VIOLENCE GENDER & WASH

A PRACTITIONER'S TOOLKIT

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

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

Introduction and overview

This toolset includes guidance and tips on how to integrate issues relating to violence into discussions with communities and examples of methodologies which can be used when working with communities.

Working with communities

It is commonly understood good practice that gender needs to be considered and responded to at all stages of WASH programming and service delivery. This is known as 'gender mainstreaming'. When working with communities on WASH programmes and projects, considering gender means understanding gender roles and relationships and differences in access to resources and decision-making, and designing the project to make sure that it involves and responds to the needs of all groups in the community.

This toolset has been developed to help WASH actors to specifically gain a better understanding on issues related to violence with links to WASH through the use of standard participatory processes.

During the first meetings with community leaders when initiating a WASH project, it is good practice to be open about the way that we work as organisations and to be clear that we always involve women, men, girls and boys. It is important to get community leadership approval for the project and the ways of working. This will make it easier to involve women and girls as well as men and boys during project implementation.

This set of tools has been developed with the understanding that most people working in the WASH sector are not protection or GBV experts, but we

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still have a responsibility to reduce vulnerabilities to violence where we can. The tools aim to make sure that within our own sphere of influence, we can help communities to identify and reduce the vulnerabilities to violence in relation to WASH. We are not in a position to address violence or its root causes as a whole, as these are complex and will require dedicated inputs on a larger scale. We are, however, seeking to contribute, even in a small way, to the overall process of gender transformation and change.

The approach used in this toolset is to assist practitioners to integrate considerations into existing methodologies, rather than tackling the issue as a stand-alone problem. Violence is one issue that affects safe access to WASH and should be considered throughout the project cycle alongside other barriers relating to gender, equity and inclusion.

The use of the tools and the discussions they provoke will also hopefully give a voice to all, including women, men, girls and boys, and will help to build self-confidence and self-esteem and respect for one another's contributions.

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.

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).

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Tips on discussing violence and WASH with communities

1. Integrate violence-related concerns into standard project processes and methodologies – are safety/harassment and associated vulnerabilities being considered?

2. Use simple language, such as referring to the safety of women and girls, feelings of safety, respect and listening to one another's opinions.

3. Use participatory approaches, which will lead to participants identifying the problems themselves and undertaking their own analysis.

4. Try to ensure that the sessions are a learning opportunity for everyone, recognising that men, women, girls and boys have different experiences and concerns. Humour can help to take the edge off difficult discussions.

5. Encourage the participants to identify their own solutions based on existing coping strategies.

6. Pay particular attention to hearing the views of adolescent girls and women and people from particularly marginalised groups, who are likely to be more vulnerable to violence.

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7. Make sure that you have an understanding of gender equality and on equity and inclusion issues through training and sharing experiences and ideas with colleagues, and that you have practised responding to any difficult questions that may come up.

Incorporating violence and WASH into programme implementation

The key stages at which violence and WASH could be raised and discussed with communities and incorporated into programmes and projects are outlined below.

Community-based projects

- At the project initiation stages, including when undertaking project assessment, analysis and design – involve women, girls, men and boys, with particular attention to involving women and adolescent girls;

- When carrying out training for WASH committees and/or small-scale service providers;

- When carrying out monitoring and feedback at community level – both in feedback to the project and in sharing information with the wider community;

- When carrying out group sessions, e.g. on menstrual hygiene management, HIV or gender; and/or

- As stand-alone sessions as the need arises.

School-based projects

- At the school WASH project initiation stages, including when undertaking project assessment, analysis and design – involve girls and boys, as well as school teachers and staff;

- When carrying out training for male and female staff responsible for WASH in schools;

- As part of school hygiene promotion activities, e.g. as part of the curriculum or as a session for school health clubs; and/or

- As part of the monitoring mechanism for school WASH.

Issues for discussion

The following issues could be covered when training community groups as part of a WASH programme, and could be run as stand-alone sessions or incorporated into e.g. training for WASH committees:

- Understanding that women, men, girls and boys have different experiences and needs

- Feeling safe

- Gender roles and decision-making

- Building confidence and self esteem

- Knowing rights and entitlements – giving feedback or making complaints

- Knowing what to do/where to go if violence occurs

Methods for working with communities

The following table identifies the tools included within this tool set.

It is not expected that all of these tools will be used; rather they can be selected based on which will be of most use to the project stage and process.

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Code	Tool	Description	Stage at which used
TS4	**Introduction and overview**	This sheet introducing Toolset 4.	Project initiation, analysis and design
TS4-A	**Building trust and understanding**	The exercises in this tool can be used as warm-up exercises, with lessons that help participants to understand that different people have different perspectives.	Project analysis and design
TS4-B	**Barrier analysis and problem solving**	The barrier analysis tool is used with communities to identify barriers related to accessing WASH and to think about solutions. The tool helps in consideration of a range of barriers linked to equity and inclusion, as well as safety- and harassment-related issues.	Project initiation, analysis and design
TS4-C	**Accessibility and safety audit/walks, safety mapping and associated tools**	Adaptation of a transect walk and a process to assess accessibility incorporating considerations relating to safety and vulnerabilities to violence. These tools use a community mapping process to identify particular areas of concern. They are useful to identify differences in perceptions by different groups, particularly adolescent girls/women/men.	Project initiation, project analysis and design, training WASH committees
TS4-D	**Videos, role plays and drama**	Using videos to highlight how violence is linked to WASH, possible solutions and to promote discussion. Role plays or drama can be used to highlight the issues in a visual way, using humour as well as presenting serious issues. This tool is useful for promoting discussion on the problems as well as the issues.	Project initiation, project analysis and design, training WASH committees

Code	Tool	Description	Stage at which used
TS4-E	**Pocket chart voting and participatory ranking**	Tools to understand relative perspectives of different groups on vulnerabilities to violence linked to WASH. Useful to promote discussion on different perspectives.	Project initiation,
TS4-F	**Adapted 24-hour clock**	Adapting the 24-hour clock exercise with the question of when men/women/boys/girls feel most threatened by violence related to sanitation and hygiene in the day.	Project analysis and design, training WASH committees
TS4-G	**Three-pile sorting**	Adapting the commonly used three-pile sorting sets to include cards that can promote discussion on vulnerabilities to violence and good practices.	Project initiation, analysis and design
TS4-H	**Community information leaflet**	Leaflets with information on issues relating to violence and WASH, and what support is available in the area if violence occurs.	Project initiation, analysis and design
TS4-I	**WASH committees and decision-making**	Exercises to promote discussion on equal participation in WASH committees and decision-making by women and men, along with the benefits of these.	Project initiation, analysis and design
TS4-J	**Involving users in the design and location of WASH facilities**	Tips for involving users in the design and location of WASH facilities.	Project initiation, analysis and design
TS4-K	**Monitoring violence and WASH risks**	Ways to monitor and report on violence and WASH.	Project initiation, analysis and design

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.

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Toolset 4

Methodologies for working with communities

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