



## A PRACTITIONER'S TOOLKIT

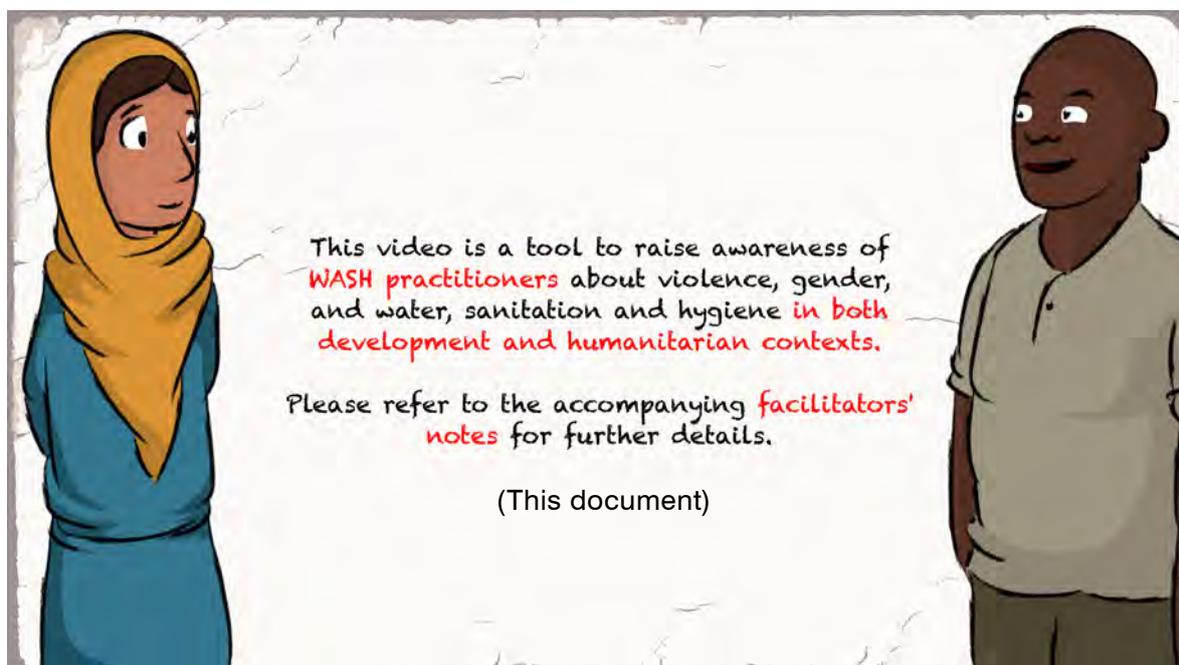
Making water, sanitation and hygiene safer through improved programming and services

## Toolset 2-A-1

Accompanies the video

# Facilitators' notes for the video: 'As Safe as Toilets?'

This video is one tool in the toolkit – *Violence, Gender and WASH: A Practitioner's Toolkit – Making water, sanitation and hygiene safer through improved programming and services.*



Matthew Fryer / University of Winchester

### Purpose of the video

1. To provide an opportunity for WASH practitioners to consider how vulnerabilities to violence can occur in relation to WASH in both development and humanitarian contexts.
2. To introduce the Violence, Gender and WASH practitioner's toolkit, which includes information on how we can improve our work to reduce vulnerabilities to violence.

### Target group

1. Main target group – WASH practitioners working in emergencies, development and transitional contexts.
2. Secondary target group – Other practitioners with linkages or overlapping responsibilities with WASH practitioners, such as those working in integrated development programmes, shelter, camp planning, education, health, GBV, gender and protection.

### Limitations on the use of the video

1. The video has not been developed for use with communities.
2. The video should be used in conjunction with the accompanying toolkit.

This video has been developed as a training and advocacy tool. It is an animated video with text in English.

### It is proposed that the facilitator:

1. Should watch the video and read these facilitators' notes to familiarise themselves with the content prior to use;
2. Can, if they feel it is useful, read the English text to the viewers as the video progresses – *the facilitator can also pause the video at various stages to allow more time to speak the words; and*
3. Can also translate the words verbally into the most appropriate language over the video as it progresses – *the facilitator can also pause the video at various stages to allow more time to speak the words.*

### Ideas for how the video can be used:

1. Run the video from beginning to end – and then open up discussion based on questions such as:
  - a. What did you learn from this video?
  - b. Do you think that as WASH practitioners we should be considering vulnerabilities to violence in our work?
  - c. What can/should we be doing in our work to reduce vulnerabilities to violence?
2. Run the video – but stop at various stages as it progresses to answer the specific questions that are posed by the video itself.

### Notes:

- This video is *just a start the conversation* on violence, gender and WASH.
- It is hoped that it will provide the '*light bulb*' moment for those who have not considered the issue before, to raise awareness that we should be considering the issue in our work.
- It is hoped that for those who have considered the issue before, that it will help us to be more proactive in how we consider violence in our work and how we can continue to improve the ways we work.

It is expected that the facilitator will then use the other materials in the toolkit to encourage participants to consider the different practical ways we can improve our work to reduce vulnerabilities to violence.

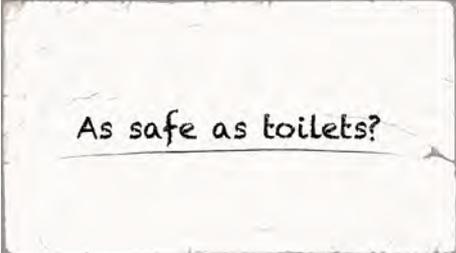
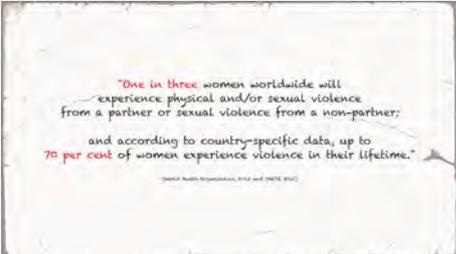
The table that follows provides an overview of the text as the video progresses and also some notes on what is depicted in each scene. This can be used for preparation of translation and also for the facilitator to explain any elements that may not be clear for the participants.

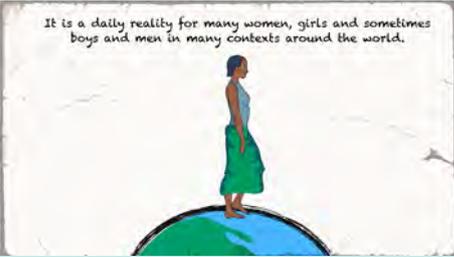
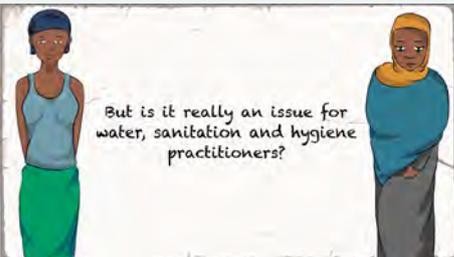
While the explanation of what is being portrayed in the various scenes is noted below, people viewing the video may also be prompted to consider and discuss other issues which can then be developed further through continued discussion within the group.

**All pictures which follow have been drawn by:** Matthew Fryer / University of Winchester

#### Video credits:

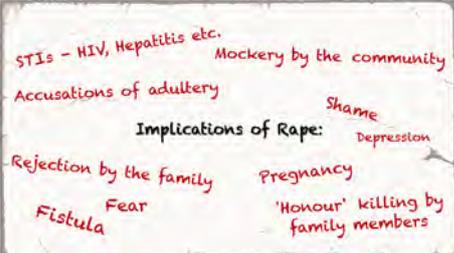
- **Co-directed by:** Matthew Fryer, Harry Fishwick
- **Edited/Animated by:** Matthew Fryer
- **Animatics by:** Harry Fishwick
- **Written by:** Sarah House, Suzanne Ferron, Dr Marni Sommer, Dr Sue Cavill

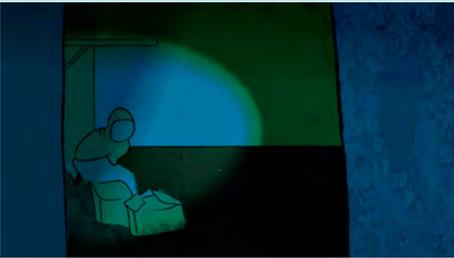
Mins	Text	Scene on the video	Explanation / notes
0.00	'As safe as toilets?'		Video title
0.07	<p>This video is a tool to raise awareness of <b>WASH practitioners</b> about violence, gender, and water, sanitation and hygiene <b>in both development and humanitarian contexts</b>.</p> <p>Please refer to the accompanying <b>facilitators' notes</b> for further details.</p>		<p>Highlights that this is a tool for use with WASH practitioners. It has not been developed for use with communities.</p> <p>It encourages the users to read the facilitation notes that accompany the video (these notes). Image indicates the role of men and women in considering and reducing vulnerabilities to violence.</p>
0.19	<p><b>One in three</b> women worldwide will experience physical and/or sexual violence from a partner or sexual violence from a non-partner;</p> <p>and according to country-specific data, up to <b>70 per cent</b> of women experience violence in their lifetime.</p> <p>(WHO, 2013 and UNITE, 2011)</p>		Quotes showing that violence against women is widespread and common worldwide.
0.34	Violence can occur because of differences in power between two people, because of their gender or their social grouping.		<p>Three slides showing violence occurring between:</p> <ul style="list-style-type: none"> <li>• Man towards a woman;</li> </ul> <p>... continued</p>

Mins	Text	Scene on the video	Explanation / notes
	<p>... continued</p>		<ul style="list-style-type: none"> <li>• Man towards a man with a disability; and</li> <li>• Woman towards a child.</li> </ul>
<p>0.46</p>	<p>It is a daily reality for many women, girls and sometimes boys and men in many contexts around the world.</p>		<p>The woman is walking over the world, implying that violence happens all around the world and not just in a few places.</p>
<p>0.59</p>	<p>But is it really an issue for water, sanitation and hygiene practitioners?</p>		<p>This slide poses this question to start viewers thinking about whether this issue is relevant to them.</p>
<p>1.07</p>	<p>... a toilet close to home does more than protect your health...</p>		<p>Aims to highlight that although we often state that the main reason for having a toilet is to protect health, sanitation also has implications related to safety.</p>

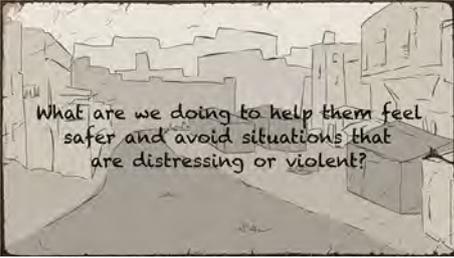
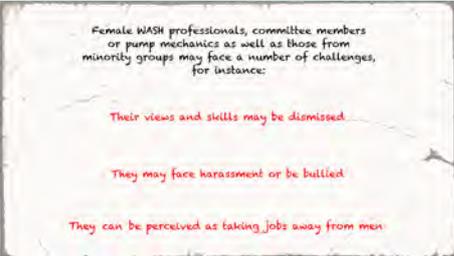
Mins	Text	Scene on the video	Explanation / notes
1.21	Can we have a toilet like our neighbours?		A young woman asks her husband if they can have a toilet like their neighbour's toilet.
1.25	Can we have a toilet like our neighbours?		She points at the neighbour's toilet.
1.30			<p>The husband looks at the money in his hand and says 'No', after which he walks to sit with his friends who are drinking alcohol.</p> <p>It may be that he says no because he feels they do not have enough money, because he does not value a latrine as much as his wife, or because he would rather spend the money on other things (including drinking beer with his friends). This slide indicates that the wife does not have control over the household resources, which impacts on her ability to make decisions on spending – such as whether to build a toilet or purchase other WASH-related items.</p>

Mins	Text	Scene on the video	Explanation / notes
1.45			<p>The young woman waits until nightfall to walk out to the bushes away from her house to defecate. When she arrives she squats down by a bush to defecate, but a man approaches. Her fear can clearly be seen through her facial expressions. He then rapes her.</p>

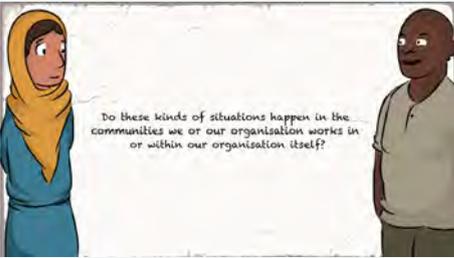
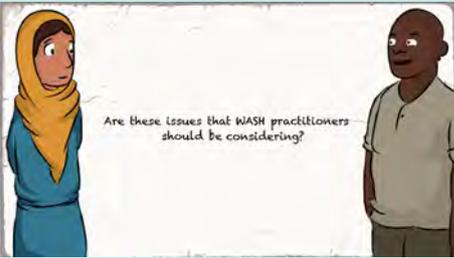
Mins	Text	Scene on the video	Explanation / notes
2.20	<p>Implications of rape:</p> <ul style="list-style-type: none"> <li>• <b>Fistula</b></li> <li>• <b>Fear</b></li> <li>• <b>'Honour' killing by family members</b></li> <li>• <b>Rejection by the family</b></li> <li>• <b>Pregnancy</b></li> <li>• <b>Shame</b></li> <li>• <b>Depression</b></li> <li>• <b>Accusations of adultery</b></li> <li>• <b>Mockery by the community</b></li> <li>• <b>STIs – HIV, Hepatitis etc.</b></li> </ul>		<p>Refer to the toolkit (<a href="#">BN2</a>) for more information on the possible implications of rape or other violence.</p> <p>The list here is noted in the order they first appear.</p>
2.42	<p>But even when you don't have to use the bushes (go in the open) you can still feel unsafe ...</p>		<p>Introduces the next scene on safety related to sanitation in an urban area.</p>

Mins	Text	Scene on the video	Explanation / notes
2.54			<p>A woman goes to use a public latrine. But when she gets near to the latrine she sees that there are men hanging around the door. She feels scared to go into the toilet, and so goes to find another place to defecate that has as much privacy as possible.</p>
3.40			<p>She is defecating in a dark corner, in an isolated place. Someone shines a torch in the darkness, which lands on her while she is defecating.</p>

Mins	Text	Scene on the video	Explanation / notes
3.48			<p>The final slide in this scene is of the woman holding her hands up in front of her face and a torch light being directed to her.</p> <p>The person with the torch could be a security guard or a police officer patrolling the area. It could be someone who is deliberately harassing the woman (for instance for entertainment – along with other male friends) or someone who may want to perpetrate an assault.</p> <p>The video does not indicate what happens next. It could be that the woman and/or the person with the torch leave after she has been seen, or there could be a more sinister outcome.</p> <p>The main point of this scene is that there are different forms of harassment, which can mean women and girls do not feel safe using sanitary or other WASH facilities. This in turn may force them into even less safe situations.</p>
3.52	<p>Poorly lit, ill-sited toilets can make women feel scared of going to the toilet.</p>		<p>Summarises the previous slide.</p>

Mins	Text	Scene on the video	Explanation / notes
3.57	What are we doing to help them feel safer and avoid situations that are distressing or violent?		Prompts viewers to consider what we are doing at present to help women and girls and other users to feel safer when using WASH.
4.02	Do women have a voice in WASH?		<p>This scene aims to highlight the common situation that women are excluded or ignored in decision-making processes related to WASH. It aims to remind viewers that this regularly happens, the possible implications, and what as WASH practitioners we should be doing to support women and people from minority groups to have a voice.</p> <p>Two women and four men are seen in a community meeting discussing WASH.</p>
4.18	They never seem to hear what we say ...		The women attempt to give their views, but are ignored by the men in the meeting.
4.23	<p>Female WASH professionals, committee members or pump mechanics as well as those from minority groups may face a number of challenges, for instance:</p> <ul style="list-style-type: none"> <li>• <b>Their views and skills may be dismissed</b></li> <li>• <b>They may face harassment or be bullied</b></li> <li>• <b>They can be perceived as taking jobs away from men</b></li> </ul>		

Mins	Text	Scene on the video	Explanation / notes
4.43	<p>This kind of violence can make the recipient feel angry, upset, worried or depressed.</p> <p>It can result in a loss of self-confidence.</p> <p>The voice of women and girls and people from minority groups may then be lost in WASH programmes and services.</p> <p><b>How well do we support women and people from minority groups to take on these roles?</b></p>		Possible implications.
5.06	<p>Inadequate access to water and sanitation can also lead to conflict.</p> <p><b>How can we help to address this risk?</b></p>		The picture shows a large number of women queuing at a tap; one woman is pushing another. This represents the type of conflict that can occur when water supply is not adequate for the number of users. Such conflicts may occur, for example, between women, between adults and children, or between people who are new to an area and those who have been present for some time.
5.17	<p>Men and boys can also be affected by violence when accessing water and sanitation.</p>		While women and girls are more likely to be on the receiving end of violence, this slide highlights that men and boys may also be affected. The image is of a man accessing a waterpoint in a conflict-affected area and being approached by two men with guns. This risk may be higher when the waterpoint is more remote and away from population centres.

Mins	Text	Scene on the video	Explanation / notes
5.27	<p>Control over resources can lead to the abuse of power.</p> <p><b>How can we make sure this power is used responsibly?</b></p>		<p>This slide shows an aid worker responsible for handing out non-food items in an emergency abusing his power by touching the young woman's hand – implying an expectation of favours in return for the non-food items. This is one form of sexual exploitation and abuse (SEA), which can occur if humanitarian and development workers do not use their power responsibly.</p>
5.40	<p>Do these kinds of situations happen in the communities we or our organisation works in or within our organisation itself?</p>		<p>Prompts viewers to consider if these are issues in the projects or organisations in which they work.</p> <p>The image indicates the role of men and women in considering and reducing vulnerabilities to violence.</p>
5.50	<p>Are these issues that as WASH practitioners we should be considering?</p>		<p>Revisits the key question from the beginning of the video.</p> <p>The image indicates the role of men and women in considering and reducing vulnerabilities to violence.</p>
6.02	<p>This video is a tool to start the conversation on violence that can occur linked to WASH.</p> <p>The next step is to consider what we can do in practice ...</p>		<p>The image indicates the role of men and women in considering and reducing vulnerabilities to violence.</p>

Mins	Text	Scene on the video	Explanation / notes
6.14	<p>For practical guidance on reducing vulnerabilities to violence related to WASH, see the:</p> <p><b>“Violence, Gender and WASH: A Practitioner’s Toolkit – Making water, sanitation and hygiene safer through improved programming and services”.</b></p>		<p>This slide introduces the toolkit as a source of information on what can be done practically to reduce vulnerabilities to violence.</p> <p>The text is held up by women, girls, men and boys indicating that they are all supporting the readers to find out more about what they can practically do to reduce violence.</p>
6.27	<p><b>Written by:</b> Sarah House, Suzanne Ferron, Dr Marni Sommer, Dr Sue Cavill</p> <p><b>Co-directed by:</b> Matthew Fryer, Harry Fishwick</p> <p><b>Edited/Animated by:</b> Matthew Fryer</p> <p><b>Animatics by:</b> Harry Fishwick</p>		
6.34	<p><b>Logos:</b> UKAid; SHARE; WaterAid; University of Winchester</p>		
6.41	End		





### 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 [TS2](#). 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](mailto: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 (LGBTI) 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).