

VIOLENCE GENDER & WASH

A PRACTITIONER'S TOOLKIT

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

Toolset 5: Training scenarios

This toolset includes:

Scenarios around violence, gender and WASH, with associated facilitator notes for use when training WASH professionals.

Training scenarios around violence, gender and WASH

TS5 includes a number of scenarios that consider the issues of violence, gender and WASH in order to promote discussion as part of staff awareness raising sessions or training.

Most of the scenarios have been developed from documented case studies and are accompanied by facilitator notes. There are numerous additional case study examples that can be used for discussion scenarios, such as those in [BN2](#) or [TS1](#).

The scenarios provide an opportunity for staff members to investigate their own feelings about violence including GBV, and to consider how they can improve their working practices to help reduce vulnerabilities to violence.



Matthew Fryer / University of Winchester

Facilitators should aim to keep discussions focused on positive and constructive actions, rather than blaming individuals for violence. Role play can be used to help staff members fully engage with the scenarios (see [TS4-D](#) for more information about using role play).

Facilitators should also encourage a focus on how staff can help communities figure out their own solutions to reduce vulnerabilities to violence.

Scenarios	
Scenario A	Control of household resources and sexual violence
Scenario B	Harassment when using communal sanitation facilities in urban areas
Scenario C	Risks to men
Scenario D	Abuse of power
Scenario E	Challenging gender roles
Scenario F	Experiencing violence on a WASH programme
Scenario G	Supporting a colleague who has experienced violence

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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Citation for this publication

House, Sarah, Suzanne Ferron, Marni Sommer and Sue Cavill (2014) *Violence, Gender & WASH: A Practitioner's Toolkit – Making water, sanitation and hygiene safer through improved programming and services*. London, UK: WaterAid/SHARE.

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 (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).

TS5-A	Scenario A – Control of household resources and sexual violence
Scenario	<p>A young married woman asks her husband to build a toilet. He refuses and goes off to sit with his male friends to drink. The young wife has to wait until the evening and then goes out to defecate in the bush on the edge of the village. When she is squatting down, a man grabs her and she is raped. As he is raping her, the man threatens the woman that if she ever tells anyone he will hurt her daughter and family.</p> <p>When she returns to her village, the woman is too ashamed to tell her husband. She is frightened that he will not believe that she was attacked; he will blame her for the rape and may also leave her. Every day she sees the man who attacked her in the village and is afraid. She suffers in silence.</p>
Participant questions	<ol style="list-style-type: none"> 1. What are the incidents of violence that have occurred in this scenario? 2. Why have these incidents happened? 3. What are the implications of the occurrences of violence? 4. What as WASH practitioners can we do to prevent such events happening?
Facilitator notes	<p>The case study of the young African woman from Video 1 ‘As Safe as Toilets?’ can be shown to participants before they read this scenario.</p> <p>1. What are the incidents of violence that have occurred in this scenario?</p> <ul style="list-style-type: none"> • The young woman was denied her right to sanitation and had to use the bush. • The women was attacked and raped. • The woman was threatened that the man will hurt her family. <p>2. Why have these incidents happened?</p> <ul style="list-style-type: none"> • The differences in power between men and women, with the husband making decisions and controlling resources and the wife not having power over the same. • The husband probably did not realise the implications of his actions. Had he realised the risks, then the situation may not have happened. • The woman’s lack of control over household resources has led to finances being spent on drinking alcohol and other priorities made by the husband, rather than on sanitation. • Because of social norms and shame around defecation, the woman had to wait until nightfall to go to defecate and also had to go some distance from the house to find somewhere that was private. This meant she was away from the public eye and more vulnerable to attack. • A situation where the perpetrators of rape are not prosecuted, and hence there is little risk for the perpetrator of facing the implications of his actions. <p>3. What are the implications of the occurrences of violence?</p> <ul style="list-style-type: none"> • Fear, shame. • Possible injury leading to problems such as fistula, unwanted pregnancy and sexually transmitted infections. • Possible divorce by the husband, being ostracised by the family or the community, being mocked by the community and being stigmatised. In some countries, rape can also lead to the woman being imprisoned for ‘sex outside of marriage’. • Risk of violence occurring against the woman’s daughter or other family members.

4. What as WASH practitioners can we do to prevent such events happening?

- Work with community leaders and community members to highlight the importance of sanitation. Emphasise the risks to the safety of women and children posed by open defecation, as well as the other implications including health, economic implications of defecation (cost of medicines, loss of time in work and education due to sickness) and dignity.
- Work with community leaders and community members to increase respect for women and girls, and to support them to figure out their own solutions to reduce vulnerabilities to violence related to WASH. Involve women and adolescent girls, as well as men and adolescent boys, in the processes of:
 - Designing programme strategies to influence everyone in the community to understand the importance of sanitation, particularly for women and girls;
 - Discussing issues relating to safety in the community when undertaking water, sanitation and hygiene tasks; and
 - Siting facilities in a safe location and designing the facilities so that people feel secure when using them.
- Support technologies that are affordable and can be easily maintained by community members themselves.
- Liaise with influential groups and people in the community who are already established and have peer support and networks, to work together on influencing community members on the issues of sanitation and on preventing violence. Influential people or groups may include:
 - Women's groups, savings groups, groups of people with disabilities;
 - Religious leaders; and
 - Health staff, including traditional birth attendants.
- Link up WASH programmes with other programmes working on livelihoods that have a specific focus on women as well as men, to enable women to increase their access to resources.

TS5-B	Scenario B – Harassment when using communal sanitation facilities in urban areas
Scenario	<p>Imagine you live in an urban slum area in India. You are 15 years old and have no toilet at home. Your family uses the communal toilets, which are about 300 metres from your home. The toilet is not very well maintained; the doors are broken and it is dirty and smelly inside. Gangs of young men often hang around the area where the toilets are. The men's toilets are just next door to the women's toilets, but separated by a partition. One evening you are on your way to the toilet and three boys start to follow you and tease you. You are scared so you turn round and go back home. You try to go out again a bit later, and decide to avoid the toilets and go to an open space behind the market. While you are there someone shines a torch on you. You hastily get up, but they grab hold of you ...</p>
Participant questions	<ol style="list-style-type: none"> 1. What do you think happened subsequently? 2. Why did this happen? 3. How do you think this young girl feels now? 4. What as WASH practitioners can we do to prevent this from happening?
Facilitator notes	<p>This scenario considers some of the risks of living in overcrowded urban slums with few sanitation facilities, and asks participants to imagine what it might be like.</p> <p>1. What do you think happened subsequently?</p> <p>Encourage the participants to explore this in more detail than just the possibility of rape.</p> <ul style="list-style-type: none"> • The girl might have been raped or sexually abused. • She would have gone home, and people might have seen her and guessed what had happened. Or her mother might have guessed what had happened. • People might have believed that 'she asked for it' and subsequently shunned her. • The girl might have got pregnant, injured or contracted a sexually transmitted infection. • She might have gone to the police.... • She might have started a campaign to improve the safety of sanitation facilities, and to increase understanding by boys and men of the impacts of teasing... <p>2. Why did this happen?</p> <p>Participants can begin to explore the immediate and underlying causes of violence, including GBV. For every answer given you can ask "but why...." to help in this exploration process.</p> <ul style="list-style-type: none"> • The family had no toilet at home because they had no money or space to build one, or because they didn't prioritise this. Or perhaps women's needs were not given priority in the household, or the girl's father did not appreciate the dangers she faced. • As in the previous scenario, the girl might have felt it was preferable to wait until dark to go to the toilet. She had no one to go with and the latrine was at some distance from her house. • The toilet was badly maintained and too close to the men's toilet, so when using it she felt vulnerable.

- The young boys had little respect for girls or women, and looked down on them as they had not been taught to appreciate their worth. They may not have realised that their behaviour was wrong or its potential implications.
- The man who raped the girl (if this is what happened) might have known it was wrong, but in his macho culture he may have seen women as subservient to his sexual needs.
- The police were mainly men and had not been trained to manage sexual assaults. They also felt that if a woman was raped, she must have been doing something wrong.

3. How do you think this young girl feels now?

- She may feel shocked.
- She may feel angry.
- She may feel ashamed and that what happened was her fault.
- She may well feel depressed and hopeless.
- She may feel scared and not know what to do next or who to turn to for help.
- She may feel lonely.

4. What as WASH practitioners can we do to prevent this from happening?

- Work with community leaders and community members to highlight the importance of sanitation. Emphasise the risks to the safety of women and children posed by open defecation, as well as the other implications including health, economic implications of open defecation (cost of medicines, loss of time in work and education due to sickness) and dignity.
- Work with community leaders and community members to increase respect for women and girls, and to support them to figure out their own solutions to reduce vulnerabilities to violence related to WASH. Involve women and adolescent girls, as well as men and adolescent boys, in the processes of:
 - Designing programme strategies to influence everyone in the community to understand the importance of sanitation, particularly for women and girls;
 - Discussing issues relating to safety in the community when undertaking water, sanitation and hygiene tasks; and
 - Siting facilities in a safe location and designing the facilities so that people feel secure when using them.
- Look at the management of the communal facilities. If there is a caretaker, make sure that he or she is trained on issues around harassment and safety.
- Carry out safety audits with girls and boys and women and men to identify problems and potential solutions.
- Consider discussing the option of women and adolescent girls going to communal facilities in pairs or groups.
- Liaise with influential groups and people in the community who are already established and have peer support and networks, to work together on influencing community members on the issues of sanitation and on preventing violence. Influential people or groups may include:
 - Women's groups, savings groups, groups of people with disabilities;
 - Religious leaders; and
 - Health staff, including traditional birth attendants.
- Link up WASH programmes with other programmes working on livelihoods that have a specific focus on women as well as men, to enable women to increase their access to resources.

TS5-C	Scenario C – Risks to men
Scenario	<p>Joshua and his family have had to flee their homes because of fighting, and arrive in an internally displaced persons camp with only the things they can carry. They need to find water and food for the family, and so Joshua and his father decide to go outside the camp to the nearest well. Joshua's father is attacked by the rebels and kidnapped, but Joshua manages to run away back to the camp. Joshua is only 14 years old, but he now has to become the head of the family and try to protect his mother and three younger sisters.</p>
Participant questions	<ol style="list-style-type: none"> 1. What problems do you imagine that Joshua and his family will now face? 2. What social and cultural pressures do men and boys face in your country, and how are these pressures linked to violence? 3. Is there anything that WASH practitioners can do to address the risks in the scenario? 4. How can WASH practitioners involve men and boys in reducing the vulnerabilities to violence?
Facilitator notes	<p>This scenario encourages discussion of the vulnerabilities to violence that men and boys may face, and how they can also be involved in identifying some of the solutions to prevent violence.</p> <p>1. What problems do you imagine that Joshua and his family will now face?</p> <ul style="list-style-type: none"> • They will still run the risk of attack when collecting water, and if Joshua is also kidnapped there will no longer be a male head of family. • If the women or girls in the family are responsible for collecting water, they are also vulnerable to rape and abduction. • As the main breadwinner is no longer there, Joshua will be expected to try and earn money to keep the family. It will be difficult for him to go to school. • The mother and even the younger girls may even be forced into prostitution to help keep the family. <p>2. What social and cultural pressures do men and boys face in your country, and how are these pressures linked to violence?</p> <p>Enable participants to understand and discuss the different gender roles and expectations that men and women face in a particular context. Examples might include:</p> <ul style="list-style-type: none"> • Men are often expected to protect the family from physical threats and are expected to be strong. It is often expected that they will be able to fight, and violence is frequently encouraged. • They may not be encouraged to 'put themselves in other people's shoes', and might not therefore empathise with the dangers and risks that woman can face – or even be aware of such dangers. • They could feel threatened when women take on what are often perceived to be 'their' responsibilities, or they may feel inadequate and frustrated when they are unable to live up to their roles as protector and provider. • Men could be mocked if they take on a role that is usually perceived as being done by women, such as collecting water. • Boys may also be forced into sexual acts by older men, but due to the sensitivity of such actions they might be very unwilling to speak about it.

3. Is there anything that WASH practitioners can do to address the risks in the scenario?

- The obvious thing to do is to try and provide water inside the camp. Consider if water can be piped or tankered into the camp. However, this may not be possible.
- Even where this is possible, it could still be necessary for people to go outside of the camp to collect firewood. Therefore, see if the internally displaced people can be provided with firewood or alternative fuels.
- Lobby the camp management for improved security in and around the camp. This might include stationing peacekeepers outside the camp, including on the routes to and near to water sources, but with care that they are trained in a code of conduct including issues around sexual exploitation.

4. How can WASH practitioners involve men and boys in reducing the vulnerabilities to violence?

- Men and boys have a key role to play in reducing the vulnerabilities to violence, and it can be useful to build on the traditional roles they are usually expected to play in protecting the family.
- It is important for male as well as female WASH practitioners to have a good grasp of gender issues, and what this means in any particular context.
- Work with influential male community leaders to become champions on reducing vulnerabilities to violence and encouraging men and boys at the community level to understand the problems and contribute to developing solutions.
- Organising safety audits, with separate groups of men and women or boys and girls, and then sharing the information from each and discussing this can help to identify possible solutions and ways to overcome problems.

TS5-D	Scenario D – Abuse of power
<p>Scenario</p>	<p>You are a 17-year old girl and you and your family of eight (your mother and seven children) have recently been forced to leave your home; you have been living in an internally displaced persons camp for a few months. You are managing to survive with very little food, and have been forced to leave almost all of your possessions at home. You are the eldest child and you feel you have to do something to try to support your mother. A distribution of soap and mosquito nets is taking place in the camp, but you don't think your family is eligible as you have not received any information about it. However, you go to the distribution centre and approach one of the officials. He shakes his head and tells you that you are not entitled to any help.</p> <p>Later that day, you see the man again and he comes over to talk to you. He says there may be something he can do for you and asks you what you can do in return. You feel a strange sensation in the pit of your stomach, but you think about how you could sell the net and how lovely it would be to be able to wash again with soap...</p>
<p>Participant questions</p>	<ol style="list-style-type: none"> 1. What do you think happens next and why do you think it happens? 2. Have you come across this happening before? 3. What can you do to prevent this from happening? 4. What should you do if you hear about this happening?
<p>Facilitator notes</p>	<p>The aim of this scenario is to explore the responsibilities of humanitarian and development actors, and to consider how we can reduce the risks of sexual exploitation and abuse.</p> <p>1. What do you think happens next and why do you think it happens?</p> <p>What happens next could be:</p> <ul style="list-style-type: none"> • The girl says she has nothing to give the official, leaves and keeps quiet on what has happened. • She agrees to a sexual act/favour with the official to get the mosquito net and soap. • The girl speaks with a female development worker who she has seen in the camp the next day, to say what has happened and to ask why her family is not eligible to have the net and soap like her neighbours without having to do something in return. <p>Ask the participants to also explore why the male aid worker felt that it was ok to do this.</p> <ul style="list-style-type: none"> • Societal attitudes towards women may make it seem ok to take advantage of women and young girls in this way, and it may be so common that women and girls might also accept such incidents. This is often called 'transactional sex' or 'survival sex', and many poorer women and girls face this pressure in many situations and not just as a result of conflict and disaster. • Aid workers have a significant amount of power in relation to the communities they are working with, as they have resources, education, money and influence. They can either use this power responsibly or abuse it. <p>Ask about other situations in which we work where power might be misused in this way. For example:</p> <ul style="list-style-type: none"> • A WASH committee member or pump caretaker abusing his power to obtain sexual favours; or • Senior WASH staff (male or female) bullying younger staff, or a male manager offering promotion in return for sexual favours.

2. Have you come across this happening before?

- Participants may sometimes feel reluctant to talk about previous incidents, but you could ask the following questions:
 - How common do you think this is?
 - What are the risks of this happening here?
 - If it did occur, then what would be done about it?
 - Does it make a difference if the man and the woman are the same age?

3. What can you do to prevent this from happening?

- Provide accessible information to the community about all distributions: what they can expect, who is eligible and the conduct expected from staff carrying out the distribution. Make sure that it is widely known that food and non-food distributions are free of charge.
- Make sure that all staff and partner staff sign a code of conduct, and that staff understand what is in the code and their responsibilities.
- If community leaders are involved in developing lists for the distribution of WASH-related items, make sure that both women and men are involved in the process.
- Ensure that all agency staff are approachable, and that people know they can talk to staff if there is a problem.
- Set up a complaints mechanism that is acceptable to the community, and that ensures problems are addressed in a timely fashion without backlash on the person reporting the problem.

4. What should you do if you hear about this happening?

- Talk to your line manager about the issue and what can be done.
- Report the incident using the formal confidential reporting system, as established by your organisation if one exists.
- Record what you know in a short confidential report using the reporting format established by your organisation; however, be clear about what you know for a fact and what you have heard from someone else.
- Do not start rumours – use established channels to investigate and respond to this serious issue.

TS5-E	Scenario E – Challenging gender roles
Scenario	<p>The WASH committee in Sendali village is meeting to discuss a new water project – the upgrading of their well and the provision of a communal latrine block. There are only two female members on the committee, and they are both feeling a bit demoralised as frequently they are not given the opportunity to talk and the other members of the committee are often disdainful of their contribution. Alela, the younger woman, had applied to do the pump technician training, but the other committee members don't think that women can take on such a role. Even her friend and fellow woman committee member, Amina, is a bit sceptical of her ability to do this.</p>
Participant questions	<ol style="list-style-type: none"> 1. What do you think about a woman's ability to be on a WASH committee or to be a pump attendant? 2. Why do you think the WASH committee ignores its women members? 3. What can you do to support the functioning of the WASH committee? 4. What can you do as a WASH practitioner to make sure that the project addresses the needs of men and women?
Facilitator notes	<p>1. What do you think about a woman's ability to be on a WASH committee or to be a pump attendant?</p> <p>Ask the participants to discuss the pros and cons of having a woman in this position.</p> <ul style="list-style-type: none"> • Women often ensure that the pump is fixed more quickly if they are on the committee or if they work as a pump attendant, as they are usually responsible for collecting water and it is in their best interest to have water accessible as close as possible to home. • While some parts of the pump may be quite heavy to manipulate, there is no reason why a woman can't manage this. Most of the work of maintaining the pump does not require great strength. • It is vital to have the views of women when trying to design a new facility or upgrade old facilities. Appointing women to the committee has the potential to make for a more effective and equitable programme, and to ensure that the facility meets the needs of women as well as men. <p>2. Why do you think the WASH committee ignores its women members?</p> <ul style="list-style-type: none"> • Social norms and attitudes might dictate that women do not take on positions of responsibility with decision-making roles. • Committee members may feel threatened by women's involvement, and feel that they are taking away jobs and responsibility from the men on the committee. • The committee may not have received any training to consider the contribution that women can make to successful management of the WASH facilities. <p>3. What can you do to support the functioning of the WASH committee?</p> <ul style="list-style-type: none"> • Provide training on the above topics and enable the male members of the committee to appreciate the contribution that women can make. Training will be needed on gender, leadership, group dynamics and how to resolve conflicts. • Make sure that there are several women on the WASH committee (ideally near to 50:50 men and women), with an absolute minimum of three women. While this will not fully solve the problem, they will be able to give one another moral support and will feel more confident to speak up. Also while it is easy to not invite a single

woman member to meetings and activities, hence excluding her, it is not so easy to not invite half of the committee. Having active participation of both women and men will become normalised.

- Arrange visits to communities where the WASH committee is functioning better, with active involvement of women and men, so they can learn by example.
- Encourage the committee to analyse its own performance and identify solutions to the poor integration of women.
- When attending committee meetings, make sure that you encourage the women to speak as well as the men and show that you respect their opinions.

4. What can you do as a WASH practitioner to make sure that the project addresses the needs of men and women?

- Employ both men and women in positions of responsibility, and ensure that all field teams have a mixture of women and men.
- Have a clear gender policy that is well communicated to all staff and partners.
- Carry out a gender analysis and use the results to inform the project design.
- Keep gender on the agenda at all stages of the project cycle: encourage discussions on progress, and sharing of successes and challenges so that solutions can be proposed and debated.
- Encourage the use of gender-sensitive indicators for monitoring and evaluation.
- Promote the use of inclusion and safety audits of WASH facilities.
- Take care to ensure that women at the community level are not expected to undertake activities as a lone woman – as this can lead to their exclusion or rumours occurring about them having relationships with the men. Always ensure that there is a minimum of three women involved in any committee or activity.

TS5-F	Scenario F – Experiencing violence on a WASH programme
Scenario	<p>You have been working on WASH in a number of peri-urban communities in a low-income country. The programmes involve a lot of infrastructural construction work and large numbers of the community members, both women and men, have been involved in the programme. Some community members who have shown good leadership skills have been given responsibilities to supervise groups of community members in the construction work. As part of the programme, the supervisors have been given bicycles to help them get between sites and as a motivation for the extra responsibility they have taken on. One of the supervisors is a woman. One evening a man who was unhappy with her being allocated the role and getting the bicycle cornered her and beat her up very badly. Others working on the project tell you what has happened when you arrive on site the next day.</p>
Participant questions	<ol style="list-style-type: none"> 1. Why do you think this has happened? 2. How does it make you feel? 3. What should you do next? 4. How should you react when you see the woman who has been beaten? 5. What services and professionals could assist the woman in this situation?
Facilitator notes	<p>The aim of this scenario is to explore how as a WASH professional you would feel if faced with such a scenario, and what you should do to assist the woman.</p> <p>1. Why do you think this has happened?</p> <ul style="list-style-type: none"> • Gender power differences have led to the man not being happy that a woman has been given the role and the bicycle. • There might be a widespread cultural acceptance of beating of women by men. • The likelihood that there will be any consequences for the man could be low, due to a weak police and court system. <p>2. How does it make you feel?</p> <ul style="list-style-type: none"> • A mixture of emotions – this may be shock, anger, guilt (for having put the woman in this leadership position), horror, empathy, concern... • Note that the reason this situation occurred is due to power differences between men and women, and what the man did was wrong. It is not your fault for putting the woman in that position. When gender roles are being challenged through women taking on roles that might be perceived as 'belonging' to men, there can be a backlash. Women should have a right to make their own decisions on whether they would like to take on such positions. It is our role as WASH professionals to provide ongoing support to women or people from other minority or marginalised groups, to support them in their decisions on taking on such roles and to encourage respect and support from community leaders and other community members. <p>3. What should you do next?</p> <ul style="list-style-type: none"> • Find the woman and see how she is, and if she has already received professional support. • If she has not, then provide information on the professional support that is available to her.

- In discussion with your line manager make a decision on how much support you can provide, reflecting the reality of the context – for example, providing transport for her to reach a health facility or the police station if transport is difficult.
- With the permission of the woman who has experienced violence, discuss with community leaders on what should be done about the man and his involvement in the project. It may be decided that he should no longer be involved. If so, the community leaders should deal with the abuser on the issue of his future involvement.
- Whether or not the man should be arrested is a decision for the woman who has experienced the violence. If so, this should be carried out by the police.

4. How should you react when you see the woman who has been beaten?

See [BN4](#) for information on the ‘do’s and don’ts’ when interacting with someone who has experienced violence. In summary:

- Find a safe space to speak.
- Show your concern and empathy, but don’t try to ask about how she is feeling or to debrief her – ideally this should be done by professionals.
- Listen to what she has to say and take it seriously.
- Emphasise that it was not her fault, and that the man was wrong in what he did.
- Noting that you are not a professional on such issues, provide her with information on what professional help is available.
- Emphasise that what she does next should be her decision.
- You could ask if she would like you to take a photograph for her to have evidence for the police and courts, if this is the way she would like to proceed. Be clear that she can decide at a later stage if she would like to use any photographs you take: taking them does not mean that she has to use them.
- Encourage her to ask close friends to provide her with ongoing support over the next few days.
- In discussion with your line manager if it is felt appropriate, provide additional support such as transport to obtain professional help. In some circumstances, however, this might not be appropriate, as there may be a concern that this will lead to a reliance on the individual and organisation which isn’t possible over the longer term, and hence it is better for the individual to rely on her own support networks. Nonetheless, as this incident happened in relation to the WASH programme, some ongoing support could be appropriate.

5. What services and professionals could assist the woman in this situation?

- The police and judiciary – for protection and for the arrest/conviction of the abuser.
- Health services – for health and psychological care.
- Local community-based organisations, such as women’s groups.
- Church, mosque or other religious institution.
- Counselling or psychological services – if available.

TS5-G	Scenario G – Supporting a colleague who has experienced violence
Scenario	<p>You have noticed that a colleague has been looking stressed and has not been carrying out her work to her usual standards. At the end of the day, just before you both leave the office and she and you are alone, you ask her if she is OK because you are concerned that she is upset. She confides in you that she faced an incident the other day that has upset and disturbed her. She has been friends with a male colleague for some time, and had started to become fond of him. A couple of weeks ago he asked her if she would like to come around to his flat for a meal, and she agreed. After the meal they sat and watched a video, but he sat too close to her and she felt uncomfortable. After a while he started kissing her and forced himself on her to have sex. She had asked him to stop many times, but he didn't and was much stronger than her. She is very upset and frightened about what happened, and has bruises on her wrists that have been painful. She is frightened to talk about it, because she thinks that others will not believe her as she went to his flat willingly.</p>
Participant questions	<ol style="list-style-type: none"> 1. Why do you think this situation may have happened? 2. What should you say to this colleague? 3. How do you think you would feel after hearing about your colleague's experience? 4. What should you do to get support yourself?
Facilitator notes	<p>The aim of this scenario is to explore how to support a colleague who has experienced a sexual assault, and how to get support yourself after hearing about a traumatic incident.</p> <p>1. Why do you think this situation may have happened?</p> <ul style="list-style-type: none"> • The power differences between men and women can mean that men feel able to impose their needs on women. Because of their physical strength, they can often do so even when the woman says no. • Note that this case study does not indicate the nationality of either the person who experienced violence or the perpetrator. • If the two individuals are of different nationalities or cultures, there may have been misunderstandings over what a behaviour – such as agreeing to come to a colleague's flat – meant. However, this does not take away from the fact that if the woman said no, this was an incident of rape. <p>2. What should you say to this colleague?</p> <p>The following information on what to say when responding to a colleague who has experienced a sexual assault is also included in BN3:</p> <ol style="list-style-type: none"> 1. Affirm the person's strength in disclosing the incident and the fact that they should not be alone in dealing with the situation. 2. Reassure them about efforts to be made to ensure confidentiality, and that the decision on whether identifying details of an incident should be disclosed with others will remain with the person who has experienced the incident. However, do not promise to keep the information secret, as in some incidents other people may also be at risk and hence action may be needed to protect others. In the case of sexual abuse and exploitation of beneficiaries, there is usually a mandatory – and a legal – requirement to report.

3. Allow the person to take back some sense of control in their life by not forcing decisions on them. Offer information sensitively on what they need to consider in reaching a decision about what to do next, and encourage them to take the time that they need to make any decisions.
4. Listen actively and compassionately taking your lead from the person who has experienced the assault. Do not ask them to look in depth at how they are feeling, as this should only be undertaken by a professional trained in psychosocial care. This does not mean not to listen to what they want to say, including if they decide to share their feelings with you. It is important support them when they are ready to talk.
5. Consider their ongoing safety, but do not force them to leave the area if they feel supported where they are.
6. Consider their medical and psychological well-being and where and how they might access help – this should include where they can get confidential medical and psychological assistance.
7. Consider the legal implications and who will support them in deciding whether to report the incident or not.
8. It is useful for the person who was assaulted to keep the clothes they were wearing at the time (including their underwear), as this can be used for forensic evidence if they decide to press charges (their instinct may be to wash everything straight away).
9. Remember that they may need immediate, intermediate and long-term support. Just because someone has stopped talking about an incident or showing distress in the same way does not mean they are no longer struggling.
10. Note that there is not one correct way to respond to a sexual assault – the person who has been abused needs to make their own decisions about what works best for them.
11. Supporting a colleague following a sexual assault will have an impact on those who are supporting their colleague. It is recommended that over time more than one individual takes a supporting role, and that care is provided for the carer. See later in this section for more details.

3. How do you think you would feel after hearing about your colleague's experience?

- You could have a variety of emotions – shock, anger, concern, fright; you may feel sick or sad.
- Think about what support you need – make sure that you eat, drink regularly and recognise your own feelings and the impact of the incident on you.

4. What should you do to get support yourself?

- If your colleague later decides to report the incident to someone else in the organisation, such as a human resources manager or more senior manager, and it is possible to talk with him or her yourself, then they might be able to also provide support to you.
- Sometimes doing things that you enjoy, such as sports, going for a walk or other activities, can help relieve stress.
- If you have a close friend who you can share your feelings with confidentially, this can also help. However, if this is the case it is critical not to say who has experienced violence or who committed it. Only the person who has experienced violence should have the right to share this information, as it can put them in more danger if the information gets spread around.
- Some organisations provide the option for confidential counselling, which any staff can take up on request – this could also be helpful.

The toolkit is co-published by:



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.

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

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VIOLENCE GENDER & WASH

A PRACTITIONER'S TOOLKIT

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

Toolset 5

Training scenarios