work together to 'build back better' after a crisis and to ensure the needs of learners and teachers, with and without disabilities, are met more effectively.

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## Key information

### Box 5.2.1: Defining facilities and services

Facilities and services mean:

- location of learning space;
- structure, design, and construction of learning space;
- reasonable accommodations for learners with disabilities;
- design and maintenance of learning spaces;
- WASH facilities;
- MHM facilities;
- school-related gender-based violence protection, prevention, and support services;
- sexual and reproductive health and rights education and support services;
- school-based health and nutrition services;
- access to local services and referrals.

### Essential resources

INEE (2019) [Guidance Note on Gender, Chapter 2.3 'Facilities and Services'](#)

## Tip sheet

The following series of tips for gender-responsive EiE facilities and services look at: (1) location and transport, (2) infrastructure, (3) WASH, (4) MHM, (5) school-based health and nutrition services, and (6) services and referrals. These are general tips that must be adapted to the context.

### 1. Location and transportation

The location of schools and learning spaces can determine whether or not learners are put at risk of sexual harassment, attack, or other safety and security risks. Getting to school or places of learning can be a key safety concern for parents and learners.

- **Where possible and appropriate, have mixed-gender groups travelling / walking / cycling to and from school together.** Identify the different risks faced by females and males on the way to school and take mitigating action. For example, if there are particular points where girls are at risk of sexual harassment, take steps to eradicate that harassment by working with communities and ensuring consequences for perpetrators.
- **Check that available transport options and the location of a school or learning space do not put male or female learners at risk** by exposing them to conflict (including abduction by armed groups and entering land-mined areas), natural disasters (such as flooding and earthquakes), and gender-based violence (GBV) and harassment. Are routes to school safe, open, and accessible?<sup>1</sup> Who is at greatest risk of an unsafe journey to school?
- **Work with local stakeholders to make sure that girls and boys, if necessary, are accompanied or can access safe and protective routes and means of transport** (including walking). These arrangements should include safely escorting or transporting girls and boys with mobility, visual, and intellectual impairments.
- **Work with the community and government, in partnership with transport providers, to put in place protection measures for female and male learners and to ensure accountability for violations.** For example, introduce a 'safe bus' or 'safe walking' service which protects girls and expects certain standards of behaviour from all passengers and community members. The consequences for violating these standards, such as being banned from transport, should be made clear. Make sure anyone setting up transport or accompaniment services consults families of learners with disabilities and includes them in these services.
- **Make sure temporary learning spaces are accessible.** Locate them within a reasonable distance of homes and/or communities. Make accommodations for learners and teachers with disabilities. Ensure the timing of shifts fits in with the routines and time constraints of male and female learners.

<sup>1</sup> For more information and guidance on actions see: GCPEA (2017) [The Safe Schools Declaration: A framework for Action](#)

- **If possible, conduct a risk mapping with girls, boys, women, and men** in and around schools and other learning sites to identify potential risks and take steps to address these. For example, a risk mapping which considers potential escape routes for girls in the event of an attack by armed forces might identify specific areas where girls face increased vulnerability, as well as safe spaces to hide.
- **Open up sight lines from school along access routes** (enabling sight and/or anticipation of attacks, abductions, and/or harassment). Clear undergrowth and bush, and remove or block corners and spaces where potential attackers can hide. Pay attention to areas of school grounds that can leave women and girls particularly vulnerable. Such measures can help deter attacks and enable access for security and emergency vehicles. Consider arranging separate or exclusive access for emergency vehicles to the rear of buildings.

#### **Box 5.2.2: UNRWA Jordan making schools safer for girls**

The UNRWA Jordan Field Office has devised a new approach to community protection – ‘Building Self-Protection’ – using risk mapping facilitated by a GBV focal point. The methodology is currently being piloted in 26 UNRWA schools in Jordan.

During one activity, female learners walk around the school grounds on a ‘safety walk’, identifying safe and unsafe spaces. They highlight risks of GBV but also threats to general and child protection. Female learners work together to draw a map of the school grounds indicating where there are risks. Based on the risks identified, a ‘protection roadmap’ is drawn to help with addressing unsafe spaces through a variety of interventions, including training, awareness raising, and partnership building.

- **Recruit unarmed guards to voluntarily stand watch on school grounds** 24 hours a day, where conflict poses particular threats to education. Often, just the presence of an unarmed guard is enough to ward off an attack.<sup>3</sup> Recruit male and female guards and train them on the specific risks that could be faced by female and male learners and teachers and how to mitigate such risks.
- **Create protection committees** to warn of threats or coming attacks. Ensure equal representation of male and female members in such committees. Facilitate their active involvement in identifying threats or attacks, paying particular attention to the gendered nature of those risks. For example, girls may be at greater risk of abduction or kidnapping by armed groups opposed to girls’ education.

2 Source: correspondence with UNRWA, March 2019

3 GCPEA (2014) The Role of Communities in Protecting Education from Attack

## 2. Infrastructure

- Ensure schools are no longer occupied by armed groups or displaced communities before reopening.
- Install speed bumps around the school to slow down traffic and reduce the potential for attacks by vehicle-borne improvised explosive devices.
- Erect barriers on school property, including gates outside and doors inside buildings to regulate and monitor access by unauthorized visitors.
- Use perimeter fencing, reinforced walls, and early warning or community alarm systems. Block (or partially block) windows with sandbags to prevent or slow down armed groups from accessing girls' and boys' schools and give guards more time to respond.
- Establish emergency exits and evacuation routes – a minimum of two in each school. Ensure these routes are clearly indicated and that female and male students are aware of them. Place floor plans near exits for emergency responders to use.
- Build bomb shelters in school yards or basements to which young children, girls, children with disabilities, and female teachers are evacuated as a priority.
- Identify hiding places within school, out of sight of windows and the exterior. Ensure these have furniture or other items that can be used as a blockade. Whenever possible, ensure young children, girls, and children with disabilities are accompanied by adults when using these places.
- Conduct regular practice evacuation drills, using the identified routes and hiding places, to prepare school administrators, teachers, and children for emergencies. Ensure young children, children with disabilities, and girls are accompanied during these drills, as they should be during a real evacuation.
- Install security lighting so that learning activities taking place outside daylight hours can be protected.
- Identify community members who can guard the school to deter attacks. Increase police and/or community security patrols at girls' schools (triggered by a gender-responsive early warning system).

## 3. Water, sanitation, and hygiene facilities

- Consult affected populations about gender-responsive sanitation facilities. Ensure girls, boys, women, and men have the opportunity to express their views, in same-sex groups, so that facilities meet their needs. Observe Sphere guidelines on WASH facilities (see [Box 5.2.3](#)).

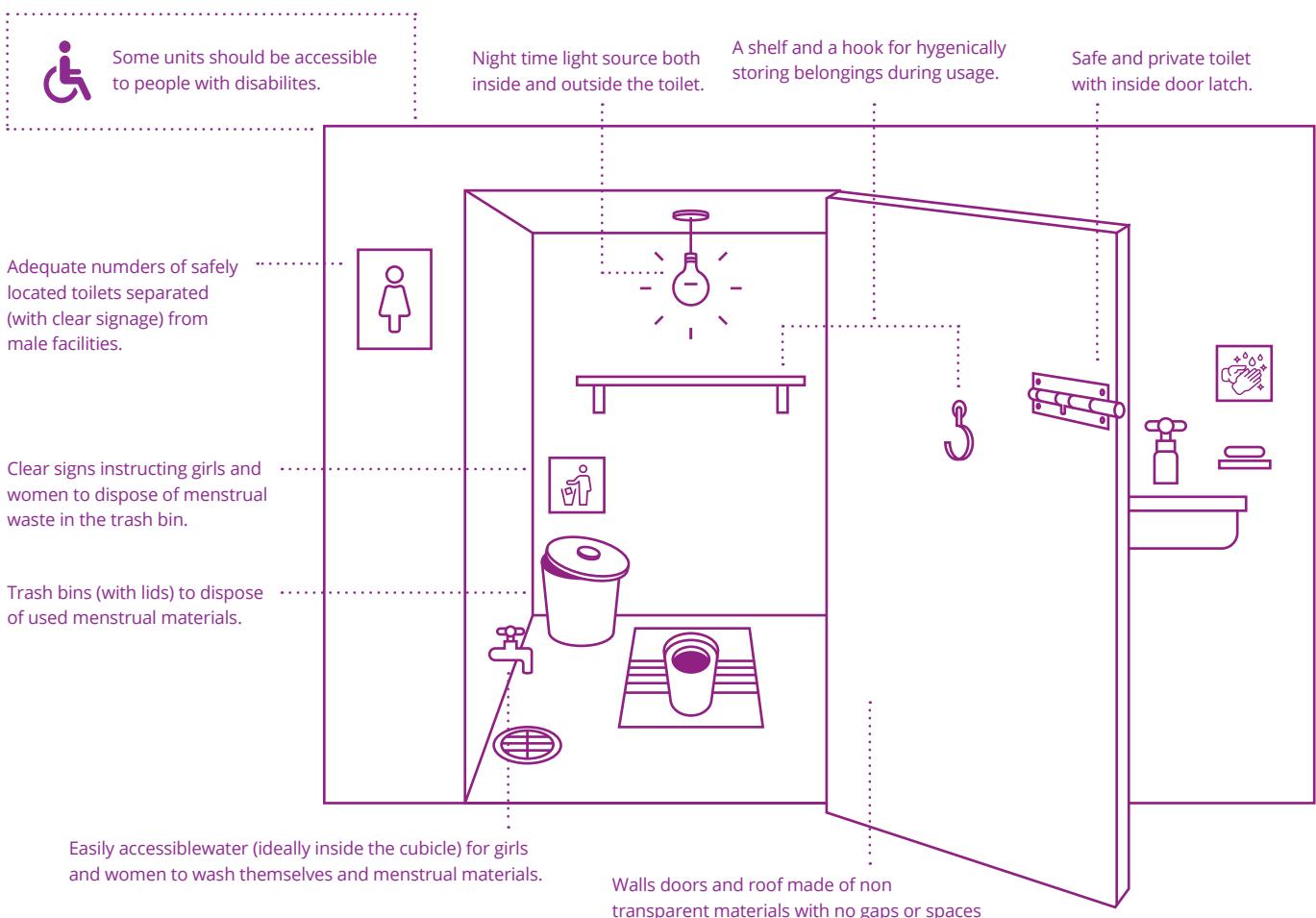
### Box 5.2.3: Extract from Sphere guidelines

Sphere guidelines for school toilets call for one toilet for every 30 girls and one toilet for every 60 boys.

Sphere guidelines for minimum water quantities in schools call for three litres of water per student per day for drinking and hand washing.<sup>4</sup>

- Make WASH facilities safe, well lit, convenient, and easily accessible to all. This can help prevent GBV and harassment.
- Ensure the water source safe and accessible, and soap is provided.
- Toilet doors should be lockable from the inside.

**Fig. 5.2.1: Example of a female-friendly toilets<sup>5</sup>**



4 See: [https://handbook.spherestandards.org/?handbook=Sphere&lang=english&chapter\\_id=ch006&section\\_id=ch006\\_005&match=toilet](https://handbook.spherestandards.org/?handbook=Sphere&lang=english&chapter_id=ch006&section_id=ch006_005&match=toilet)

5 Adapted from Columbia University and IRC (2017) [A Toolkit for Integrating Menstrual Hygiene Management \(MHM\) into Humanitarian Response: The Full Guide](#)

#### **Box 5.2.4: Costing guidance – minimum items needed for a female-friendly toilet or latrine**

- latched and lockable door;
- light;
- waste bin;
- toilet paper;
- soap;
- hook and/or shelf for storing belongings hygienically;
- accessible water supply;
- level entry (no steps wherever possible).

#### **4. Menstrual hygiene management**

Managing menstruation in emergency settings can be challenging, particularly when women and girls do not have access to sanitary facilities and materials. This may impact on their ability to participate in learning and teaching. Social taboos and the loss of privacy during emergencies can make matters worse.

- **Carry out an MHM needs assessment.** Ensure girls have access to sanitary materials, appropriate clothing, underwear, and soap. If they do not have these items, how can they be provided? They could be included in kits, backpacks, or non-food item provisions, and/or prepared for distribution during a crisis response. Partner with a local organization or other WASH actors who are already working with girls and women on MHM.
- **Consult girls and women on their MHM needs and capacities.** Make sure girls and women with disabilities are prioritized for consultation and advice.
- **Train staff in MHM.**
- **Provide MHM information for girls and women.** Ensure female facilitators lead sessions with girls and women in private spaces. Ensure information is sensitive to the context and culture: find out in advance which terms are acceptable to use.



#### **Essential resources**

[A Toolkit for Integrating Menstrual Hygiene Management \(MHM\) into Humanitarian Response](#) identifies key [MHM challenges](#) and recommended responses in emergency settings.

## 5. School-based health and nutrition services

- Is sexual and reproductive health and rights (SRHR) taught in all levels of education? Age-appropriate, gender-responsive, and culturally sensitive SRHR helps children and young people understand changes in their bodies as a natural part of their development.
- Communicable disease prevention programmes should be gender-responsive or gender-transformative in approach. Females and males face different risks of contracting and spreading diseases such as HIV and AIDS, Ebola, and COVID-19; they are exposed to different risks as a result of conditions imposed by curfews, etc.
- Ensure girls and boys can access school feeding programmes.
- Provide micronutrient supplements (e.g., vitamin A, iron, iodine) to female and male learners equally. Ensure fathers and mothers are aware of the need to distribute nutrition equally among the family, because children are better able to learn and develop cognitive function when they have good nutrition.
- Ensure parents are aware of the importance and affordability of healthy eating for females and males.

### Essential resources

INEE (2019) [Guidance Note on Gender](#), p.71 ,for SRHR information.

VVOB and FAWE (2019) [Gender Responsive Pedagogy in Early Education: a toolkit for teachers and school leaders](#), pp.36-37 for information on nutrition.

## 6. Services and referrals

Teachers and other education personnel should understand how to refer learners to local services to support their physical, emotional, and psychosocial well-being. For more comprehensive guidance on this, see:

### [5.3: Protection and well-being](#)

- Train teachers to understand physical and psychosocial well-being and to recognize when learners might need additional support. They should also recognize the possible difference in symptoms between sexes.
- Train teachers in referral service mechanisms with which they can share information on threats to learner health and well-being.
- Establish formal links with external services. Services may include counselling, psychosocial, and legal services for survivors of sexual and gender-based violence, as well as access to medical and social welfare help. Children who have been associated with armed groups may need support with family tracing and reunification, as well as reintegration into their communities.

**Table 5.2.1: Gender continuum for facilities and services – WASH example**



For gender-responsive M&E regarding facilities and services, see:

### [\*\*6.3: Gender-responsive EiE indicators\*\*](#)

#### **Further reading**

- GCPEA (2018) [What can be done to better protect girls and women from attacks on education?](#)
- INEE (2019) [Guidance Note on Gender](#)
- Columbia University and IRC (2018) [Menstrual Health Management in Emergencies Toolkit](#)