

VIOLENCE GENDER & WASH

A PRACTITIONER'S TOOLKIT

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

Toolset 3: Case studies

Good practice in policy and programming

Introduction and overview

This toolset contains a range of case studies that provides examples of good practice in programming, institutional good practice and advocacy, which have the potential to reduce vulnerabilities to violence.

This toolset

The case studies and examples have been split into the following groups:

- TS3-A.** Participatory tools to assess and discuss safety and services
- TS3-B.** Linking WASH and protection
- TS3-C.** Siting, design and management of facilities
- TS3-D.** Community-managed latrine and bathing blocks
- TS3-E.** Transformation of communities to reduce GBV; opportunities for the WASH sector
- TS3-F.** Policies, strategies and guidelines incorporating recommendations related to violence, gender and services
- TS3-G.** Codes of conduct, peer mentoring schemes
- TS3-H.** Advocacy materials and activities on violence, gender and WASH



Matthew Fryer / University of Winchester

The case studies in this toolset aim to share *promising* good practices by institutions, in programming and advocacy, which have the potential to reduce violence related to WASH.

As discussed in [BN3](#), more work is needed on monitoring of good practice and on learning, documentation and sharing of the learning in relation to violence and WASH.

It is hoped that this toolset will encourage us to review our own programming and institutional practices and to build on them to strengthen opportunities to reduce violence in relation to WASH, and in turn will encourage us to document this learning and to share with others.

It is not expected that this toolset will be read from beginning to end. This introduction and overview document provides a summary of the case studies and examples in this toolset, which can be used to identify those that may be most valuable to read in more detail given your institution and context.

The table (pages 3-10) provides an overview of the case studies and examples included in this toolset.

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).

Table TS3-A – Participatory tools to assess and discuss safety and services

<u>TS3-A-1</u>	Integrating women's safety into urban services Delhi	Research project that worked with women and adolescent girls and boys: to undertake women's safety audits in urban slum communities in Delhi; and to build confidence and leadership issue for discussion with the wider community through radio programmes. Activities focused specifically on improving safety related to urban services, which included WASH, and making recommendations to service providers.
<u>TS3-A-2</u>	Adolescent girls' views on safety in cities Cairo, Delhi, Hanoi, Kampala and Lima	Adolescent girls in a number of urban centres across various countries were involved in a participatory process to identify safety concerns and make recommendations in relation to their safety in public spaces. This case study summarises the participatory tools used, including girls' safety audits, stakeholder mapping, social mapping and girls' opportunity stars.
<u>TS3-A-3</u>	'Safe-scaping': participatory safety mapping with adolescent refugee Somali girls Ethiopia	Initial stages of research into safety issues for Somali adolescent girls in refugee camps in Ethiopia. The exercise includes interviews and participatory mapping as part of focus group discussions to identify safety-related issues in the girls' daily lives, including those related to WASH services.
<u>TS3-A-4</u>	PHAST and learning circles for gendered change Vanuatu and Fiji	Two WASH-related projects were studied in the islands of Vanuatu and Fiji to assess the practical and strategic gender-related changes that were achieved, as well as the practical WASH outputs. One programme implemented by World Vision used the PHAST approach, while the other programme by Live and Learn used the learning circles approach, using water as an entry point to talk about governance, leadership and inclusion. A range of changes were identified relating to gender relations including: more confidence among the women to speak out and contribute to community decision-making; more respect for women among men at the household and community levels; some change in gender roles; and in the case of one community, a report that the project also reduced gender-based violence in the home.

Table TS3-B – Linking WASH and protection

<p><u>TS3-B-1</u></p>	<p>Linking water, sanitation, hygiene, health and protection</p> <p>Democratic Republic of the Congo</p>	<p>An integrated community-based WASH programme that includes health, WASH and protection. Separate WASH and protection committees were established with linkages. They have roles in making recommendations to reduce vulnerabilities to violence related to WASH and in monitoring. Linkages and actions undertaken by the committees are discussed and some specific design changes to facilities are highlighted. The protection mainstreaming checklist and monitoring formats from the programme are included.</p>
<p><u>TS3-B-2</u></p>	<p>Linking WASH and protection teams</p> <p>Democratic Republic of the Congo, Yemen, South Sudan</p>	<p>These case studies document the experiences and learning processes that have been undertaken to improve access to information on GBV-related services to people who have experienced GBV in fragile and humanitarian contexts. They explore the opportunities that WASH staff and other WASH actors based at community level offer as a channel for information from protection and GBV-related service providers to members of the community. The three cases studies highlight the strengths and the challenges of this approach, and make recommendations on capacity building and support needs for non-protection specialists to be able to act as conduits for such information to communities.</p>
<p><u>TS3-B-3</u></p>	<p>Ensuring safe and equitable access to marginalised Malian social groups in refugee camps</p> <p>Mauritania and Burkina Faso</p>	<p>Marginalised groups that work as domestic servants in conditions of slavery or semi-slavery exist within the refugee population in the Malian refugee camps in Mauritania and Burkina Faso. They are known as the ‘Bellas’ among the Touareg and as the ‘Haratin’ among the Arabs. These slaves/domestic servants were found to face multiple challenges in accessing WASH facilities due to their vulnerable and marginalised situation. This case study describes the challenges they face, and the ways that programming has been modified to ensure that the slaves/domestic workers are able to participate in WASH programmes and are able to access WASH facilities.</p>

Table TS3-C – Siting, design and management of facilities

<p><u>TS3-C-1</u></p>	<p>Adolescent girls designing school WASH facilities</p> <p>Papua New Guinea</p>	<p>Example of involving adolescent girls in the design of WASH facilities suited to their needs by linking them in a facilitated workshop with technical staff who could help them develop a prototype.</p> <p>This case study was not written from the perspective of violence, but provides useful lessons for the involvement of adolescent girls in the process of design.</p>
<p><u>TS3-C-2</u></p>	<p>Women's WASH Platforms</p> <p>Bangladesh</p>	<p>The project supported self-motivated and proactive groups of women who have been addressing women's specific needs for WASH services in flood-prone areas of Bangladesh.</p> <p>This case study was not written from the perspective of reducing vulnerabilities to violence, but it identifies some previous hygiene-related vulnerabilities to violence and also the benefits of increasing the confidence and capacity of women to contribute to community activities. The opportunities for peer support that the women's WASH Platforms offer also provide opportunities to support one another when violence does occur or to plan for how to reduce vulnerabilities to violence in the future.</p>
<p><u>TS3-C-3</u></p>	<p>Considering protection in water supply and hygiene promotion in humanitarian responses</p> <p>Bangladesh and Sudan</p>	<p>Two case studies relating to WASH responses in humanitarian contexts (south-east Bangladesh and Darfur, Sudan), where protection concerns were considered when locating water supply facilities. In addition, in Bangladesh women's hygiene centres were established to provide a location for women to meet and discuss hygiene and other issues. These were later used also as children's hygiene centres, and provided a supportive environment for peer support and discussion for women. They also provided an opportunity for the hygiene promotion staff to learn from the women about their needs, concerns and priorities.</p> <p>While the women's hygiene centres were not established to focus on violence, they offered a safe space for raising such issues and for peer support. They could also offer an opportunity for women and girls to make recommendations for how to reduce violence related to WASH.</p>
<p><u>TS3-C-4</u></p>	<p>Innovations in WASH in emergencies to improve dignity and reduce violence against women</p>	<p>This research documents learning from simple innovations which have been adopted in front-end emergency responses, and which have had an impact on the dignity and safety of women and girls when using WASH facilities. The learning has been translated into a simple set of training materials that can be used for the training of staff.</p>

Table TS3-D – Community-managed latrine and bathing blocks

<p><u>TS3-D-1</u></p>	<p>Community-Municipal Corporation-NGO partnership for slum infrastructure improvement</p> <p>Tiruchirappalli, India</p>	<p>Collaboration between a municipality, women’s groups and NGOs led to community groups taking over the management of community toilet and bathing blocks in a city in India.</p> <p>The case study was not written from the perspective of violence, but the management systems, improvement in running of the facilities and confidence building for women who have been part of the process, provide useful lessons and opportunities for discussion and actions to ensure the facilities are safe to use. Some challenges also discussed related to inclusion or barriers for people from what are considered to be the lowest castes to be able to use WASH facilities.</p>
<p><u>TS3-D-2</u></p>	<p>Community-managed sanitation supporting the emancipation of scavengers</p> <p>Sulabh International, India</p>	<p>Discusses the work of an organisation in India that was established as a non-profit voluntary organisation in 1970 working for the removal of ‘untouchability’ and social discrimination against scavengers, a section of Indian society condemned to clean and carry human excreta manually. This group faces regular discrimination, exclusion and marginalisation within Indian society.</p> <p>The foundation has worked to develop technologies that reduce the need for scavenging, such as the twin-pit pour flush and the biogas plant from public latrines. They undertake advocacy on behalf of scavengers and provide education and employment, including in public latrine blocks, which are managed, maintained and operated on a pay-for-use basis. Sulabh International has supported thousands of these latrine blocks across India. Video link provided.</p>
<p><u>TS3-D-3</u></p>	<p>Community-designed and -managed latrine blocks and women’s savings co-operatives in urban areas</p> <p>Pune, India</p>	<p>This case study describes partnerships between women’s savings groups for marginalised women including slum and pavement dwellers, NGOs and government agencies to develop new management systems for urban sanitation blocks.</p> <p>The case study was not written from the perspective of violence, but given the opportunities it demonstrates for women’s savings groups to be involved in the management of the blocks, it provides useful lessons. The groups offer opportunities for peer support and spaces where violence could be discussed and strategies developed to make WASH safer.</p>

Table TS3-E – Transformation of communities to reduce violence; opportunities for the WASH sector

<u>TS3-E-1</u>	Stepping Stones for community transformation	<p>Stepping Stones was developed as a training package on HIV/AIDS, communication and relationship skills. It seeks to build understanding and mutual respect between genders and generations. It works simultaneously with older men, older women, younger men and younger women and provides a structured process undertaken over a period of weeks. Communities work through a range of participatory exercises which help them to consider issues relating to power, GBV, the transmission of HIV and other issues.</p> <p>While this package was not developed to promote transformation to specifically reduce violence related to WASH, it provides an example of a training package that could be used for community transformation related to the same. It also provides tools that could be adapted for promoting discussion on violence related to WASH as part of WASH programmes. A link is given to one practitioner's experience of using Stepping Stones in Kenya and some resulting discussions related to violence and menstruation. Further links to other videos provide information on Stepping Stones processes.</p>
<u>TS3-E-2</u>	Practical toolkit and training outline for community video with a focus on GBV and related issues	<p>A toolkit and a practical guide to community video training with a focus on gender norms, gender-based violence, harmful practices, HIV/AIDS and related issues, developed by the American Refugee Commission, Communication for Change and USAID. The toolkit and guide are both highly practical with tips and examples, and are complemented by online videos where more can be learned about using the powerful tool of community videos.</p> <p>Although this toolkit and guide were not developed for the WASH sector, community video has the potential to be a powerful tool able to promote debate on violence and WASH at the community level, including when integrated with other hygiene-related promotion issues.</p>
<u>TS3-E-3</u>	Working with men and boys to reduce violence	<p>Two examples of organisations working with men and boys to reduce GBV. One is Promundo, a Brazilian-based organisation, and the other is the WeCan campaign, which focuses on reducing violence against women in South Asia.</p> <p>Although these case studies are not specifically related to GBV and WASH, they provide useful lessons which can be used by the WASH sector. An example of advocacy material by the WeCan campaign is included. This was used to highlight the issue of harassment of women when using latrines in a camp for internally displaced people and to build confidence that men and women from the community can prevent such incidents occurring.</p>

Table TS3-F – Policies, strategies and guidelines incorporating recommendations related to violence, gender and services

<p><u>TS3-F-1</u></p>	<p>Strategic framework for women's safety</p> <p>Delhi, India, 2010</p>	<p>A draft strategic framework for improving the safety of women and girls in urban environments developed through collaboration between the local authority, a local NGO and an international NGO. The framework includes strategies related to the design of services themselves, as well as protection and legal aspects and strategies on education and advocacy.</p>
<p><u>TS3-F-2</u></p>	<p>WASH Accountability Resources – Ask, Listen, Communicate, Global WASH Cluster</p>	<p>WASH Accountability Resources is a package of resources to promote accountability in WASH programmes in emergencies. The resources include a booklet, checklist, editable community leaflets and an accompanying CD with supporting information. The tools are simple to understand with case studies, guidance notes, draft leaflets and other documents that can be edited to suit specific contexts.</p> <p>The resources were developed as part of a range of learning and capacity building initiatives to improve the quality of humanitarian responses; they are also relevant for WASH sector actors working in development and transitional contexts.</p>
<p><u>TS3-F-3</u></p>	<p>Sphere Humanitarian Charter and Minimum Standards for Humanitarian Response</p>	<p>The Humanitarian Charter and Minimum Standards for Humanitarian Response aims to improve the quality of humanitarian responses in situations of disaster and conflict, and to enhance the accountability of the humanitarian system to disaster-affected people.</p> <p>In addition to the Humanitarian Charter and the Red Cross Movement Code of Conduct, it contains specific chapters on protection principles, core standards and a chapter on WASH. Standards and guidance related to protection, violence and WASH are also included.</p>
<p><u>TS3-F-4</u></p>	<p>IASC gender and GBV guidance for humanitarian response</p>	<p>The Inter-Agency Standing Committee was established to strengthen co-ordination in humanitarian assistance. Gender, GBV and WASH recommendations have been incorporated into a number of key IASC documents including the guidelines for GBV interventions in humanitarian settings, the gender handbook, including a stand-alone gender and WASH sheet, and associated gender training materials.</p> <p>These materials provide a comprehensive overview of gender and GBV in humanitarian settings, and include a range of practical guidance relevant to WASH sector professionals working in the humanitarian sector.</p>
<p><u>TS3-F-5</u></p>	<p>International Rescue Committee, Environmental Health Sector Framework</p>	<p>The Environmental Health Sector Framework outlines what the International Rescue Committee (IRC) does in this area, and the impact these actions have on the people the IRC serves. It is an aid to help IRC country programmes design effective environmental health programmes, with clear goals and clear links to other IRC sectors. The framework incorporates safety and dignity concerns throughout, establishing the key areas where safety, protection and women's empowerment relate to the IRC's environmental health programming in humanitarian response.</p>

Table TS3-F ... continued

TS3-F-6**Gender equity in and through education in emergencies: INEE**

The Inter-Agency Network for Education in Emergencies (INEE) is an open global network of representatives from non-governmental organisations, UN agencies, donor agencies, governments and academic institutions, working together to ensure the right to quality and safe education for all people affected by crisis. They have developed a wide range of materials to support practitioners, some of which include recommendations for school WASH-related facilities and also the broader problems of GBV in the context of schooling. This case study highlights guidance provided in four relevant documents.

Table TS3-G – Codes of conduct, peer mentoring schemes

<u>TS3-G-1</u>	<p>Code of conduct for technical and vocational training schools</p> <p>Liberia</p>	<p>This code of conduct was developed to support the placement of women and girls in technical and vocational training in Liberia. The WASH sector relies heavily on the skills of technicians and engineers to ensure good infrastructure, but these professions are traditionally undertaken by men. Studying and working as a minority within these fields poses numerous challenges for women, including those related to GBV. These challenges are even more extreme in fragile contexts, where GBV in education is common from primary school onwards. A large proportion of the code of conduct has relevance for reducing GBV vulnerabilities.</p>
<u>TS3-G-2</u>	<p>Supporting and empowering girls and women studying engineering and technical trades</p> <p>TUSEME Club, Liberia</p>	<p>The TUSEME Clubs started in Tanzania to support the empowerment of female students and girls so that they would be able to speak out more confidently on a range of issues, including those relating to GBV. The TUSEME Clubs are supported by the Forum of African Women Educationalists (FAWE) in a range of countries across Africa. These include Liberia, where the clubs have been supporting girls and women studying engineering and technical trades, which are particularly relevant to the WASH sector and where women form a minority of students/trainees. The TUSEME Clubs provide a peer support network for women and girls studying technical trades – including empowering them to be more able to resist GBV throughout their studies and working lives. GBV is an issue that is highly prevalent in many countries, in particular in fragile states.</p>
<u>TS3-G-3</u>	<p>Standards for professional conduct</p> <p>International Rescue Committee</p>	<p>This is a good practice example of an organisational standard and code of conduct – The IRC Way, Standards for Professional Conduct. The International Rescue Committee is an international NGO working in humanitarian contexts. It requires staff to behave against certain standards of conduct, including those relating to GBV. The standards provide reporting requirements when staff suspect others are not following the standards, including confidential options and key answers to common questions.</p>
<u>TS3-G-4</u>	<p>Gender equality policies</p> <p>Plan International and the International Save the Children Alliance</p>	<p>This case study provides an overview of Plan International's and the International Save the Children Alliance's policies on gender equality. It explains the definitions (for gender equality, gender equity, gender discrimination and culture) and principles around which the policies are structured.</p>
<u>TS3-G-5</u>	<p>Child protection policies</p> <p>WaterAid and the International Save the Children Alliance</p>	<p>This case study provides an overview of two child protection policies by WaterAid and the International Save the Children Alliance. The policies provide an overview of global policy commitments to child protection by WaterAid, as an international NGO which works mainly in developmental contexts, and by the International Save the Children Alliance, which works in both development and humanitarian contexts. They include: guidance on what to do if approached by a child who tells us they have been abused, provide a reporting format, 'do's and don'ts' guidance and a checklist for establishing local information on statutory authorities and other agencies with specialisation in this area.</p>

Table 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	Three posters/postcards relating to harassment and rape with respect to water and sanitation as part of a campaign called 'Hurry Up!' (26 billion people need the toilet) in 2007.
TS3-H-2	Campaign on stopping violence against girls in school ActionAid	A poster highlighting the need for separate, clean and safe toilets in schools for girls as part of a broader campaign on stopping violence against girls in school (2008–2013).
TS3-H-3	Posters for GBV and urban services campaign Delhi, India	Four posters used as part of the advocacy and awareness raising campaign associated with the good practice case study TS3-A-1 . This involved research into violence against women related to urban services in Delhi, India, and the subsequent actions proposed.
TS3-H-4	Gender relations and WASH poster Fiji and Vanuatu	The poster was developed as part of a series of resources on gender and WASH that were generated following learning from a research to study the impacts of WASH projects on changing gender relations in Fiji and Vanuatu. The research was carried out by the Institute for Sustainable Futures from the Australian National University and the International Women's Development Agency. Refer to TS3-A-4 for further details on the research and associated resources.
TS3-H-5	The Gender and Development Network and WaterAid's submissions and responses to the International Development Select Committee inquiry on violence against women and girls	WaterAid and the Gender and Development Network submitted responses and evidence to the International Development Select Committee inquiry by the Government of the United Kingdom. They highlighted the links between WASH and violence against women and girls, making recommendations including those related to WASH and GBV. In response, the committee included the need to respond to the issue of violence against women and girls linked to WASH in its recommendations.

Also refer to [TS3-E-3](#) for another example of an advocacy campaign by We Can, with an example of a poster used to reduce vulnerabilities to violence related to WASH.

The toolkit is co-published by:



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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.

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Toolset 3

Case studies – Good practice in policy and programming