A PRACTITIONER’S TOOLKIT

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

Briefing Note 1: About this toolkit and how to use it

This briefing note includes:

- Purpose, scope and limitations of the toolkit
- How to locate information and tools within this toolkit
- What parts may be most useful for different users
- The definitions, terminology and acronyms used in the toolkit
- Contributors to the development of the toolkit

Five key things to remember from this briefing note:

1. This toolkit has been developed for use by WASH practitioners but will also be useful for gender-based violence (GBV), gender, protection, health and education specialists
2. This toolkit is relevant to development, humanitarian and transitional contexts
3. The toolkit provides examples of promising good practice approaches which have the potential to reduce vulnerabilities to violence
4. This toolkit has not been designed to be read from start to finish – different parts may be useful to different users
5. The key documents are the four briefing notes and the associated checklists – the other materials in the toolsets (case studies, checklists, videos, training scenarios etc.) may be drawn on as required
About this document
This document is one part of the ‘Violence, Gender and WASH: A Practitioner’s Toolkit – Making water, sanitation and hygiene safer through improved programming and services’.

This toolkit has been developed by Sarah House, Suzanne Ferron, Dr Marni Sommer and Dr Sue Cavill, on behalf of WaterAid with contributions from a wide range of organisations and individuals. It was funded by the Department for International Development (DFID) through the Sanitation and Hygiene Applied Research For Equity (SHARE) Consortium and co-published by a number of organisations.

Details of co-publishing organisations can be found on the back page of this document. The acknowledgements, acronyms, definitions and an overview of the toolkit are included in BN1.

Copyright and request for feedback
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The authors of these materials would be very happy to receive feedback from users of the materials contained within, whether positive or negative, so that it can be used if the materials are updated at a later date.

We would also be interested to receive feedback where the methodologies have been used and their impacts evaluated in respect to reducing violence linked to WASH programmes or services. This will add to the general body of evidence on the best ways to improve policy and programming.

Please send any feedback to: gbv@wateraid.org

Promising good practices
This toolkit brings together a range of examples of promising good practice that have the potential to reduce vulnerabilities to violence associated with WASH programmes and services. The approaches have been selected on the basis of case study examples where some successes have already been seen, from good practice guidance already being recommended within the WASH sector or across sectors, and also some selected based on best judgement and common sense. These are approaches and strategies that at least give those who are vulnerable a say in the programme and service provision, which encourage communities to develop their own strategies for prevention of violence, provide opportunities for peer support, and encourage ethical behaviours from staff – and are therefore likely to be effective in helping to reduce vulnerabilities.

There is a critical need to increase understanding of the links between violence and WASH, on appropriate ways to improve policy and programming, and for testing and evaluation of the same.

Every effort has been made to obtain permission for the inclusion of materials, and also to verify that information is from reputable sources, but checks have not been possible for all entries.

This material has been funded by UK aid from the Department for International Development (DFID). However, the views expressed do not necessarily reflect the Department’s official policies.

What ‘violence’ means in this toolkit
The main focus of this toolkit is the forms of violence that occur because of the differences in power between males and females. This is known as ‘gender-based violence’ (GBV). A large proportion of GBV is aimed at women and girls, because in most societies they face discrimination and hold less power than men and boys. However, violence that is associated with the gender roles assumed by men and boys can also make them the object of violence. People who have other gender and sexual identities, such as those who are lesbian, bisexual, gay, transsexual and intersex (LBGTI) may also face GBV.

We also consider violence against those from specific social groups, particularly those who may be in vulnerable, marginalised or special circumstances; and we consider violence that may occur between people of the same gender, such as between women or between men, or between men and boys.

The forms of violence that are the main focus in this toolkit are: sexual violence (rape, assault, molestation and inappropriate touching), psychological violence (harassment, ‘eve-baiting’, bullying or other actions which may cause fear, stress or shame), physical violence (beating or fighting leading to injury and death) and socio-cultural violence (social ostracism, discrimination, political marginalisation or social norms that have negative impacts).
A PRACTITIONER’S TOOLKIT

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

Toolset 1 Case studies
Examples of violence, gender and WASH

Toolset 2 Videos
Violence, gender and WASH and good practice in programming – including the introductory video ‘As safe as toilets?’

Toolset 3 Case studies
Good practice in policy and programming

Toolset 4 Methodologies for working with communities

Toolset 5 Scenarios
For use in training

Toolset 6 People in vulnerable, marginalised and special circumstances

Toolset 7 International legal instruments

Toolset 8 References

Briefing Note 1 About this toolkit and how to use it
• Purpose, scope and limitations
• Contents
• Definitions
• Acknowledgements

Briefing Note 2 Improving WASH programming
• Why as WASH practitioners we should consider vulnerabilities to violence
• What violence can look like in relation to WASH
• Principles for good practice in reducing violence related to WASH
• Examples of good practice in improving programming
• Advocacy and awareness raising

Briefing Note 3 Institutional commitment and staff capacity
• How violence can affect us as WASH professionals
• What we need to know as WASH professionals
• Responsibilities of WASH sector organisations
  – policies, codes of conduct, training and support for staff, finance and monitoring and evaluation (M&E)
• Examples of institutional good practice
• What we should do if we or our colleagues are affected directly by violence – ‘Do’s and Don’ts’

Briefing Note 4 Understanding the protection sector and how to respond to violence as a WASH actor
• Actors who work in the ‘protection’ sector in development and humanitarian contexts
• Examples of how WASH and protection actors have worked together
• Referral systems and ethics used by the protection sector
• What we should do if we are faced with violence in communities – ‘Do’s and Don’ts’

Supporting documents

Toolset 1
Toolset 2
Toolset 3
Toolset 4
Toolset 5
Toolset 6
Toolset 7
Toolset 8

BN1
BN2
BN3
BN4

Calender

Nov 05
A PRACTITIONER’S TOOLKIT

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Toolset 6 People in vulnerable, marginalised and special circumstances

Toolset 7 International legal instruments

Toolset 8 References

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BN1
BN2
BN3
BN4

Calender

Nov 05
Violence – particularly gender-based violence – is a scourge that we must all tackle. In my role as the UK’s Ministerial Champion for Tackling Violence against Women and Girls Overseas, I am pressing all those who work in development and humanitarian aid to develop and implement policies that reduce violence against women and girls and other vulnerable people.

A key element in reducing the risk of violence is to ensure development professionals understand what concrete steps can be taken to reduce vulnerable people’s exposure to violence. It is also crucial that they understand the importance of their own personal behaviour – and the behaviour of their colleagues – in preventing violence.

This toolkit that has been produced with UK aid through the SHARE research programme consortium is therefore both timely and important. I particularly welcome the dual focus on supporting those from both the WASH and Protection sectors to understand how they can work together to reduce violence. As the toolkit says, “while WASH is not a root cause of violence, it can and often does, contribute to the risk of violence”. Poorly designed and managed WASH services can increase the exposure of vulnerable people – particularly women, girls and those with disabilities – to the risk of violence. The simple act of collecting water or deprivation of a safe toilet, may result directly in acts of physical, sexual or psychological violence against women and girls.

Whilst poorly designed WASH interventions may increase people’s vulnerability, conversely, sensitive planning and design can do much to help reduce the risk of violence. Ensuring safe access to water and sanitation at home, at schools, and in the workplace that reflects the specific needs of women and girls, can have a real and immediate impact in reducing violence and improving people’s lives.

But as the toolkit also shows us, risks of violence are also very real within the institutions that provide WASH. It is crucial that NGOs, Governments and donor have clear policies on sexual harassment and violence and have zero tolerance for men who demand sexual favours or use their position of power to abuse women and girls.

I encourage all those working in the WASH sector both in development and humanitarian settings to use this toolkit and see reducing risks of violence against vulnerable people as a core element of their jobs.
Acknowledgements

This toolkit was developed following the recognition that violence linked to water, sanitation and hygiene (WASH) projects and programmes comes up on a regular basis and across multiple contexts. However, as WASH actors we have not always been clear on the scope of the problem or what we should be doing to reduce vulnerabilities to violence. This toolkit has been developed to respond to this gap, with the contributions of a wide range of actors and organisations who are acknowledged in the sections which follow.

Particular thanks are given to the following people who have given up their time to review various elements of the toolkit. In addition various organisations represented by those who reviewed also gave permission for the inclusion of their materials in the toolkit.

- Amity Law School, Noida, India – Dr Sujith Koonan, Lawyer and Assistant Professor
- CARE – Dr Helen Pankhurst, Senior Adviser, Water Team
- Environmental Law Research Society, New Delhi, India – Lovleen Bhullar, Law Researcher
- Independent – Annemariee Mooijman, Water, Sanitation and Hygiene Specialist
- Independent – Eric Fewster, Water and Environmental Manager, Independent Consultant
- Independent – Julie Lafreniere and Jeanne Ward, who are working to update the Inter-Agency Steering Committee GBV Guidelines
- International Federation of Red Cross and Red Crescent Societies, East Africa and Indian Ocean Islands – Chelsea Giles-Hansen, Water and Sanitation Delegate
- International Rescue Committee – Penninah Mathenge, Technical Advisor Hygiene and Sanitation; Sanni Bundgaard, Technical Advisor Care for Women Survivors; Liz Walker, Senior Technical Advisor Environmental Health and Paul Earwaker, Environmental Health Technical Adviser
- La Trobe University, Australia – Dr Sue Chaplin, Honorary Research Fellow, School of Public Health and Human Biosciences
- Médecins sans Frontières, Operational Centre Brussels – Yasmine Al Kourdi, Health Promotion and Socio-Anthropology Adviser
- Oxfam-Intermon, Spain – Pilar Duch, Protection and Gender Adviser and Simone Carter, WASH Coordinator
- Plan International, USA – Dr Darren Saywell, WASH/CLTS Technical Director, and Lauren Yamagata, Program Associate, WASH team; and Marcia Odell, Senior Gender Adviser
- Plan International, UK – James Robertson, Programmes Manager; Olga De Biaggio, Gender Equality Officer; Marialaura Ena, South East Asia Programme Officer; Sophie Bide, East Africa Programme Officer
- Programme de Promotion de Soins Sante Primaires (PPSSP), Democratic Republic of Congo – Deogratias Mwaka, Director
- Salamander Trust, UK – Dr Alice Welbourn, Founder and Director and Nell Osborne, e-Communication Consultant
- UNICEF, New York – Cecilia Sharp, Senior Adviser, Water and Environment; and Clara Sommarin, Senior Adviser, Child Protection
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- WaterAid, UK – Jane Wilbur, Equity, Inclusion and Rights Adviser, Yael Velleman, Senior Policy Analyst (Health and Sanitation), Shamila Janz, Learning, Research and Documentation Advisor, and Louisa Gosling, Programme Manager, Principles.

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Many thanks to the editorial and design team who worked very hard on this toolkit to make it more user friendly and accessible. The materials have been edited by Jane Lanigan, editors4change Limited and designed by Rod Shaw, Glenda McMahon and Kay Davey of the Water, Engineering and Development Centre (WEDC), Loughborough University, UK. The official toolkit website is hosted by WEDC and was developed and is maintained by Cath O’Connell of Computer Solutions. Many thanks also to the International Medical Corps who co-funded the initial print run.

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• Restored
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• Video Volunteers
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• We Can Campaign
• Women in Cities International (WICI)
• Women’s Refugee Commission (WRC)
• World Vision

Thanks also to various organisations represented by those included included in the tables which follow who also gave permission for the inclusion of their materials in the toolkit.
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<td>Acronyms</td>
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<td>BN</td>
<td>Briefing Note</td>
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<td>PHAST</td>
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<tr>
<td>STI</td>
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| TS       | Toolset                                          |
| TVET     | technical vocational education and training      |
| UNFPA    | United Nations Population Fund                   |
| UN HABITAT | UN Human Settlements Programme                 |
| UNHCR    | UN High Commissioner for Refugees/UN Refugee Agency |
| UNICEF   | UN Children’s Fund                               |
| UNMAS    | UN Mine Action Service                           |
| VAW      | violence against women                           |
| WASH     | water, sanitation and hygiene                    |
| WEDC     | Water, Engineering and Development Centre        |
| WWP      | Women’s WASH Platform                            |

Rod Shaw / WEDC, Loughborough University
About this toolkit

This toolkit has been developed in response to an acknowledgement that although the lack of access to appropriate sanitation, hygiene and water services is not the root cause of violence, it can lead to increased vulnerabilities to violence of varying forms. Incidences have been reported from a wide range of contexts, often anecdotally but with regular occurrence, with a number of targeted studies confirming the same.

By recognising both the risks of violence associated with WASH and the potential benefits of WASH it is hoped that the toolkit can shine a light on this problem and encourage practitioners to recognise their capacity to make WASH safer and more effective.

Effectively considering gender in the process of establishing sustainable WASH services can also contribute to the process of longer-term change in attitudes and relationships between men and women. This in turn can contribute to a transformative process that can help reduce vulnerabilities to violence over the longer term. However, for WASH actors, particularly for those working in the longer-term developmental contexts, there has been a lack of clarity on the practical steps that can be taken so that they can contribute to reducing vulnerabilities through improved policy and programming. This toolkit aims to fill this gap.

Development, humanitarian and transitional contexts

As is highlighted in Briefing Note 2 (BN2) and Toolset 1 (TS1) of this toolkit, violence occurs in a range of contexts, including those that are considered more ‘stable’ or longer-term, developmental contexts. Given that vulnerabilities tend to be magnified in humanitarian contexts, the issue has gained a higher profile, and core guidance already exists for these settings in the form of the Inter-Agency Standing Committee (IASC) guidelines. This offers opportunities for learning for those working in longer-term development.

It is hoped that the toolkit will still be useful for humanitarian actors through the sharing of:

- Case studies highlighting the prevalence of the problem, so as to encourage better use of the existing tools and guidance;
- Case studies on promising good practices, including engaging with communities in urban contexts; and
- Provision of information on the protection sector and on the ‘do’s and don’ts’ when in contact with people who have experienced violence.

Rod Shaw / WEDC, Loughborough University

Aims and objectives of the toolkit

Overall aim of the resources:
To raise the capacity of WASH and other practitioners and authorities, through the availability of guidance of promising good practices, to enable them to be better equipped to minimise vulnerabilities to violence linked to poor access to WASH through improved policy and programming.

Specific objectives:
1. To raise awareness on the vulnerabilities to violence with links to poor access to water, sanitation and hygiene (WASH) for girls, women, boys, men, people with other gender and sexual identities and with particular attention to people from marginalised groups or who are in vulnerable or special circumstances;
2. To enable learning on good policy and programming practices (assessment, planning, design, implementation, monitoring) to minimise vulnerabilities to violence linked to WASH;
3. To enable WASH practitioners to understand better how to link with or form alliances with organisations specialising in protection or gender-based violence (GBV) through better understanding the protection sector, for policy influence, programming and the provision of services;
4. To encourage institutional commitment from all departments including human resources to contribute to reducing vulnerabilities to violence in programmes and the workplace;
5. To identify what as WASH actors we should do when faced with violence at the community level or within the workplace, and who can provide professional support.
‘Humanitarian’ and ‘development’ contexts are also artificial distinctions. Many contexts fluctuate between relatively stable conditions, sometimes for many years, to periods of conflict or natural or complex disasters. Such contexts may be termed ‘transitional’ or ‘fragile’. Other people may live in politically stable contexts, but face vulnerabilities to violence because environmental degradation leads them to have to walk increasingly long distances for water.

Because of these artificial contextual distinctions, and because of the potential for learning across contexts, the information in this toolkit is integrated into one set of unified briefing notes and toolsets.

**Human rights**

This toolkit supports a number of international protocols, conventions and agreements. Particular rights of relevance in the Universal Declaration of Human Rights (1948) include: the rights to life, liberty and security of person; that no-one should be subjected to cruel, inhuman or degrading treatment; everyone has the right to equal access to public service; and rights related to employment and education without discrimination. This subject is discussed further in BN2 and extracts from a range of international protocols, conventions and agreements are included in TS7.

**Promising good practices**

The research behind this toolkit found that while there are a variety of anecdotal examples of violence occurring in relation to WASH and a few targeted studies, there is limited evidence of the impact of WASH policy and programming approaches in reducing violence. This is even the case in humanitarian contexts, where more work has been undertaken on promoting good practice.

This toolkit brings together a range of examples of promising good practice that have the potential to reduce vulnerabilities to violence associated with WASH programmes and services. The approaches have been selected on the basis of case study examples where some successes have already been seen, from good practice guidance already being recommended within the WASH sector or across sectors, and also some selected based on best judgement and common sense. These are approaches and strategies that at least give those who are vulnerable a say in the programme and service provision, which encourage communities to develop their own strategies for prevention of violence, provide opportunities for peer support, and encourage ethical behaviours from staff – and are therefore likely to be effective in helping to reduce vulnerabilities.

**Need for learning on good practice**

There is a significant need to increase learning on this issue from experiences in the field, through documenting practices, improving monitoring on this issue and learning from the users of WASH services. In particular we should learn about what the impact has been in terms of the lived experiences and perceptions of the communities that are affected by WASH policy and programming. This learning needs to be documented and shared as part of planning and monitoring processes within organisations, and shared wider for sector and cross-sectoral learning.

**User groups for the toolkit**

**Main user group** – WASH practitioners working at subnational, national and international levels from governments, civil society organisations (CSOs), the private sector and training institutions.

**Secondary user group** – Practitioners working in development, humanitarian and transitional contexts on: gender; gender-based violence/violence against women and girls; protection; education; health; shelter; logistics; and associated areas.
It is expected that users will already have a basic understanding of the concept of gender, but may or may not have already considered violence in relation to WASH in any depth.

Refer to the table which follows which identifies the suggested materials which may be useful to specific user groups and provides examples of how the toolkit can be used by personnel with different types of responsibility across these sectors.

**How to use this toolkit**

The style of this toolkit has been designed in response to needs expressed by different actors. Some voiced a preference for a simple summary of the issues and short tools such as videos and scenarios that could be used for training; while others asked for more detail and examples of good practice.

The toolkit is split into briefing notes and toolsets:

**Briefing notes (BN)** – Provide an overview of the issues relating to violence and WASH, including short case studies, guiding principles and recommendations. Links are provided to the toolsets for further detail and examples.

**Toolsets (TS)** – Provide additional details in specific areas, such as: a broader range of case studies; links to videos; methodologies which can be used when working with communities; scenarios with trainers’ notes to assist in the capacity building of staff; guidance on particular issues for people in marginalised, vulnerable or special circumstances; and information on the international legal instruments with relevance to violence and WASH.

It is proposed that the starting point for using this toolkit is to read **BN2**, which provides an overview of the issues and good practice. This then provides linkages to further information either in **BN3** or **BN4** or to the materials in the toolsets.

It would also be useful to view **Video 1 – ‘As safe as toilets?’** in **TS2**, which has been produced specifically for this toolkit. It provides an introduction to violence and WASH, and prompts the viewer to question for themselves the importance of this issue to his/her work.

Once the user has become oriented with the toolkit, they can go directly to the BN or TS that is appropriate to their needs. Please refer to the overview diagram and contents mapping table that follows later in this BN.

For practical guidance on reducing vulnerabilities to violence related to WASH, see the:

"Violence, Gender and WASH: A Practitioner’s Toolkit - Making water, sanitation and hygiene safer through improved programming and services."
Suggested materials which may be useful to specific user groups

**Policymakers**

The materials provide background information on potential vulnerabilities to violence related to WASH in policy and programmes, with examples on promising good practices.

- **Overview** – BN1, BN2, BN3, BN4
- **TS1** – A range of case studies grouped in categories, which can provide insights into the vulnerabilities that can occur related to violence and WASH and which it is helpful to understand before designing policies.
- **TS2** – Videos that highlight vulnerability and WASH issues in different contexts and good practice. The video ‘As safe as toilets?’ is a good introduction to prompt the policymaker to consider why they should be considering violence in their work, and also links into the whole toolkit.
- **TS3** – Provides a number of examples of promising good practice including those in section F related to policies, strategies and guidelines which incorporate recommendations related to violence and WASH. The other sections in this toolset include examples of potential good practice related to programming, human resource management and advocacy campaigns.
- **TS6** – Highlights particular issues for people in vulnerable, marginalised or special circumstances. These are important to understand to ensure that programmes help to reduce vulnerabilities of people who may be most vulnerable or marginalised in a particular context.

**Programme funding personnel**

The materials provide information to build the knowledge of funding personnel on the issues relating to violence and WASH, some considerations related to funding and information that may be useful for inclusion in funding proposals.

- **Overview** – BN1, BN2, BN3, BN4
- **BN3** – Includes a section on financing related to preventing/reducing violence related to WASH.
- **TS7** – Includes extracts from a number of international legal instruments (conventions, protocols and agreements) that can be included in funding proposals.

**Advocacy staff**

The materials provide information to build the knowledge of advocacy staff on the issues relating to violence and WASH, and also some specific examples of where violence and WASH has been integrated into broader advocacy campaigns.

- **Overview** – BN1, BN2, BN3, BN4
- **BN2** – Includes an introduction to the integration of violence related to WASH into advocacy campaigns, and efforts and examples of where this has already been incorporated into broader campaigns. It also includes some bullet points as to key advocacy messages.
- **TS2** – Includes links to videos used as part of advocacy campaigns, including the ‘1 in 3 video.’
- **TS3-H** – Provides more detail on examples of campaigns that have already incorporated issues related to violence and WASH.
Implementers

The materials provide information to build the knowledge of implementers on the issues relating to violence and WASH they should be aware of. It provides examples of promising good practice and also examples of how to adapt commonly used participatory tools to incorporate considerations related to WASH.

- **Overview** – BN1, BN2, BN3, BN4
- **TS1** – A range of case studies grouped in categories, which can provide insights into the vulnerabilities that can occur related to violence and WASH and which it is helpful to understand before designing programmes.
- **TS2** – Videos that highlight vulnerability and WASH issues in different contexts and good practice. The video ‘As safe as toilets?’ is a good introduction to prompt the implementer to consider why they should be considering violence in their work, and also links into the whole toolkit.
- **TS3** – Provides a number of examples of promising good practice relating to: A – Participatory tools to assess and discuss safety and services; B – Linking WASH and protection; C – Siting design and management of facilities; D – Community managed latrine and bathing blocks. Section E – provides some broader examples of working on transformation with communities and involving men and boys; and section H – includes examples of where violence related to WASH has been integrated into broader advocacy campaigns.
- **TS4** – Provides examples of tools that can be used with communities, including adaptation of tools already commonly used in the sector.
- **TS6** – Highlights particular issues for people in vulnerable, marginalised or special circumstances, important to understand to ensure that programmes help to reduce vulnerabilities of people who may be most vulnerable or marginalised in a particular context.

Trainers

These materials provide a resource to draw on for incorporation in training materials and exercises.

- **Overview** – BN1, BN2, BN3, BN4
- **TS1** – Includes a range of case studies relating to violence and WASH grouped in categories. Individual case studies can be drawn on for training sessions, which can be developed into exercises or used to prompt discussion.
- **TS2-A-1** – Includes the video ‘As safe as toilets?’, which is an introductory video to help WASH practitioners understand the issues related to violence and WASH and to consider why they should be taking account of these issues in their work. It is also provides an introduction to the toolkit.
- **TS2** – Also includes videos or links to other videos with notes on their content, which can be incorporated into training sessions to prompt learning on specific points.
- **TS5** – Violence and WASH-related scenarios with trainers notes which can be adapted for direct use in sessions.
- **TS3, 4; 6; and 7** – Good practices grouped by category; methodologies for working with communities; issues for people in vulnerable, marginalised or special circumstances; and extracts from various international legal instruments – all of which can be drawn on for integration into training materials depending on the focus of the training.
Monitoring and evaluation staff

The materials provide information to build the knowledge of monitoring and evaluation staff on the issues relating to violence and WASH. A checklist is also included as an aide-memoire, with information provided on considerations when monitoring violence related to WASH.

- Overview – BN1, BN2, BN3, BN4
- BN3 – Includes a section on the monitoring and evaluation of programmes, which considers issues related to violence and WASH, including ethical considerations.
- TS4-K – Provides guidance on monitoring violence in relation to WASH at the community level.

Human resources

These materials may be used for the development of policies, strategies, codes of conduct and peer mentoring schemes. They can also be used for the induction of new staff or training of existing staff.

- Overview – BN1, BN2, BN3, BN4
- BN3 – Focuses specifically on human resource-related issues.
- TS1-B – Includes a number of human resource-related examples around psychological violence towards staff and appropriateness of WASH facilities in offices.
- TS1-D-16 - Situation of and experiences of women working in the WASH sector in South Asia,
- TS2-A-1 – The video ‘As safe as toilets?’ is an introductory video to help WASH practitioners understand the issues related to violence and WASH and to consider if they should be taking account of these issues in their work. It is also provides an introduction to the toolkit.
- TS3-F – Includes case studies related to good practice in policies, strategies and guidelines.
- TS3-G – Includes case studies on codes of conduct and peer mentoring schemes.
- TS6 – Provides some guidance on particular issues for people in vulnerable, marginalised or special circumstances.

Bob Linney / Health Images
Overview of contents
The toolkit is structured around a series of 4 briefing notes (BN) and 8 toolsets (TS).

Standard second page for all documents

- About this document
- Copyright and request for feedback
- Citation for this publication
- Promising good practices
- What ‘violence’ means in this toolkit

Briefing Note 1: About this toolkit and how to use it

- This briefing note includes
- Five key things to remember from this briefing note
- Overview of the Violence, Gender and WASH toolkit
- Foreword by UK Department for International Development Parliamentary Under Secretary of State, Rt. Hon. Lynne Featherstone MP
- Acknowledgements
- Acronyms
- About this toolkit
- Aims and objectives of the toolkit
- Development, humanitarian and transitional contexts
- Human rights
- Promising good practices
- Need for learning on good practice
- User groups for the toolkit
- How to use this toolkit
- Suggested materials which may be useful to specific user groups
- Overview of contents
- Definitions
- Supporting publications on the toolkit USB
- Endnotes
Briefing Note 2: Improving WASH programming

- This briefing note includes
- Five key things to remember from this briefing note
- Violence and ‘gender-based violence’ (GBV)
- Overview – violence and WASH
- Categories of violence with relevance to WASH
- Examples of violence and WASH
- Overview of causes and implications of violence (including GBV) with relevance to WASH
- Questions and concerns relating to violence and WASH
- Human rights, violence and WASH
- Advocacy and awareness raising on violence and WASH
- Principles for good practice in reducing violence linked to WASH
- Examples of good practice in programming
- Key publications highlighting good practice
- Endnotes

Briefing Note 3: Institutional commitments and staff capacity

- This briefing note includes
- Five key things to remember from this briefing note
- Introduction
- Violence and WASH professionals
- Examples of violence related to WASH or associated professionals
- What as WASH professionals do we need to know?
- Responsibilities of institutions and organisations
- Codes of conduct
- Supporting women and minority staff
- Policy, strategy and guidelines
- Financing and budgeting to reduce violence related to WASH
- Monitoring and evaluation
- Training staff in codes of conduct, policies and how to reduce their own vulnerabilities to violence
- Responding to sexual assaults on staff
- Care for ourselves when interacting with people who have experienced violence
- Endnotes
Briefing Note 4: Understanding the protection sector and how to respond to violence as a WASH actor

- This briefing note includes
- Five key things to remember from this briefing note
- Responding to violence as a WASH actor
- What is ‘protection’?
- The ‘protection sector’ and types of service providers
- Protection actors in emergencies
- Referral systems
- Challenges for referral systems for violence, child abuse and protection-related services in resource-poor and fragile contexts
- Linking protection and WASH actors for mutual support
- Principle of ‘do no harm’
- Protection principles in emergencies
- Ethics for research on sexual violence
- What to do when someone from community level discloses a violent incident
- ‘Do’s and don’ts’ – when interacting with a person at community level who has experienced violence
- Speaking with abusers
- Endnotes

Checklists: Reducing vulnerabilities to violence through improved WASH programming

- Checklist with explanations for actions
- Short checklist for quick reference
Toolset 1: Case studies: Violence, gender and WASH

- This toolset includes
- Case studies on violence, gender and WASH
- Main categories of violence with relevance to WASH covered in this toolset
- TS1-A – Sexual violence (rape, assault, molestation)
- TS1-B – Psychological violence (harassment, ‘eve-baiting’ and bullying, which can lead to fear, stress, shame)
- TS1-C – Physical violence (beating, fighting which can lead to injury, death)
- TS1-D – Socio-cultural violence (social ostracism, discrimination, political marginalisation, forced behaviours, shame)
- TS1-E – Cross-cutting case studies
- Endnotes

Toolset 2: Videos on violence, gender and WASH and good practice in programming

- This toolset includes
- TS2-A – Examples of violence, gender and WASH
  - TS2-A-1 – Video – ‘As Safe as Toilets?’ including facilitator’s notes
  - TS2-A-2 – Video – ‘Woman’s Song Against Open Toilets’, India
  - TS2-A-3 – Video – ‘1 in 3’
  - TS2-A-4 – Video – Impacts on women and girls of a lack of WASH, including violence
  - TS2-A-6 – Video – ‘The Bucket’
  - TS2-A-7 – Video – ‘Beyond the Factory Floor’
  - TS2-A-8 – Video – Case study from Kenya on girls using transactional sex for sanitary pads
- TS2-B – Good practice in programming and services with the potential to reduce vulnerabilities to violence related to WASH
  - TS2-B-1 – Video – ‘Safer Cities: Fear Holds Girls Back’
  - TS2-B-3 – Video – ‘Our Lanes... Our Lives’
  - TS2-B-4 – Video – ‘The Scavengers – India’
  - TS2-B-5 – Video – ‘W of Women = Will’
  - TS2-B-6 – Video – ‘Through Our Eyes’
  - TS2-B-7 – Video – ‘Stepping Stones’
  - TS2-B-8 – Video – ‘Boys Show the Way’
Toolset 3: Case studies and examples of good practice

- **TS3 – Introduction and overview**
- **TS3-A – Participatory tools to assess and discuss safety of services**
  - **TS3-A-1** – Integrating women’s safety into urban services, Delhi
  - **TS3-A-2** – Adolescent girls’ views on safety in cities: Cairo, Delhi, Hanoi, Kampala and Lima
  - **TS3-A-3** – ‘Safe-scaping’: participatory safety mapping with adolescent refugee Somali girls, Ethiopia
  - **TS3-A-4** – PHAST and learning circles for gendered change, Vanuatu and Fiji
- **TS3-B – Linking WASH and protection**
  - **TS3-B-1** – Linking water, sanitation, hygiene, health and protection: Democratic Republic of the Congo
  - **TS3-B-2** – Linking WASH and protection teams: Democratic Republic of the Congo, Yemen, South Sudan
  - **TS3-B-3** – Ensuring safe and equitable access to marginalised Malian social groups in refugee camps: Mauritania and Burkina Faso
- **TS3-C – Siting, design and management of facilities**
  - **TS3-C-1** – Adolescent girls designing school WASH facilities: Papua New Guinea
  - **TS3-C-2** – Women’s WASH Platforms: Bangladesh
  - **TS3-C-3** – Considering protection in water supply and hygiene promotion in humanitarian responses: Bangladesh and Sudan
  - **TS3-C-4** – Innovations in WASH in emergencies to improve dignity and reduce violence against women
- **TS3-D – Community-managed latrine and bathing blocks**
  - **TS4-D-1** – Community-Municipal Corporation–NGO partnership for slum infrastructure improvement: Tiruchirappali, India
  - **TS4-D-2** – Community-managed sanitation supporting the emancipation of scavengers: Sulabh International, India
  - **TS4-D-3** – Community-designed and -managed latrine blocks and women’s savings co-operatives in urban areas: Pune, India
- **TS3-E – Transformation of communities to reduce violence: opportunities for the WASH sector**
  - **TS3-E-1** – Stepping Stones for community transformation
  - **TS3-E-2** – Practical toolkit and training outline for community video with a focus on GBV and related issues
  - **TS3-E-3** – Working with men and boys to reduce violence
- **TS3-F – Policies, strategies and guidelines incorporating recommendations related to violence, gender and services**
  - **TS3-F-1** – Strategic framework for women’s safety, Delhi, India, 2010
  - **TS3-F-2** – WASH Accountability Resources – Ask, Listen, Communicate, Global WASH Cluster
  - **TS3-F-3** – Sphere Humanitarian Charter and Minimum Standards for Humanitarian Response
  - **TS3-F-4** – Inter-Agency Standing Committee gender and GBV guidance for humanitarian response
  - **TS3-F-5** – International Rescue Committee, Environmental Health Sector Framework
  - **TS3-F-6** – Gender equity in and through education in emergencies: Inter-Agency Network for Education in Emergencies
... continued

- **TS3-G - Codes of conduct, peer mentoring schemes**
  - **TS3-G-1** - Code of conduct for technical and vocational training schools, Liberia
  - **TS3-G-2** - Supporting and empowering girls and women studying engineering and the technical trades: TUSEME Club, Liberia
  - **TS3-G-3** - Standards for Professional Conduct: International Rescue Committee
  - **TS3-G-4** - Gender equality policies: Plan International and the International Save the Children Alliance
  - **TS3-G-5** - Child protection policies, WaterAid and the International Save the Children Alliance

- **TS3-H – Advocacy materials and activities on violence, gender and WASH**
  - **TS3-H-1** – GBV posters/postcards: Water Supply and Sanitation Collaborative Council, advocacy campaign
  - **TS3-H-2** – Campaign on stopping violence against girls in school, ActionAid
  - **TS3-H-3** – Posters for GBV and urban services campaign: Delhi, India
  - **TS3-H-4** – Gender relations and WASH poster: Fiji and Vanuatu
  - **TS3-H-5** – The Gender and Development Network and WaterAid’s submissions and responses to the International Development Committee (UK government) inquiry on violence against women and girls

**Toolset 4: Methodologies for working with communities on violence, gender and WASH**

- **TS4 – Introduction and overview**
- **TS4-A – Building trust and understanding**
- **TS4-B – Barrier analysis and problem solving**
- **TS4-C – Accessibility and safety audits/walks, safety mapping and associated tools**
- **TS4-D – Videos, role plays and drama**
- **TS4-E – Pocket chart voting and participatory ranking**
- **TS4-F – Adapted 24-hour clock**
- **TS4-G – Three-pile sorting**
- **TS4-H – Community information leaflet**
- **TS4-I – WASH committees, gender and decision-making**
- **TS4-J – Involving users in the design and location of WASH facilities**
- **TS4-K – Monitoring violence and WASH risks**
Toolset 5: Training scenarios

- This toolset includes
- Training scenarios around violence, gender and WASH
- TS5-A – Scenario – Control of household resources and sexual violence
- TS5-B – Scenario – Harassment when using communal sanitation facilities in urban areas
- TS5-C – Scenario – Risks to men
- TS5-D – Scenario – Abuse of power
- TS5-E – Scenario – Challenging gender roles
- TS5-F – Scenario – Experiencing violence on a WASH programme
- TS5-G – Scenario – Supporting a colleague who has experienced violence

Toolset 6: Violence and WASH – Considering people in vulnerable, marginalised or special circumstances

- TS6-A - People who are vulnerable, marginalised or in special circumstances
- TS6-B - Case studies of violence related to WASH faced by people who are vulnerable, marginalised or in special circumstances
- TS6-C - Good practice in reducing vulnerabilities to violence of those who are vulnerable, marginalised or in special circumstances
# Toolset 7: International legal framework

- **This toolset includes**
  - **Introduction**
  - **TS7-A – Instruments that are legally binding to the signatories**
    - **TS7-A-6** – UN Security Council Resolution 1325 on the protection of women and girls in conflict situations, 2000
  - **TS7-B – Instruments that are not legally binding**
    - **TS7-B-1** – Universal Declaration of Human Rights, 1948
    - **TS7-B-2** – Beijing Protocol for Action, 1995
    - **TS7-B-3** – UN Secretary-General's Bulletin, Special Measures for the Protection from Sexual Exploitation and Sexual Abuse, 2003
    - **TS7-B-4** – UN Declaration on the Elimination of Violence Against Women, 1993; and Elimination on All Forms of Violence Against Women, 2003
    - **TS7-B-5** – United Nations Millennium Declaration, 2000
  - **TS7-C – Regional documents of relevance**
  - **TS7-D – International Protection Standards of Relevance:**
    - **TS7-D-1** – International Committee of the Red Cross (ICRC) Professional Standards for Protection Work (good practice guidance)

# Toolset 8: References

- **References**

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**Supporting publications (listed at the end of this document)**
Definitions

The following definitions are used throughout the toolkit:

For the purpose of this toolkit when we mention ‘violence’ it will be considered to cover:

Any harmful act that is perpetrated against a person’s will, and that is based on power differences between people – for example:

1. Due to socially ascribed [gender-related] roles between males and females or people of other gender and sexual identities including lesbian, bisexual, gay, transsexual or intersex (LBGTI);

2. Due to socially allocated positions in society due to ethnicity or social grouping, leading to marginalisation and discrimination;

3. Between people of the same gender when there are power differences, such as between adults and children.

With respect to category 1 – This is the standard definition of gender-based violence.

With respect to category 2 – Violence may also occur against people who are in vulnerable, marginalised or special circumstances. Where a person falls into the category of having less power due to both their gender and their social grouping, for example a woman from a minority group, the woman will face a ‘double jeopardy’ of being discriminated against because of both her gender and also her social grouping.

Culture – This concerns the values, attitudes, norms, ideas, internalised habits and perceptions, as well as the concrete forms of expressions of these – for example, social roles, structures and relationships, codes of behaviour and explanations for behaviour that are, to a significant extent, shared among a group of people.

Disability – Disability is a result of the limitations imposed on persons who face attitudinal, institutional or environmental barriers to their participation in society. ‘Disability’ (a social issue) is separate from ‘impairment’ (a medical or individual issue). Some people with disability prefer the term ‘differently abled’. ‘People with disabilities’ is commonly used and is used in this toolkit.

Gender – Refers to the social norms between males, females and people of other gender identities that are learned, and though they may be deeply rooted in every culture, are changeable over time, and have wide variations both within and between cultures. ‘Gender’ determines the roles, responsibilities, opportunities, privileges, expectations and limitations for males, females and people of other gender and sexual identities (LBGTI) in any culture. Gender identity, roles and relations can vary and change as a result of ideological, political, economic and/or cultural influences.

Gender-based violence (GBV) – An umbrella term for any harmful act that is perpetrated against a person’s will, and that is caused by differences in power between people of different genders, i.e. between males and females and people of other gender and sexual identities (LBGTI).

Acts of GBV violate a number of universal human rights protected by international instruments and conventions. Some forms of GBV, however, are not illegal and are not considered as criminal acts in national laws and policies. Around the world, GBV has a greater impact on women and girls than on men and boys. The term ‘gender-based violence’ is often used interchangeably with the term ‘violence against women’. The term ‘gender-based violence’ highlights the gender dimensions of this type of violence; in other words, the relationship between females’ subordinate status in society and their increased vulnerabilities to violence. It is important to note that men and boys also experience violence, often related to expectations of their social role, and particularly committed against them by other males, and that women may also endorse/perpetuate the patterns of violence that are socially/culturally expected/required. While the following does not justify the actions of a perpetrator of violence, it is useful to understand that men and boys who have been both the perpetrators and receivers of GBV have often been bullied, shamed, beaten or sexually abused when young, and have often witnessed acts of GBV against women and girls in their families. They have therefore often themselves been damaged when they were boys, hence perpetuating the violence as they have learned a distorted sense of how power is demonstrated and expressed. Violence leads to further violence.
It is also important to note that people of other gender and sexual identities, such as people who are lesbian, bisexual, gay, transsexual or intersex (LBGTI), are highly vulnerable to gender-based violence. It is common that they are discriminated against, and in some circumstances are highly threatened with risk of death purely because of their gender or sexual identity.

Violence (against people of specific social groupings and including but not limited to gender-based violence) can be, for example:

- **Physical** – beating, forced labour;
- **Sexual** – rape (including marital rape, and including any form of non-consensual penetration of the body), survival or transactional sex, sexual harassment, unwanted touching;
- **Psychological** – intimidation or threat of physical harm, ‘eve-baiting’ or teasing, restricted freedom of movement, verbal abuse, regular undermining in a work context or harassment;
- **Economic** – withholding money, access to land, property and inheritance rights and other productive resources, destruction of property;
- **Socio-cultural** – social ostracism, discrimination, political marginalisation, forced and/or early marriage;
- **Legal** – laws relating to the ownership and control of resources that contribute to vulnerability;
- **Institutional** – the absence of policies and procedures that allow the abuse of power, e.g. bullying, unequal access to school for girls and boys or to work for men and women.

It should be noted that some of the categories overlap with one another and hence some actions are relevant to more than one category. For example, forced marriage can be considered both socio-cultural and sexual violence.

**Gender discrimination** – Any distinction, exclusion or restriction made on the basis of socially ascribed [gender] roles and norms that prevent a person from enjoying their full human rights.

**Gender equality** – When one sex is not routinely privileged or prioritised over the other, when males, females and people of other gender and sexual identities (LBGTI) have the same status in society and have the same entitlements to human rights; enjoy the same level of respect in the community; can take advantage of the same opportunities to make choices about their lives; and have the same amount of power to shape the outcomes of these choices. They have equal rights, obligations and opportunities to security and good health, to a viable livelihood and to remunerative work, to participate in the care of home and dependent family members, to take active part in public and political life, and are recognised, respected and valued for their capacities and potential as individuals and as members of society. Gender equality does not mean that women and men, or girls and boys, are the same. Women and men, girls and boys have different but related needs and priorities, face different constraints, and enjoy different opportunities. Gender equality refers to the absence of discrimination on the basis of one’s sex or gender identity (male, female or LBGTI).

**Gender equity** – Parity between females and males in terms of fairness and justice in the distribution of resources, benefits and responsibilities. This concept recognises that girls and boys may have different needs and negotiating power, and that these differences should be identified so as to address any imbalances between the sexes. For example, families are often less prepared to send their daughters to school than their sons. Therefore more support may be needed to encourage parents to send girls to school, such as through the payment of school fees. This may help more girls be able to attend school and hence increase their equality with boys.

**Inclusive WASH** – Inclusive WASH addresses societal barriers by incorporating access (no person faces barriers in the built environment), equity (every person, regardless of their age, gender, disability, sexual identity, medical status or ethnicity, benefits from an intervention) and inclusion (everyone is recognised as participants in all development activities).
Perpetrator – Person, group or institution that directly inflicts or otherwise supports violence or other abuse inflicted on another against her/his will.

Person who has experienced gender-based violence – The terms ‘victim’ and ‘survivor’ are sometimes used interchangeably for people who have experienced violence. Traditionally ‘victim’ was a term that was more often used by the legal and medical sectors, although today the medical sector no longer utilises this term. ‘Survivor’ is the term generally preferred in the psychological and social support sectors, because it implies resilience. Understanding of meanings and the limits of each term vary and hence for the purpose of this toolkit the term ‘person who has experienced violence’ is used instead of either of these terms.

Programming – For the purpose of this toolkit the term ‘programming’ is considered to represent the processes that are undertaken when initiating, planning and monitoring WASH services, by government and local authorities as well as by the private sector, civil society, faith-based organisations and other actors. This includes initial assessments, consultations, planning, design, implementation, monitoring and evaluation. It may be considered that in the context of government, the term ‘processes involved in the provision of services’ may be more appropriate. However, for the purpose of this toolkit it is considered that the term ‘programming’ adequately covers each stage of the project/programme cycle in the process of the provision of services.

Protection – The concept of protection encompasses all activities aimed at ensuring full respect for the rights of the individual in accordance with the letter and the spirit of the relevant bodies of law, i.e. human rights law, international humanitarian law and refugee law.

Protection activity – Is an activity that prevents or puts a stop to a specific pattern of abuse and/or alleviates its immediate effects (responsive action); restores people’s dignity and ensures adequate living conditions through reparation, restitution and rehabilitation (remedial action); fosters an environment conducive to respect for the rights of individuals in accordance with relevant bodies of law (environment building).

Protection sector – The protection sector consists of institutions and organisations whose role it is to protect citizens/individuals. This may include the police, the courts, the health service and a range of other institutions. Please see BN4 for further details.

Sex – Biological and physiological features and characteristics of females and males. These are universal and normally fixed and unchangeable, (although some people may undergo medical, surgical or other interventions to change their sex or gender).

Sexual violence – Includes rape/attempted rape, sexual abuse and sexual exploitation. It is any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic a person for sexual exploitation, using coercion, threats of harm or physical force, by any person regardless of relationship to the victim, in any setting, including but not limited to home, work and in public spaces. Survival/transactional sex is sexual violence, as is marital rape and sex within a child marriage.

Sexual and gender-based violence – This term has been phased out, with ‘gender-based violence’ being considered to also include sexual violence, as well as other forms of gender-based violence.

Survival/transactional sex – Where a person, often a woman or girl, but also may be practiced by others, performs a sexual act in return for a payment or in exchange for resources which are needed for the person’s survival. Payment may be as small as a single bar of soap. The person who undertakes this act usually does so because they see or have no other option to support their survival.

WASH sector – The institutions, organisations and individuals who have responsibilities for, and work in the area of water, sanitation and hygiene. These commonly include ministries with responsibilities for water, health, education and local government, but also those with broader responsibilities such as for finance, gender and community development. The private sector, civil society organisations (international and national), faith-based organisations, United Nations agencies and bilateral and multilateral agencies also contribute to the work of the sector.
### Supporting publications on the toolkit USB

The following table identifies the supporting publications which can be found on the USB stick. These are a range of the most useful references which have been selected from the full list in Toolset 8.

<table>
<thead>
<tr>
<th>Folder</th>
<th>Focus</th>
<th>Reference</th>
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<tbody>
<tr>
<td></td>
<td>Violence related to sanitation in New Delhi, India</td>
<td>Lennon, S. (2011) <em>Fear and Anger, Perceptions of risks related to sexual violence against women linked to water and sanitation in Delhi, India</em>, Briefing Note. London: SHARE Consortium. Available at: <a href="http://www.sharesresearch.org/LocalResources/VAW_India.pdf">http://www.sharesresearch.org/LocalResources/VAW_India.pdf</a> [accessed November 2013].</td>
</tr>
<tr>
<td>Briefing Note 1</td>
<td>About this toolkit and how to use it</td>
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<tr>
<td>2. <strong>Good practice – Violence, Gender &amp; WASH</strong></td>
<td></td>
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<tr>
<td>Involvement of adolescent girls in designing WASH facilities</td>
<td>Layton, M. and S. Layton (no date) <em>Real involvement, real participation</em>. ATprojects.</td>
<td></td>
</tr>
<tr>
<td>Case study on a programme that links WASH and protection actors and incorporates protection into WASH</td>
<td>Programme de Promotion des Soins de Santé Primaires and Tearfund (2011) <em>Hope out of Conflict – How sanitation plays a vital role in protecting women and children from sexual violence in the Democratic Republic of Congo</em>. DRC: Programme de Promotion des Soins de Santé Primaires.</td>
<td></td>
</tr>
</tbody>
</table>
### Draft strategic framework for safe cities


### Case study of community-managed toilet blocks, India

Gramalaya and WaterAid, India (2008) *Tiruchirappalli Shows the Way; Community-Municipal Corporation-NGO Partnership for City-Wide Pro-Poor Slums’ Infrastructure Improvement.* India: WaterAid, India.

### Guidance on gender for engineers and technicians

Reed, B., S. Coates and I. Smout (2007) *Infrastructure for All: Meeting the needs of both men and women in development projects – A practical guide for engineers, technicians, and project managers.* Loughborough, UK: Water, Engineering and Development Centre, Loughborough University.

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### 3. Good practice – Participatory (General)

#### Toolkit and training materials on using video for social change with a focus on gender and violence


#### Participatory ranking


#### Developing communication materials related to GBV


#### Community mobilisation for preventing violence against women


#### ‘Game of Life’ participatory exercise

<table>
<thead>
<tr>
<th>Briefing Note 1 About this toolkit and how to use it</th>
</tr>
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<tbody>
<tr>
<td><strong>4. Good practice – Safety Audits</strong></td>
</tr>
<tr>
<td>Accessibility and safety audit tools</td>
</tr>
<tr>
<td>• Water, Engineering and Development Centre (WEDC) and WaterAid (2013a) <em>Accessibility and safety audit: Latrine</em>. UK: WEDC and WaterAid.</td>
</tr>
<tr>
<td>• Water, Engineering and Development Centre (WEDC) and WaterAid (2013b) <em>Accessibility and safety audit: School Latrine</em>. UK: WEDC and WaterAid.</td>
</tr>
<tr>
<td>• Water, Engineering and Development Centre (WEDC) and WaterAid (2013c) <em>Accessibility and safety audit: WaterPoint</em>. UK: WEDC and WaterAid.</td>
</tr>
<tr>
<td>Handbook on safety audits in low-income neighbourhoods</td>
</tr>
<tr>
<td>Research to investigate adolescent girls' views on safety in five cities (two page summary document)</td>
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<tr>
<td>Research to investigate adolescent girls' views on safety in five cities</td>
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<tr>
<td>Action research helping women and adolescent girls and boys work with local authorities to identify problems related to urban services, including those related to safety</td>
</tr>
<tr>
<td>• Women in Cities International, Jagori, International Development Research Centre (2011b) <em>Women’s rights and access to water and sanitation in Asian cities (2009–11), Key findings</em>. Montreal, Canada, Delhi, India: Women in Cities International and Jagori.</td>
</tr>
<tr>
<td>Research involving Somali adolescent refugee girls on their feelings of safety and solutions in refugee camps</td>
</tr>
<tr>
<td>Good practice – Violence WASH Emergencies</td>
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<tr>
<td>• Full version.</td>
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<td>• Water and sanitation chapter as a stand-alone document.</td>
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<tr>
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<tr>
<td>• Inter-Agency Network for Education in Emergencies (2010c) Gender Responsive Sanitation, Health and Hygiene. Gender Task Team, INEE.</td>
</tr>
<tr>
<td>• Inter-Agency Network for Education in Emergencies (no date) Preventing and Responding to Gender Based Violence in and Through Education. Gender Task Team, INEE.</td>
</tr>
<tr>
<td>IFRC - Gender in water, sanitation and hygiene promotion</td>
</tr>
<tr>
<td>Model information sheet for community members on sexual exploitation and abuse</td>
</tr>
</tbody>
</table>
6. **Good practice – Protection & GBV**

| | • ActionAid, Gender and Development Network, Department for International Development (no date) *A Theory of Change for Tackling Violence Against Women and Girls*. UK: ActionAid, Gender and Development Network, Department for International Development.  
| Advocacy/educational materials developed as part of the We Can Campaign working to end violence against women and girls in South Asia | We Can Materials on Thoughtshop Foundation website. Available at: [http://thoughtshopfoundation.org/project_detail/Changemakers_Tools.htm](http://thoughtshopfoundation.org/project_detail/Changemakers_Tools.htm) [accessed 11 October 2013].  
| | • Change Begins with me booklet  
| | • Schools Show Me the Way  
| | • Volunteer Guide Toolkit  

### 7. Good practice – Policies, Strategies, Codes

<table>
<thead>
<tr>
<th>Policy Type</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards for professional conduct</td>
<td>International Rescue Committee (no date) <em>The IRC Way, Standards for Professional Conduct</em>. New York, USA: IRC.</td>
</tr>
<tr>
<td>Environmental health sector framework</td>
<td>International Rescue Committee (no date) <em>Environmental Health Sector Framework</em>. New York, USA: IRC.</td>
</tr>
<tr>
<td>Code of conduct</td>
<td>Save the Children UK (2013) <em>Our Standards; Save the Children's UK's Code of Conduct</em>. London, UK: Save the Children</td>
</tr>
</tbody>
</table>

### Endnotes

The examples included in this document have been summarised or abstracted from the references identified in the endnotes. A full list of references referred to in the toolkit can also be found in **TS8**.

1. See **BN2** for further discussion.

2. Actors working in protection include the police, the health services, social services, the courts and a range of other actors. Their role is to protect people who may be vulnerable to violence or other crimes. Refer to **BN4** for further details.

3. Key Inter-Agency Standing Committee (IASC) documents include the GBV guidelines and the gender handbook. For full details and other useful documents and links refer to **TS3-F-4**.


5. For example, female genital mutilation/cutting, or where a wife being beaten by her husband is seen as being socially acceptable.

6. This definition was agreed by a number of key humanitarian and human rights specialists, who took part in International Committee of the Red Cross (ICRC)-sponsored workshops in 1999–2000. As noted in: IASC Task Force on Humanitarian Action and Human Rights (2004) *Frequently asked questions on international humanitarian, human rights and refugee law.*

7. Ibid.

8. Such as people who are lesbian, bisexual, gay, transsexual or intersex (LBGTI).
Co-publishers

CARE International
German Toilet Organisation (GTO)
Institute for Sustainable Futures, University of Technology Sydney
International Centre for Research on Women (ICRW)
International Rescue Committee (IRC)
International Women’s Development Agency (IWDA)
International Medical Corps (IMC)
Jagori
Malteser International
Oxfam-GB
Oxfam-Intermon
Partneraid
Plan International
Salamander Trust
Sanitation and Hygiene Applied Research for Equity (SHARE)
Shramik Bharti
SNV Netherlands Development Organisation
Stockholm International Water Institute (SIWI)
Thoughtshop Foundation
UK Aid
United Nations Children’s Fund (UNICEF)
WASH United
Water Engineering and Development Centre, Loughborough University (WEDC)
Water Supply and Sanitation Collaborative Council (WSSCC)
WaterAid
We Can Campaign
Women in Cities International

The toolkit online

The online version of the toolkit including briefing notes, checklists, toolsets and supporting documents can be accessed online from:

http://violence-wash.lboro.ac.uk
The toolkit is co-published by:

Commitments of co-publishing organisations
It should be noted that the organisations co-publishing this resource might not currently practice all of the recommendations proposed within it.

Co-publishing the resource provides an indication of the organisations’ commitment to help their staff become increasingly aware of the issues relating to violence and WASH, and that they will continue to work to improve their organisation-wide commitment, policies, strategies, plans and programming over time to reduce vulnerabilities to violence related to WASH wherever it is realistically possible.

A PRACTITIONER’S TOOLKIT
Making water, sanitation and hygiene safer through improved programming and services

Briefing Note 1
About this toolkit and how to use it