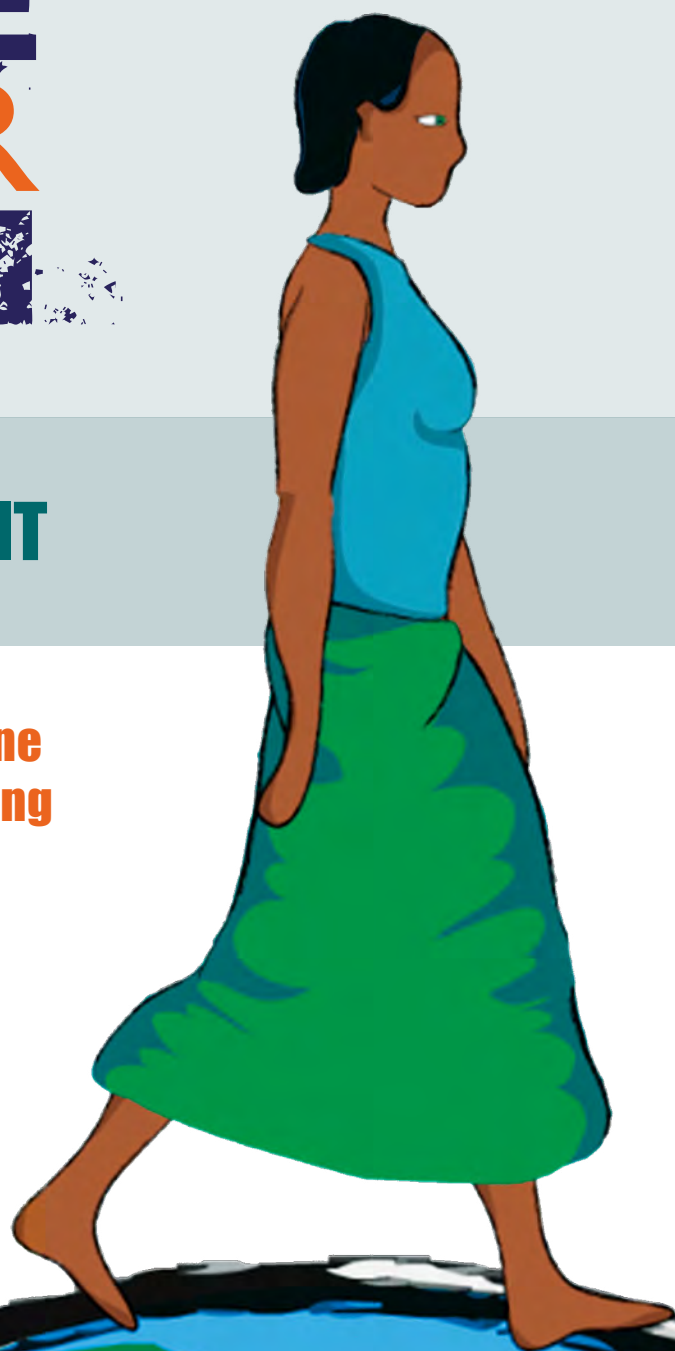


VIOLENCE GENDER & WASH

A PRACTITIONER'S TOOLKIT

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

Sarah House
Suzanne Ferron
Marni Sommer
Sue Cavill



Acknowledgements

This toolkit has been developed 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 the 27 organisations indicated on the back of this folder. The first print run has been co-funded by the International Medical Corps. Full acknowledgements are included in Briefing Note 1.

Toolkit and website design

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VIOLENCE GENDER & WASH

A PRACTITIONER'S TOOLKIT

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

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

This briefing note includes:

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

Five key things to remember from this briefing note:

1. This toolkit has been developed for use by WASH practitioners but will also be useful for gender-based violence (GBV), gender, protection, health and education specialists
2. This toolkit is relevant to development, humanitarian and transitional contexts
3. The toolkit provides examples of promising good practice approaches which have the potential to reduce vulnerabilities to violence
4. This toolkit has not been designed to be read from start to finish – different parts may be useful to different users
5. The key documents are the four briefing notes and the associated checklists – the other materials in the toolsets (case studies, checklists, videos, training scenarios etc.) may be drawn on as required



Matthew Fryer / University of Winchester

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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If you wish to use any of the supporting publications, other than as a general resource in support of this toolkit, please contact the author / organisation as stated in that publication to obtain permission.

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 (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).

VIOLENCE GENDER & WASH

A PRACTITIONER'S TOOLKIT

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

Briefing Note 1 About this toolkit and how to use it

BN1

- Purpose, scope and limitations
- Contents
- Definitions
- Acknowledgements

Checklist of actions

CHECKLIST

- Ten key principles
- Actions with the potential to reduce violence
- Links to further information in the toolkit

Briefing Note 2 Improving WASH programming

BN2

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

Briefing Note 3 Institutional commitment and staff capacity

BN3

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

Briefing Note 4 Understanding the protection sector and how to respond to violence as a WASH actor

BN4

- Actors who work in the 'protection' sector in development and humanitarian contexts
- Examples of how WASH and protection actors have worked together
- Referral systems and ethics used by the protection sector
- What we should do if we are faced with violence in communities – 'Do's and Don'ts'

Supporting documents

OVERVIEW

Toolset 1 Case studies

TS1

Examples of violence, gender and WASH

Toolset 2 Videos

TS2

Violence, gender and WASH and good practice in programming – including the introductory video 'As safe as toilets?'

Toolset 3 Case studies

TS3

Good practice in policy and programming

Toolset 4 Methodologies for working with communities

TS4

Toolset 5 Scenarios

TS5

For use in training

Toolset 6 People in vulnerable, marginalised and special circumstances

TS6

Toolset 7 International legal instruments

TS7

Toolset 8 References

TS8

Foreword by UK Department for International Development Parliamentary Under Secretary of State, Rt. Hon. Lynne Featherstone MP



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

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

This toolkit that has been produced with UK aid through the SHARE research programme consortium is therefore both timely and important. I particularly welcome the dual focus on supporting those from both the WASH and Protection sectors to understand how they can work together to reduce violence. As the toolkit says, "while WASH is not a root cause of violence, it can and often does, contribute to the risk of violence". Poorly designed and managed WASH services can increase the exposure of vulnerable people – particularly women, girls and those with

disabilities – to the risk of violence. The simple act of collecting water or deprivation of a safe toilet, may result directly in acts of physical, sexual or psychological violence against women and girls.

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

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

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



Rod Shaw / WEDC, Loughborough University

Acknowledgements

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

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

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- **Independent** – Eric Fewster, Water and Environmental Manager, Independent Consultant
- **Independent** – Julie Lafreniere and Jeanne Ward, who are working to update the Inter-Agency Steering Committee GBV Guidelines
- **International Federation of Red Cross and Red Crescent Societies, East Africa and Indian Ocean Islands** – Chelsea Giles-Hansen, Water and Sanitation Delegate
- **International Rescue Committee** – Penninah Mathenge, Technical Advisor Hygiene and Sanitation; Sanni Bundgaard, Technical Advisor Care for Women Survivors; Liz Walker, Senior Technical Advisor Environmental Health and Paul Earwaker, Environmental Health Technical Adviser
- **La Trobe University, Australia** – Dr Sue Chaplin, Honorary Research Fellow, School of Public Health and Human Biosciences
- **Médecins sans Frontières, Operational Centre Brussels** – Yasmine Al Kourdi, Health Promotion and Socio-Anthropology Adviser
- **Oxfam-Intermon, Spain** – Pilar Duch, Protection and Gender Adviser and Simone Carter, WASH Co-ordinator
- **Plan International, USA** – Dr Darren Saywell, WASH/CLTS Technical Director, and Lauren Yamagata, Program Associate, WASH team; and Marcia Odell, Senior Gender Adviser

- **Plan International, UK** – James Robertson, Programmes Manager; Olga De Biaggio, Gender Equality Officer; Marialaura Ena, South East Asia Programme Officer; Sophie Bide, East Africa Programme Officer
- **Programme de Promotion de Soins Sante Primaires (PPSSP), Democratic Republic of Congo** – Deogratias Mwaka, Director
- **Salamander Trust, UK** – Dr Alice Welbourn, Founder and Director and Nell Osborne, e-Communication Consultant
- **UNICEF, New York** – Cecilia Scharp, Senior Adviser, Water and Environment; and Clara Sommarin, Senior Adviser, Child Protection
- **WaterAid, America** – Lisa Schechtman, Head of Policy and Advocacy
- **WaterAid, UK** – Jane Wilbur, Equity, Inclusion and Rights Adviser, Yael Velleman, Senior Policy Analyst (Health and Sanitation), Shamila Janz, Learning, Research and Documentation Advisor, and Louisa Gosling, Programme Manager, Principles.

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- **Independent** – Elizabeth Noble, research team member who worked with the core research team in the early stages, undertaking the initial desk review and also contributing to the direction of the toolkit
- **Independent** – David Weatherill, Public Health Engineer, Independent Consultant – reviewed the materials and also undertook the initial research that led to the development of Toolset 7
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- **WaterAid India and partners** - Sweta Patnaik from WaterAid India, Moitrayee Mondal, Oxfam, India and partners in the National Confederation of Dalit Organisations, Christian Aid India, WomenPowerDirect and the women Dalit and tribal Sub-Panchayat leaders who organised and / or participated in the National Consultation on ‘Water, Sanitation, Safety and Freedom from Violence: Dalit women speak out’, Dec 2013
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In addition to the contributions from individuals and organisations noted above and in the tables on page 7 and 8, thanks also to the following organisations which have also agreed for the inclusion of their materials in this toolkit:

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- ActionAid
- American Refugee Committee (ARC)
- Amnesty International
- Federation of African Women Educationalists (FAWE), Liberia
- Inter-Agency Network for Education in Emergencies (INEE)
- Institute for Sustainable Futures, University of Technology, Sydney, Australia
- International Development Research Centre (IDRC)
- International Save the Children Alliance
- International Women’s Development Agency (IWDA)
- Jagori, India
- Promundo, Brazil
- Raising Voices, Uganda
- Restored
- SaciWATERS
- Shramik Bharti and Waqi Ki Awaaz, India
- Thoughtshop Foundation
- Video Volunteers
- Water, Engineering and Development Centre (WEDC), Loughborough University, UK
- We Can Campaign
- Women in Cities International (WICI)
- Women’s Refugee Commission (WRC)
- World Vision

Thanks also to various organisations represented by those included in the tables which follow who also gave permission for the inclusion of their materials in the toolkit.



Rod Shaw / WEDC, Loughborough University

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Acronyms	
BN	Briefing Note
CBO	community-based organisation
CTC	community toilet complex
DRC	Democratic Republic of the Congo
GBV	gender-based violence
ICRC	International Committee of the Red Cross
IDP	internally displaced person
IDRC	International Development Research Centre
IASC	Inter-Agency Standing Committee
GSB	gender-sensitive budgeting
HIV/AIDS	Human Immune Deficiency Virus/ Acquired Immune Deficiency Syndrome
LBGTI	lesbian, bisexual, gay, transgender or intersex
M&E	monitoring and evaluation
MHM	menstrual hygiene management
MSF	Médecins Sans Frontières/ Doctors Without Borders
NGO	non-governmental organisation
PEP	post-exposure prophylaxis to HIV
PHAST	Participatory Hygiene and Sanitation Transformation approach
SEA	sexual exploitation and abuse
SOP	standard operating procedure
STI	sexually transmitted infection

TS	Toolset
TVET	technical vocational education and training
UNFPA	United Nations Population Fund
UN HABITAT	UN Human Settlements Programme
UNHCR	UN High Commissioner for Refugees/UN Refugee Agency
UNICEF	UN Children's Fund
UNMAS	UN Mine Action Service
VAW	violence against women
WASH	water, sanitation and hygiene
WEDC	Water, Engineering and Development Centre
WWP	Women's WASH Platform



Rod Shaw / WEDC, Loughborough University

About this toolkit

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

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

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

Development, humanitarian and transitional contexts

As is highlighted in Briefing Note 2 ([BN2](#)) and Toolset 1 ([TS1](#)) of this toolkit, violence occurs in a range of contexts, including those that are considered more

'stable' or longer-term, developmental contexts. Given that vulnerabilities tend to be magnified in humanitarian contexts, the issue has gained a higher profile, and core guidance already exists for these settings in the form of the Inter-Agency Standing Committee (IASC) guidelines. This offers opportunities for learning for those working in longer-term development.

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

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



Rod Shaw / WEDC, Loughborough University

Aims and objectives of the toolkit

Overall aim of the resources:

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

Specific objectives:

1. To raise awareness on the vulnerabilities to violence with links to poor access to water, sanitation and hygiene (WASH) for girls, women, boys, men, people with other gender and sexual identities and with particular attention to people from marginalised groups or who are in vulnerable or special circumstances;
2. To enable learning on good policy and programming practices (assessment, planning, design, implementation, monitoring) to minimise vulnerabilities to violence linked to WASH;
3. To enable WASH practitioners to understand better how to link with or form alliances with organisations specialising in protection or gender-based violence (GBV) through better understanding the protection sector, for policy influence, programming and the provision of services;
4. to encourage institutional commitment from all departments including human resources to contribute to reducing vulnerabilities to violence in programmes and the workplace;
5. To identify what as WASH actors we should do when faced with violence at the community level or within the workplace, and who can provide professional support.

'Humanitarian' and 'development' contexts are also artificial distinctions. Many contexts fluctuate between relatively stable conditions, sometimes for many years, to periods of conflict or natural or complex disasters. Such contexts may be termed 'transitional' or 'fragile'. Other people may live in politically stable contexts, but face vulnerabilities to violence because environmental degradation leads them to have to walk increasingly long distances for water.

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

Human rights

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

Promising good practices

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

This toolkit brings together a range of examples of *promising* good practice that have the potential to reduce vulnerabilities to violence associated with WASH programmes and services. The approaches have



Petra Röhr-Rouendaal / WASH Cluster Visual Aids Library

Important note on the use of the toolkit

It is not intended that users will read the whole toolkit from beginning to end.

The core of the toolkit consists of the four briefing notes and the checklist (two versions), which provide an overview of the issues and highlight key points.

The materials in the toolsets are supplementary materials to be drawn on as appropriate to the role and interest of the user.

Later in this BN is a mapping of the contents. This can be used to help guide the user to the materials available.

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

Need for learning on good practice

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

User groups for the toolkit

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

Secondary user group – Practitioners working in development, humanitarian and transitional contexts on: gender; gender-based violence/violence against women and girls; protection; education; health; shelter; logistics; and associated areas.

It is expected that users will already have a basic understanding of the concept of gender, but may or may not have already considered violence in relation to WASH in any depth.

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

How to use this toolkit

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

The toolkit is split into briefing notes and toolsets:

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

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

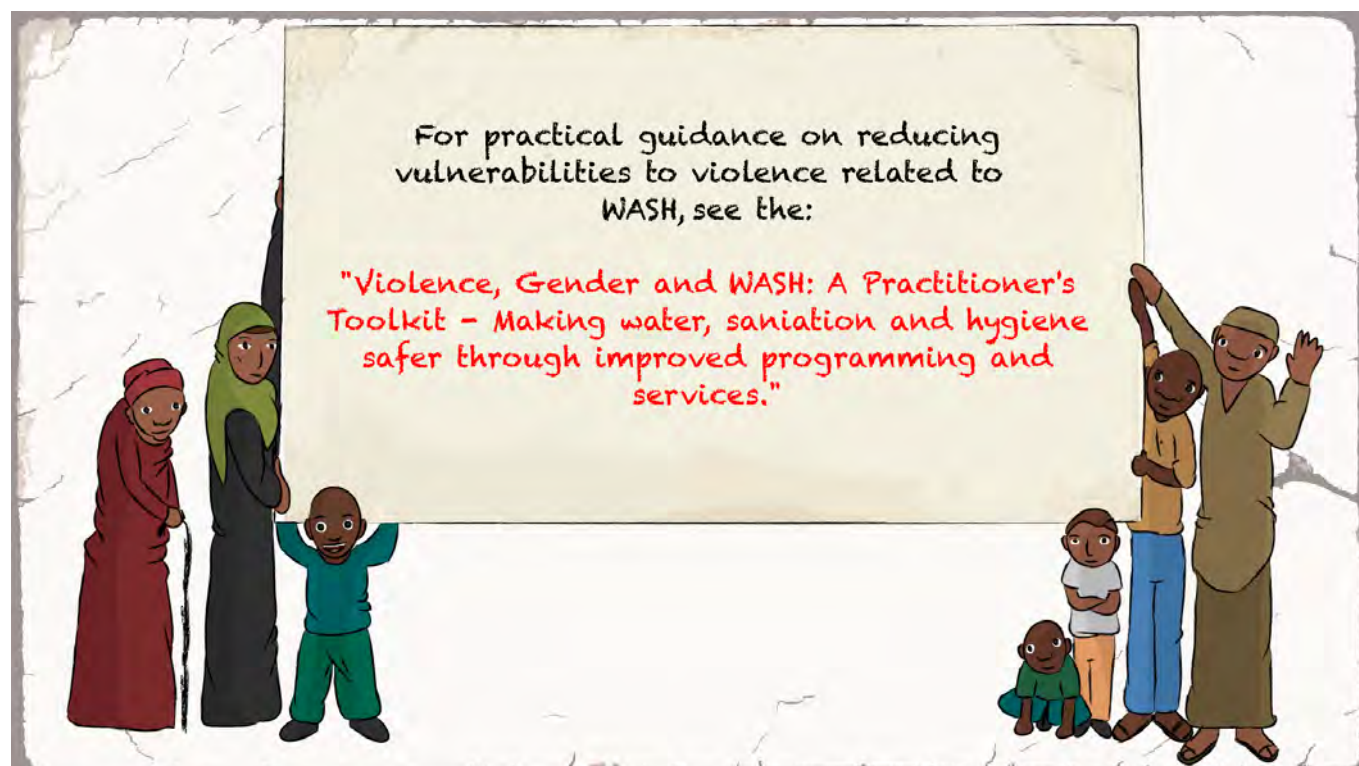
It is proposed that the starting point for using this toolkit is to read [BN2](#), which provides an overview of the issues and good practice. This then provides linkages to further information either in [BN3](#) or [BN4](#) or to the materials in the toolsets.

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

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



Matthew Fryer / University of Winchester



Matthew Fryer / University of Winchester

Suggested materials which may be useful to specific user groups

Policymakers

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

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

Programme funding personnel

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

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

Advocacy staff

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

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

Implementers

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

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

Trainers

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

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

Monitoring and evaluation staff

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

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

Human resources

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

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



Bob Linney / Health Images

Overview of contents

The toolkit is structured around a series of 4 briefing notes (BN) and 8 toolsets (TS).

Standard second page for all documents

- [About this document](#)
- [Copyright and request for feedback](#)
- [Citation for this publication](#)
- [Promising good practices](#)
- [What 'violence' means in this toolkit](#)

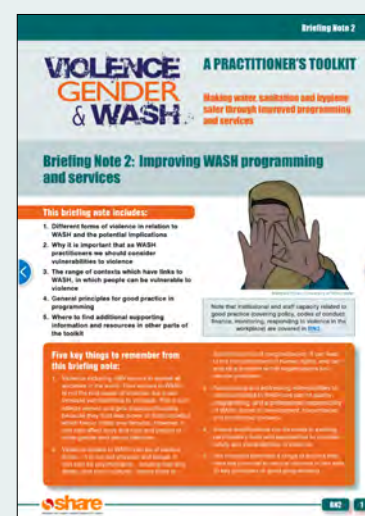
Briefing Note 1: About this toolkit and how to use it

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



Briefing Note 2: Improving WASH programming

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



Briefing Note 3: Institutional commitments and staff capacity

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



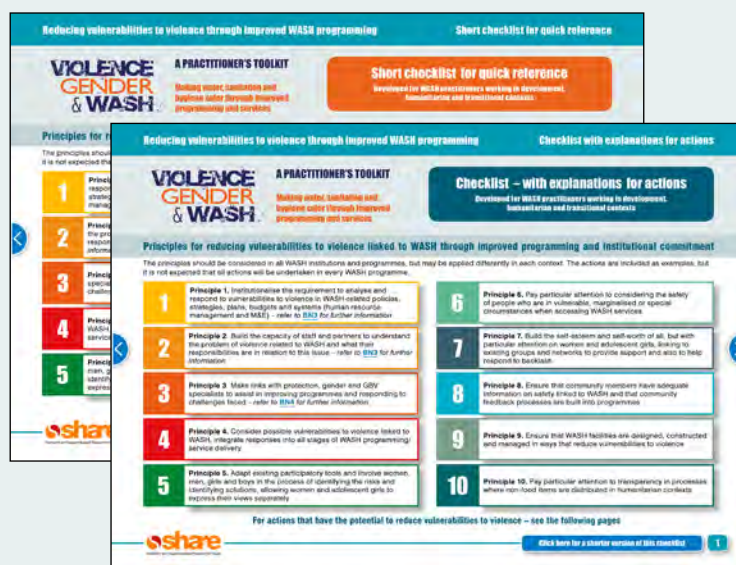
Briefing Note 4: Understanding the protection sector and how to respond to violence as a WASH actor

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



Checklists: Reducing vulnerabilities to violence through improved WASH programming

- [Checklist with explanations for actions](#)
- [Short checklist for quick reference](#)



Toolset 1: Case studies: Violence, gender and WASH

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



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

- [This toolset includes](#)
- [TS2-A – Examples of violence, gender and WASH](#)
 - **TS2-A-1** – Video – ‘As Safe as Toilets?’ including [facilitator’s notes](#)
 - **TS2-A-2** – Video – ‘Woman’s Song Against Open Toilets’, India
 - **TS2-A-3** – Video – ‘1 in 3’
 - **TS2-A-4** – Video – Impacts on women and girls of a lack of WASH, including violence
 - **TS2-A-5** – Video – ‘Slum Stories: Kenya – Going to the Toilet in a Slum’
 - **TS2-A-6** – Video – ‘The Bucket’
 - **TS2-A-7** – Video – ‘Beyond the Factory Floor’
 - **TS2-A-8** – Video – Case study from Kenya on girls using transactional sex for sanitary pads
 - **TS2-A-9** – Video – ‘Dalit Women Demand Sanitation Dignity’, India
- [TS2-B – Good practice in programming and services with the potential to reduce vulnerabilities to violence related to WASH](#)
 - **TS2-B-1** – Video – ‘Safer Cities: Fear Holds Girls Back’
 - **TS2-B-2** – Video – ‘Making Work Safe: Safety Mapping Tool’
 - **TS2-B-3** – Video – ‘Our Lanes... Our Lives’
 - **TS2-B-4** – Video – ‘The Scavengers – India’
 - **TS2-B-5** – Video – ‘W of Women = Will’
 - **TS2-B-6** – Video – ‘Through Our Eyes’
 - **TS2-B-7** – Video – ‘Stepping Stones’
 - **TS2-B-8** – Video – ‘Boys Show the Way’



Toolset 3: Case studies and examples of good practice

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



... continued

- **[TS3-G - Codes of conduct, peer mentoring schemes](#)**
 - **[TS3-G-1](#)** - Code of conduct for technical and vocational training schools: Liberia
 - **[TS3-G-2](#)** - Supporting and empowering girls and women studying engineering and the technical trades: TUSEME Club, Liberia
 - **[TS3-G-3](#)** - Standards for Professional Conduct: International Rescue Committee
 - **[TS3-G-4](#)** - Gender equality policies: Plan International and the International Save the Children Alliance
 - **[TS3-G-5](#)** - Child protection policies, WaterAid and the International Save the Children Alliance
- **[TS3-H – Advocacy materials and activities on violence, gender and WASH](#)**
 - **[TS3-H-1](#)** – GBV posters/postcards: Water Supply and Sanitation Collaborative Council, advocacy campaign
 - **[TS3-H-2](#)** – Campaign on stopping violence against girls in school, ActionAid
 - **[TS3-H-3](#)** – Posters for GBV and urban services campaign: Delhi, India
 - **[TS3-H-4](#)** – Gender relations and WASH poster: Fiji and Vanuatu
 - **[TS3-H-5](#)** – The Gender and Development Network and WaterAid's submissions and responses to the International Development Committee (UK government) inquiry on violence against women and girls



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

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



Toolset 5: Training scenarios

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



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

- [TS6-A - People who are vulnerable, marginalised or in special circumstances](#)
- [TS6-B - Case studies of violence related to WASH faced by people who are vulnerable, marginalised or in special circumstances](#)
- [TS6-C - Good practice in reducing vulnerabilities to violence of those who are vulnerable, marginalised or in special circumstances](#)



Toolset 7: International legal framework

- [This toolset includes](#)
- [Introduction](#)
- [TS7-A – Instruments that are legally binding to the signatories](#)
 - **TS7-A-1** – International Covenant on Economic, Social and Cultural Rights, adopted 1966 (entered into force 1976)
 - **TS7-A-2** – Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), adopted 1979 (entered into force 1981)
 - **TS7-A-3** – Convention on the Rights of the Child, adopted 1989 (entered into force 1990)
 - **TS7-A-4** – Convention on the Rights of Persons with Disabilities and Optional Protocol, adopted 2006 (entered into force 2008)
 - **TS7-A-5** – Geneva Convention (IV) relative to the Protection of Civilian Persons in Time of War, 1949 and Additional Protocols I (1977) and II (1977)
 - **TS7-A-6** – UN Security Council Resolution 1325 on the protection of women and girls in conflict situations, 2000
- [TS7-B – Instruments that are not legally binding](#)
 - **TS7-B-1** – Universal Declaration of Human Rights, 1948
 - **TS7-B-2** – Beijing Protocol for Action, 1995
 - **TS7-B-3** – UN Secretary-General's Bulletin, Special Measures for the Protection from Sexual Exploitation and Sexual Abuse, 2003
 - **TS7-B-4** – UN Declaration on the Elimination of Violence Against Women, 1993; and Elimination on All Forms of Violence Against Women, 2003
 - **TS7-B-5** – United Nations Millennium Declaration, 2000
- [TS7-C – Regional documents of relevance](#)
 - **TS7-C-1** – Organisation of African Unity, The African Charter on the Rights and Welfare of the Child, 1990 (entered into force 1999)
 - **TS7-C-2** – Protocol to the African Charter on Human and People's Rights on the Rights of Women in Africa, 1995
- [TS7-D – International Protection Standards of Relevance:](#)
 - **TS7-D-1** – International Committee of the Red Cross (ICRC) Professional Standards for Protection Work (good practice guidance)



Toolset 8: References

- [References](#)

Supporting publications (listed at the end of this document)

Definitions⁴

The following definitions are used throughout the toolkit:

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

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

1. Due to socially ascribed [gender-related] roles between males and females or people of other gender and sexual identities including lesbian, bisexual, gay, transsexual or intersex (LBGTI);
2. Due to socially allocated positions in society due to ethnicity or social grouping, leading to marginalisation and discrimination;
3. Between people of the same gender when there are power differences, such as between adults and children.

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

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

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

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

Gender – Refers to the social norms between males, females and people of other gender identities *that are learned*, and though they may be deeply rooted in

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

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



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Acts of GBV violate a number of universal human rights protected by international instruments and conventions. Some forms of GBV, however, are not illegal and are not considered as criminal acts in national laws and policies. Around the world, GBV has a greater impact on women and girls than on men and boys. The term ‘gender-based violence’ is often used interchangeably with the term ‘violence against women’. The term ‘gender-based violence’ highlights the gender dimensions of this type of violence; in other words, the relationship between females’ subordinate status in society and their increased vulnerabilities to violence. It is important to note that men and boys also experience violence, often related to expectations of their social role, and particularly committed against them by other males, and that women may also endorse/perpetuate the patterns of violence that are socially/culturally expected/required.⁵ While the following does not justify the actions of a perpetrator of violence, it is useful to understand that men and boys who have been both the perpetrators and receivers of GBV have often been bullied, shamed, beaten or sexually abused when young, and have often witnessed acts of GBV against women and girls in their families. They have therefore often themselves been damaged when they were boys, hence perpetuating the violence as they have learned a distorted sense of how power is demonstrated and expressed. Violence leads to further violence.

It is also important to note that people of other gender and sexual identities, such as people who are lesbian, bisexual, gay, transsexual or intersex (LBGTI), are highly vulnerable to gender-based violence. It is common that they are discriminated against, and in some circumstances are highly threatened with risk of death purely because of their gender or sexual identity.

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

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

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

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

Gender equality – When one sex is not routinely privileged or prioritised over the other, when males, females and people of other gender and sexual

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

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

Inclusive WASH – Inclusive WASH addresses societal barriers by incorporating access (no person faces barriers in the built environment), equity (every person, regardless of their age, gender, disability, sexual identity, medical status or ethnicity, benefits from an intervention) and inclusion (everyone is recognised as participants in all development activities).



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Perpetrator – Person, group or institution that directly inflicts or otherwise supports violence or other abuse inflicted on another against her/his will.

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

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

Protection⁶ – The concept of protection encompasses all activities aimed at ensuring full respect for the rights of the individual in accordance with the letter and the spirit of the relevant bodies of law, i.e. human rights law, international humanitarian law and refugee law.

Protection activity⁷ – Is an activity that prevents or puts a stop to a specific pattern of abuse and/or alleviates its immediate effects (responsive action); restores people’s dignity and ensures adequate living conditions through reparation, restitution and rehabilitation (remedial action); fosters an environment conducive to respect for the rights of individuals in accordance with relevant bodies of law (environment building).

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

Sex – Biological and physiological features and characteristics of females and males.⁸ These are universal and normally fixed and unchangeable, (although some people may undergo medical, surgical or other interventions to change their sex or gender).

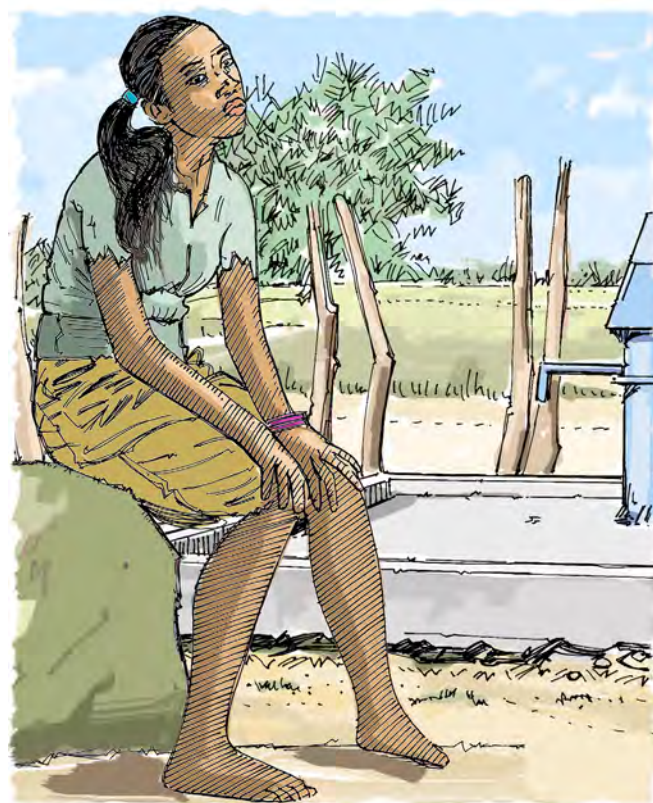
Sexual violence – Includes rape/attempted rape, sexual abuse and sexual exploitation. It is any sexual

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

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

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

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



Rod Shaw / WEDC, Loughborough University

Supporting publications on the toolkit USB

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

For a full set of publications referred to in this toolkit see [TS8](#).

Supporting publications on the USB

Folder	Focus	Reference
1. Case studies – Violence & WASH	Stopping violence against girls in school	ActionAid International (2004) <i>Stop Violence Against Girls in School</i> . Johannesburg, South Africa: ActionAid International.
	Safety issues for women in cities	ActionAid (2013) <i>Women and the City II; Combating violence against women and girls in public spaces – The role of public services</i> . South Africa: ActionAid International.
	Violence related to sanitation in slums in Kenya	Amnesty International (2010) <i>Insecurity and Indignity: Women's Experiences in The Slums of Nairobi, Kenya</i> . London, UK: Amnesty International.
	Denial of access to WASH for the Roma, Slovenia	Amnesty International (2011a) <i>Parallel Lives, Roma denied rights to housing and water in Slovenia</i> . London, UK: Amnesty International.
	Sexual violence in Haiti's camps	Amnesty International (2011c) <i>Aftershocks; Women speak out against sexual violence in Haiti's camps</i> . London, UK: Amnesty International.
	Violence related to sanitation in the Solomon Islands	Amnesty International (2011b) <i>Where is the Dignity in that? Women in the Solomon Islands slums denied sanitation and safety</i> . London, UK: Amnesty International.
	Study of safety issues related to sanitation for women living in Lagos	Globescan Incorporated and WaterAid (2012) <i>Women, Sanitation and Security Nigeria</i> , November 2012. London, UK: Globescan Incorporated and WaterAid.
	Study on the safety of women when using public services in New Delhi, India	Jagori and UN Women (2011) <i>Safe cities free of violence against women and girls initiative, Report on the baseline survey, Delhi 2010</i> . New Delhi, India: Jagori and UN Women.
	Violence related to sanitation in New Delhi, India	Lennon, S. (2011) <i>Fear and Anger, Perceptions of risks related to sexual violence against women linked to water and sanitation in Delhi, India</i> , Briefing Note. London: SHARE Consortium. Available at: http://www.shareresearch.org/LocalResources/VAW_India.pdf [accessed November 2013].

...continued

	Violence related to sanitation in urban areas in Uganda	Massey, K. (October 2011), <i>Insecurity and Shame, Exploration of the impact of the lack of sanitation on women in the slums of Kampala, Uganda</i> , Briefing Note. London: SHARE Consortium. Available at: http://www.sharesearch.org/LocalResources/VAW_Uganda.pdf [accessed November 2013].
	Analysis of the situation of women working in the water sector in South Asia	South Asia Consortium for Interdisciplinary Water Resources Studies (2011) <i>Situation Analysis of Women Water Professionals in South Asia</i> . Hyderabad, India: SaciWATERS.
2. Good practice – Violence, Gender & WASH	WASH and gender toolkit and associated tools, Fiji and Vanuatu	Halcrow, G., C. Rowland, J. Willetts, J. Crawford and N. Carrard (2010) <i>Resource Guide: Working effectively with women and men in water, sanitation and hygiene programmes</i> . Sydney, Australia: International Women's Development Agency and Institute for Sustainable Futures, University of Technology – resource guide; flashcards; case study snapshots; poster of principles and practices. Available at: www.genderinpacificwash.info [accessed 11 October 2013].
	Documents supporting the barrier analysis and solution tools	<ul style="list-style-type: none"> Jones, H. (2013a) <i>Activity sheet 1: Using the social model to identify individual and environmental barriers (Version 2)</i>. UK: WaterAid and WEDC, Loughborough University. Jones, H. (2013b) <i>Activity sheet 2: Identifying barriers to water, sanitation and hygiene (Version 2)</i>. UK: WaterAid and WEDC, Loughborough University. Jones, H. (2013c) <i>Activity sheet 3: Identifying solutions to reduce barriers to water, sanitation and hygiene (Version 2)</i>. UK: WaterAid and WEDC, Loughborough University. Jones, H. (2013d) <i>Equity and inclusion in WASH provision – using the social model of exclusion – facilitators notes (Version 2)</i>. UK: WaterAid and WEDC, Loughborough University. Jones, H., L. Gosling, S. Jansz and E. Flynn (2012) <i>Equity and inclusion in WASH provision – using the social inclusion model of inclusion (Version 3)</i>. UK: WaterAid and WEDC, Loughborough University.
	Involvement of adolescent girls in designing WASH facilities	Layton, M. and S. Layton (no date) Real involvement, real participation. ATprojects.
	Case study of Women's WASH Platforms, Bangladesh	Morshed, G. (2013) 'Women's WASH Platform (WWP) Empowerment in WASH, Bangladesh', presentation by Oxfam Bangladesh, Emergency Environmental Health Forum (EEHF), January 2013, London School of Hygiene and Tropical Medicine. London, UK: EEHF.
	Case study on a programme that links WASH and protection actors and incorporates protection into WASH	Programme de Promotion des Soins de Santé Primaires and Tearfund (2011) <i>Hope out of Conflict – How sanitation plays a vital role in protecting women and children from sexual violence in the Democratic Republic of Congo</i> . DRC: Programme de Promotion des Soins de Santé Primaires.

	Draft strategic framework for safe cities	UN-Habitat, Department of Women and Child Development, Government of the National Capital Territory of Delhi, Jagori, UN Women (2011) <i>Safe Cities Free of Violence Against Women and Girls Initiative, A Draft Strategic Framework for Women's Safety in Delhi, 2010</i> . New Delhi, India: UN-Habitat, Department of Women and Child Development, Government of the National Capital Territory of Delhi, Jagori, UN Women.
	Case study of community-managed toilet blocks, India	Gramalaya and WaterAid, India (2008) <i>Tiruchirappalli Shows the Way; Community-Municipal Corporation-NGO Partnership for City-Wide Pro-Poor Slums' Infrastructure Improvement</i> . India: WaterAid, India.
	Guidance on gender for engineers and technicians	Reed, B., S. Coates and I. Smout (2007) <i>Infrastructure for All: Meeting the needs of both men and women in development projects – A practical guide for engineers, technicians, and project managers</i> . Loughborough, UK: Water, Engineering and Development Centre, Loughborough University.
3. Good practice – Participatory (General)	Toolkit and training materials on using video for social change with a focus on gender and violence	<ul style="list-style-type: none"> American Refugee Committee, Communication for Change (no date) <i>A Practical Guide to Community Video Training With a Focus on Gender Norms, Gender-based Violence, Harmful Practices, HIV/AIDS, and Related Issues</i>. Minneapolis, MN, USA: Available at: http://www.arcrelief.org/site/PageServer?page_name=videoforsocialchange_toolkit [accessed 11 October 2013]. Goodsmith, L. & Acosta, A (2011) <i>Community Video for Social Change: A Toolkit</i>. Minneapolis, MN: American Refugee Committee International. http://www.arcrelief.org/site/PageServer?pagename=videoforsocialchange_toolkit [accessed 11 October 2013].
	Participatory ranking	<ul style="list-style-type: none"> Ager, A. and T. Sparling (2013) <i>Participatory Ranking Methodology (PRM), A Brief Guide, Version 3.1</i>. New York, USA: Program on Forced Migration and Health, Mailman School of Public Health, Columbia University. More details available at: www.cpcnetwork.org/learning-details.php?ID=2 [accessed 11 October 2013]. Ager, A., L. Stark, T. Sparling and A. Potts (2011) <i>Rapid Appraisal in Humanitarian Emergencies Using Participatory Ranking Methodology (PRM), Version 1.1</i>. New York, USA: Program on Forced Migration and Health, Mailman School of Public Health, Columbia University.
	Developing communication materials related to GBV	Raising Voices (2008) <i>How to develop communication materials</i> . Kampala, Uganda: Raising Voices.
	Community mobilisation for preventing violence against women	Siebert, S & L. Michau and E. Letiyo (2009) <i>Guiding Principles of Community Mobilisation</i> . Kampala, Uganda: Raising Voices
	'Game of Life' participatory exercise	Coe, S. and L. Waping (2010) <i>Travelling together; How to include disabled people on the main road to development</i> . UK: World Vision.

4. Good practice – Safety Audits	Accessibility and safety audit tools	<ul style="list-style-type: none"> Jones, H. (2013e) <i>Facilitator notes: Accessibility and safety audit of water and sanitation facilities (Version 2)</i>, and three associated accessibility and safety audit forms: a) <i>Water point</i>, b) <i>School latrine</i> and c) <i>Latrine</i>. WEDC and WaterAid. Water, Engineering and Development Centre (WEDC) and WaterAid (2013a) <i>Accessibility and safety audit: Latrine</i>. UK: WEDC and WaterAid. Water, Engineering and Development Centre (WEDC) and WaterAid (2013b) <i>Accessibility and safety audit: School Latrine</i>. UK: WEDC and WaterAid. Water, Engineering and Development Centre (WEDC) and WaterAid (2013c) <i>Accessibility and safety audit: WaterPoint</i>. UK: WEDC and WaterAid.
	Handbook on safety audits in low-income neighbourhoods	Mehrotra, S.T. (2010) <i>A Handbook on Women's Safety Audits in Low-income Urban Neighbourhoods: A focus on essential services</i> , November 2010. New Delhi, India: Jagori and Women in Cities International.
	Research to investigate adolescent girls' views on safety in five cities (two page summary document)	Plan International Because I am a Girl, Women in Cities International and UN-Habitat (2013) <i>Because I am a Girl Urban Programme: Creating Safe, Accountable and Inclusive Cities for Adolescent Girls</i> . Woking UK, Montreal, Canada and New York, USA: Plan International, Women in Cities International and UN-Habitat.
	Research to investigate adolescent girls' views on safety in five cities	Plan International Because I am a Girl, Women in Cities International, UN-Habitat (2013) <i>Adolescent Girls' Views on Safety in Cities; Findings of the Because I am a Girl Urban Programme study in Cairo, Delhi, Hanoi, Kampala and Lima</i> . Woking UK: Plan International; Montreal, Canada: Women in Cities International; New York, USA: UN-Habitat.
	Action research helping women and adolescent girls and boys work with local authorities to identify problems related to urban services, including those related to safety	<ul style="list-style-type: none"> Women in Cities International, Jagori, International Development Research Centre (2011a) <i>Gender and Essential Services in Low-income Communities, Report findings of the action research project: Women's Rights and Access to Water and Sanitation in Asian Cities</i>. Montreal, Canada, Delhi, India: Women in Cities International and Jagori Women in Cities International, Jagori, International Development Research Centre (2011b) <i>Women's rights and access to water and sanitation in Asian cities (2009–11), Key findings</i>. Montreal, Canada, Delhi, India: Women in Cities International and Jagori.
	Research involving Somali adolescent refugee girls on their feelings of safety and solutions in refugee camps	Women's Refugee Commission (2012) <i>In Search of Safety and Solutions: Somali Refugee Adolescent Girls at Sheder and Aw Barre Camps, Ethiopia</i> . New York, UK: Women's Refugee Commission.

5. Good practice – Violence WASH Emergencies	Inter-Agency Steering Committee GBV and WASH-related guidelines and handbooks	<ul style="list-style-type: none"> Inter-Agency Standing Committee (2005) <i>Guidelines for Gender-based Violence Interventions in Humanitarian Settings; Focusing on Prevention of and Response to Sexual Violence in Emergencies</i>. Geneva: IASC. Full version. Water and sanitation chapter as a stand-alone document. Inter-Agency Standing Committee (2006b) <i>Women, Girls, Boys and Men; Different Needs – Equal Opportunities</i>, gender handbook. Geneva, Switzerland: IASC. Full version. Water and sanitation chapter as a stand-alone document.
	Inter-Agency Network for Education in Emergencies: materials relating to GBV in schools in emergencies	<ul style="list-style-type: none"> Inter-Agency Network for Education in Emergencies (2010a) <i>Gender Equality in and Through Education, INEE Pocket Guide to Gender</i>. Switzerland: INEE. Inter-Agency Network for Education in Emergencies (2010c) <i>Gender Responsive Sanitation, Health and Hygiene</i>. Gender Task Team, INEE. Inter-Agency Network for Education in Emergencies (no date) <i>Preventing and Responding to Gender Based Violence in and Through Education</i>. Gender Task Team, INEE.
	WASH Cluster accountability materials	<ul style="list-style-type: none"> Global WASH Cluster (2009) <i>WASH Accountability Resources; Ask, Listen, Communicate</i> booklet. New York, USA: Global Protection Cluster. Available at: http://www.washcluster.info/?q=content/wash-accountability-toolkit [accessed 11 October 2013]. Global WASH Cluster (2009) <i>WASH Community Leaflet</i>. New York, USA: Global Protection Cluster. Available at: http://www.washcluster.info/?q=content/wash-accountability-toolkit [accessed 11 October 2013].
	Violence against women and girls in humanitarian emergencies	Department for International Development (2013) <i>Violence Against Women and Girls in Humanitarian Emergencies</i> . CHASE Briefing Paper, October 2013. London, UK: DFID.
	IFRC - Gender in water, sanitation and hygiene promotion	International Federation of Red Cross and Red Crescent Societies (2012) <i>Gender in Water, Sanitation and Hygiene Promotion, guidance note</i> . Geneva, Switzerland: IFRC.
	Model information sheet for community members on sexual exploitation and abuse	Inter-Agency Standing Committee Task Force on Protection from Sexual Exploitation & Abuse (no date) <i>Model Sheet for Local Communities, Special Measures for Protection from Sexual Exploitation and Abuse</i> . Inter-Agency Standing Committee Task Force on Protection from Sexual Exploitation & Abuse

6. Good practice – Protection & GBV	'Theory of Change' for tackling violence against women and girls	<ul style="list-style-type: none"> Department for International Development (2012) <i>A Practical Guide on Community programming on Violence Against Women and Girls</i>, CHASE Guidance Note 2, Violence Against Women and Girls, May 2012. London, UK: DFID. Department for International Development (2012) <i>A Theory of Change for Tackling Violence Against Women and Girls</i>. CHASE Guidance Note 1, Violence Against Women and Girls, May 2012. London, UK: DFID. ActionAid, Gender and Development Network, Department for International Development (no date) <i>A Theory of Change for Tackling Violence Against Women and Girls</i>. UK: ActionAid, Gender and Development Network, Department for International Development.
	Advocacy/educational materials developed as part of the We Can Campaign working to end violence against women and girls in South Asia	<p>We Can Materials on Thoughtshop Foundation website. Available at: http://thoughtshopfoundation.org/project_detail/Changemakers_Tools.htm [accessed 11 October 2013].</p> <ul style="list-style-type: none"> Change Begins with me booklet Schools Show Me the Way Volunteer Guide Toolkit
	Guidance for churches on how to work to end domestic abuse	<p>Restored (no date) <i>Ending Domestic Abuse, A Pack for Churches</i>. UK: Restored. Available at: www.restoredrelationships.org [accessed 11 October 2013].</p>
	A booklet written for children on their rights in Tanzania	<p>United Nations Children's Fund (2012) <i>The Law of the Child Act, 2009, Know your rights</i>. Dar es Salaam, Tanzania: UNICEF.</p>
	A checklist for integrating GBV into livelihood programmes	<p>Women's Refugee Commission (undated) <i>Integrating Protection/GBV Mitigation into Livelihood Programs</i>. Women's Refugee Commission.</p>
	Guidance and tools on preventing GBV related to livelihoods	<p>Krause-Vilmar, J. (2011) <i>Preventing Gender-based Violence, Building Livelihoods; Guidance and tools for improved programming</i>. New York, USA: Women's Refugee Commission.</p>

7. Good practice – Policies, Strategies, Codes	Child protection policy	Agency for Cooperation and Research in Development (ACORD) (undated) <i>Child Protection Policy</i> . London, UK: ACORD.
	Vulnerable adult protection policy	Agency for Cooperation and Research in Development (ACORD) (undated) <i>Vulnerable Adult Protection Policy</i> . London, UK: ACORD.
	Standards for professional conduct	International Rescue Committee (no date) <i>The IRC Way, Standards for Professional Conduct</i> . New York, USA: IRC.
	Environmental health sector framework	International Rescue Committee (no date) <i>Environmental Health Sector Framework</i> . New York, USA: IRC.
	Gender equality policy	Plan International (2011) <i>Plan's Policy on Gender Equality; Building an Equal World for all Children</i> . Woking, UK: Plan International.
	Gender equality policy	International Save the Children Alliance (2009) <i>Save the Children's Policy on Gender Equality</i> . London, UK: International Save the Children Alliance.
	Child safeguarding policy	Save the Children UK (2013) <i>Child Safeguarding Policy</i> . London, UK: Save the Children
	Code of conduct	Save the Children UK (2013) <i>Our Standards; Save the Children's UK's Code of Conduct</i> . London, UK: Save the Children
	Child protection policy	WaterAid (2008) <i>Global People Management Framework, Child Protection Policy</i> . London, UK: WaterAid.

Endnotes

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

¹ See [BN2](#) for further discussion.

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

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

⁴ These definitions are adapted from: Inter-Agency Standing Committee (2005) *Guidelines for Gender-based Violence Interventions in Humanitarian Settings; Focusing on Prevention of and Response to Sexual Violence in Emergencies*. Geneva: IASC; International Save the Children Alliance (2003) *Child Protection Policy*. London, UK: International Save the Children Alliance; Krause-Vilmar, J. (2011) *Preventing gender-based violence, building livelihoods, Guidance and tools for improved programming*. New York, USA: Women's Refugee Commission; and WaterAid (2013) *Terminology Guidelines to Support WaterAid's Equity and Inclusion Framework*. London, UK: WaterAid.

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

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

⁷ Ibid.

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

Notes

[illegible]

Co-publishers

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

The toolkit online

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

<http://violence-wash.lboro.ac.uk>

The toolkit is co-published by:



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.

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.

**VIOLENCE
GENDER
& WASH**

A PRACTITIONER'S TOOLKIT

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

Briefing Note 1

**About this toolkit
and how to use it**

VIOLENCE GENDER & WASH

A PRACTITIONER'S TOOLKIT

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

Briefing Note 2: Improving WASH programming and services

This briefing note includes:

1. Different forms of violence in relation to WASH and the potential implications
2. Why it is important that as WASH practitioners we should consider vulnerabilities to violence
3. The range of contexts which have links to WASH, in which people can be vulnerable to violence
4. General principles for good practice in programming
5. Where to find additional supporting information and resources in other parts of the toolkit



Matthew Fryer / University of Winchester

Note that institutional and staff capacity related to good practice (covering policy, codes of conduct, finance, monitoring, responding to violence in the workplace) are covered in [BN3](#).

Five key things to remember from this briefing note:

1. Violence including GBV occurs in almost all societies in the world. Poor access to WASH is not the root cause of violence, but it can increase vulnerabilities to violence. This in turn affects women and girls disproportionately because they hold less power in most societies which favour males over females. However, it can also affect boys and men and people of other gender and sexual identities.
2. Violence related to WASH can be of various forms – it is not just physical and sexual. It can also be psychological – causing fear and stress, and socio-cultural – where there is discrimination and marginalisation. It can lead to the non-attainment of human rights, and can also be a problem within organisations and service providers.
3. Recognising and addressing vulnerabilities to violence related to WASH are part of quality programming, and a professional responsibility of WASH actors in development, humanitarian and transitional contexts.
4. Simple modifications can be made to existing participatory tools and approaches to consider safety and vulnerabilities to violence.
5. The checklist identifies a range of actions that have the potential to reduce violence in line with 10 key principles of good programming.

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).

Violence and 'gender-based violence' (GBV)

One in three women worldwide will experience physical and/or sexual violence by a partner or sexual violence by a non-partner, and according to country-specific data, up to 70 per cent of women experience violence in their lifetime.^{1,2} Gender-based violence is a widespread and complex issue rooted in power differences and inequality between males and females and persistent discrimination against women. Men and boys can experience GBV, which is usually perpetrated by other males due to their expectations of male socially ascribed (allocated) roles.

However, the largest proportion of GBV occurs against women and girls – due to their holding less power in society and because of discrimination against them. Violence against women is not confined to a specific culture, region or country, or to particular groups of women within a society.

Experiences also vary according to social status due to ethnicity, caste, age, sexual orientation, marital status and/or disability.³ People who are of other gender or sexual identities, such as lesbian, bisexual, gay, transsexual or intersex (LGBTI) are particularly vulnerable to GBV (see [TS6](#) for further information).

Although the main focus of this toolkit is on violence that occurs due to gender, it also considers violence that may occur because a person is in vulnerable, marginalised or special circumstances, and also includes violence between people of the same gender, such as between women or between men, or between men and boys.

Overview – violence and WASH

Why should we be considering violence when working on WASH programming and service provision? This is a question for WASH professionals (who are not protection professionals) and for professionals who work in the areas of protection, gender and GBV (who may not have specifically worked in the WASH sector).

WASH programming that does not consider safety can exacerbate the vulnerabilities of women and girls, and sometimes men and boys and people of other sexual and gender identities as well as other marginalised groups. Vulnerabilities to violence can have a significant impact on the access of women and girls to adequate water, sanitation and hygiene.⁴

This can be for the following reasons:

- In both urban and rural contexts, girls and women regularly face increased risk of harassment when defecating in the open. They may delay drinking and eating in order to wait until nightfall to relieve themselves, because of the feeling of shame and risks to their dignity if they are seen defecating in the daylight. This exposes them to further risk.



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- Given the taboos around defecation and menstruation, and the frequent lack of privacy in internally displaced or refugee camps (including latrines and bathing units that are not gender segregated, are too close to male facilities or do not provide privacy or have locks), women and girls may also prefer to go to the toilet or use bathing units and other WASH facilities under the cover of darkness.
- Girls and in some cases boys may be vulnerable to attack and rape when using school or other public toilets, and this fear may prevent them from using such facilities.
- As many of the responsibilities relating to WASH are socially allocated to women or children, such as collecting water, they risk being blamed for lack of access to water in the household. This may contribute to increased tensions between husband and wife, particularly in areas of water scarcity, which may lead to violence.
- Where improved water supplies are unavailable, women, girls and boys may have to walk long distances to collect water for drinking, cooking or laundry (or to find a water source such as a river



Annina Bornstein / Independent

for laundry). Walking to remote locations or using WASH facilities after dark puts women, girls and boys at risk of harassment, sexual assault and rape. This can result in fear and stress, which can undermine mental health. In the case of rape, it can also lead to depression, being accused of infidelity by husbands, being disowned by families or being mocked by other community members. Additionally, it can lead to unwanted pregnancies or sexually transmitted infections.

- Where women and children have to queue for extended time periods at waterpoints, this can lead to fights with other service users or 'punishment' for their late return home. Children, particularly girls and orphaned children with foster families, are usually expected to collect water and hence may be particularly at risk. If men are bathing at water points this can also be intimidating for women and girls.
- In conflict situations, men and boys may also be vulnerable to abduction or death when accessing waterpoints outside the boundaries of a camp. Boys may be vulnerable to rape in some contexts.
- Conflicts may occur between host and displaced communities over water use, with women and children often being the targets of these conflicts due to their usual allocated responsibility for water collection.
- As WASH programmes seek to improve gender equality, women may take on what are perceived to be traditionally male roles, such as being part of a WASH committee or accepting a paid job (e.g. pump mechanic). As a result, they may face emotional (psychological) abuse, such as being excluded from relevant meetings, being bullied or victimised, or they may be the object of scorn by community members who do not appreciate their willingness to take on a new role. They may even face physical violence. Yet the involvement of women as well as men will help to ensure that such programmes are responsive to the needs of women and girls, and also contributes to improving the quality, effectiveness and sustainability of services.
- Staff within WASH organisations may themselves be the perpetrators of – or face – violence, because of their gender. In some contexts, female professionals training for or working in the WASH sector may need to fend off sexual advances that are demanded in return for better grades, jobs or promotion. Where gender power differences are particularly stark, women may find their views are not respected, may be ignored or pro-actively undermined, or they may be subjected to negative gossip implying sexual liaisons, if a male colleague or line manager praises their work.
- At the other end of the spectrum, staff members who control the distribution of non-food items and the use of facilities may abuse their power



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by demanding sexual favours from vulnerable individuals.

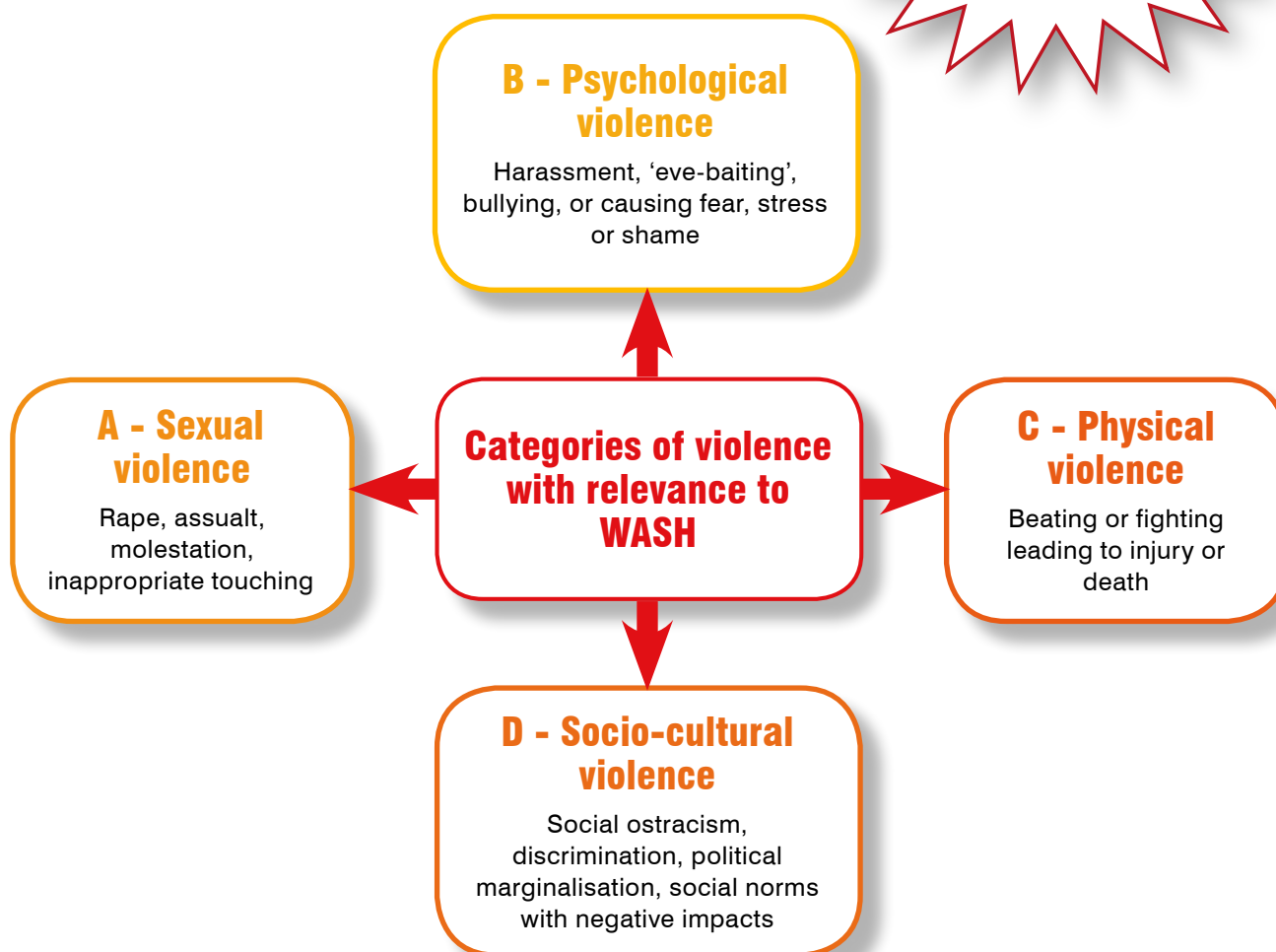
- WASH professionals working at the community level in conflict-affected areas or where violence is particularly high, can sometimes be the first point of contact for people who have experienced violence, even though they are not protection or GBV specialists.

It should be noted that there are few targeted studies looking specifically at violence linked to WASH, and hence few studies are available which have attempted to quantify the scale of the problem. However, as can be seen from [TS1](#), examples of the vulnerabilities to violence above have been found in a wide range of publications and across a wide range of contexts. Where limited data does exist,⁵ it is noted that perceptions of violence and fear of violence when using public toilets, for example, are often higher than the level of reported incidents. This would be expected, as one event of violence can lead to many people becoming fearful of violence occurring. The toilet is also a location where users are particularly vulnerable, because they have to remove their clothing and undertake an action that is often considered shameful. This discrepancy, which may also partly be due to the tendency to under-report actual incidents of violence / abuse due to the associated shame and stigma associated with it, is useful to understand when working with women, girls, men and boys on how to improve facilities to reduce vulnerabilities to violence and fear of the same.

Wider societal norms, practices and power dynamics intersect with the work that we do in sanitation, water and hygiene. Therefore, as professionals, it is critical for us to understand how such power dynamics can contribute to violence, what we can do to minimise vulnerabilities, and who can help when incidents do occur. Considering violence and WASH is an important part of quality WASH programming.

Categories of violence with relevance to WASH

For case studies highlighting examples of violence and WASH, refer to [TS1](#)



Matthew Fryer / University of Winchester

Examples of violence and WASH

A – Sexual violence

Sudan⁶: In West Darfur, between October 2004 and February 2005, Médecins sans Frontières (MSF) health clinics treated 297 rape victims, 99 per cent of whom were women. Almost 90 per cent said that their rape occurred outside a populated village, and 82 per cent were raped while pursuing ordinary daily activities such as searching for firewood or thatch, working in their fields, while fetching water from river beds or travelling to the market.

Solomon Islands⁷: *“The two men were standing by the beach when I finished [relieving myself in the sea]. I recognised them immediately from their voices. I knew they were drunk, because I saw them drinking in a dilapidated house close to the road in the early evening. They came and one of them grabbed my arm and one closed his hand over my mouth. They held me down and took my clothes off and raped me. They were very violent and I had bruises all over my body. I wanted to die desperately and I was crying and crying, thinking of my children. After they raped me, they warned me that if I told anyone they would cut me up. I was so afraid, but couldn’t do anything. I see them around the settlement, but I wouldn’t dare tell the police”*

Uganda⁸: Much sex is what social scientists call ‘transactional’. Young women from all but the wealthiest families are under constant pressure to trade sex for high school tuition, for grades, for food for their siblings, even for bus fares. Ms Atwongyeire described a poor girl who “found a sugar daddy”, because she needed sanitary pads so her classmates would not tease her.

South Africa⁹: *“Sometimes they rape the children in the toilet. A boy rapes a boy in the toilet. A big boy rapes a small boy in the toilet. Usually it is after school”* (boys 10–12); *“In our school men from outside hide themselves in the toilet and they come and catch you and rape you and you will go to the school crying”* (girls 10–12).



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B – Psychological violence

Tanzania¹⁰: A woman and a man were selected from a rural village to attend a training on manual drilling in a neighbouring district. The woman attended the training and participated fully. She was the only woman on the training, and when she returned to her village she had to face unpleasant rumours that she had had sexual relations with men while she was away.

India¹¹: Women and girls are subject to sexual harassment, assault and abuse in public service sites, as these are poorly designed and maintained. Boys and men stare, peep, hang out and harass women and girls in nearby toilet complexes. They are afraid of collecting at certain waterpoints due to hostile and unsafe environments. Poor drainage and piles of solid waste narrow paths and lead to increased incidents of boys/men brushing past women/girls when walking along them.

Ethiopia¹²: Somali adolescent girls said they fear – and many have faced – all forms of verbal, psychological, physical and sexual violence during the day and night. During the day, they fear harassment and attack by “*hyenas, lions, snakes... and men*”, particularly when collecting water and firewood.



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C – Physical violence

Pacific Islands¹³: When women request assistance from their husbands to fetch water, often their requests are refused and at times men responded to these requests with violence against their wives: *“My wife used to tell me to get some water. I would say it’s too much work and I would get angry; we would fight and I would hit her.”*

Ethiopia¹⁴: Violence related to water scarcity such as: a) Domestic disputes: *“If he can’t wash his face and feet, he will beat me”*; b) Disagreements over priority in access to water: *“We fight each other in the water queue”*; and c) *“Loans of water to/ from neighbours; accusations of theft of water by neighbours”*.

Southern Africa: Experiences shared by children include girls being beaten when trying to collect water from wells used by local residents, and children being the focus of verbal abuse or being beaten by adults (including women) who are unwilling to allow the children to collect water before them.

Angola¹⁵: *“At the river we are beaten by the owners of the wells, the women. They shout at us: ‘Why didn’t you come with your own wells from Zambia?’ They beat us with hands, but they also beat us with bottles and sticks”* (girls 13–18); Malawi: *“Someone will say I have to get water before you ... even if it is your turn to get water, an adult will come and tell you he has to get the water and you denying will result in you being beaten”* (girls 10–13).

Zambia¹⁶: A woman who was a team leader in a large ‘food-for-work’ programme in an urban infrastructure project in Zambia (roads, drainage, toilets, solid waste management) returned home late from work. Her husband was not happy and beat her badly. Another woman was promoted to the paid position of assistant technician. She was very badly beaten by a male candidate who had applied for the same post and was unhappy that a woman had got the job over him.



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D – Socio-cultural violence

India¹⁷: Research undertaken with 10,000 Dalit¹⁸ households across five states - Uttar Pradesh, Andhra Pradesh, Madhya Pradesh and Bihar - found that Dalit women face multiple forms of violence in relation to accessing WASH. It identified that women from other castes were the most likely perpetrators of discrimination or violence against Dalit women, then same caste men and then other caste men. Violence linked to water collection reported varied from abusive language, vulgar moments, sexual harassment, scolding / threats and physical violence. Problems faced due to the delay in fetching water included: physical violence by family members; scolding by family members; and that small children remain alone at home for long periods of time and risk facing accidents. Dalit women also face a range of problems by not having toilets in their premises. These include humiliation and insults; sexual harassment; health problems; painful situations during illness, particularly for stomach-related diseases; risk of accidents when defecating on roads or railway tracks; risk of snake and insect bites; risk of attack by wild animals; and difficulties and pain during their menstrual cycle.

Slovenia¹⁹: Following her mission to Slovenia on 28 May 2010, the UN independent expert on human rights obligations related to safe drinking water and sanitation for marginalised Roma communities issued a statement saying: *"The consequences of this lack of access to water and sanitation are devastating for these communities"*. She also said: *"The implications of the lack of access to water and sanitation for hygiene are particularly serious."*

Many people explained how their children went to school, but eventually dropped out because they were ashamed of not being able to wash and were therefore teased by other schoolchildren about their odour. Similarly, adults faced difficulties in finding work when they had no way of maintaining minimum standards of hygiene. Women face particular issues when they are menstruating, and those interviewed expressed a feeling of shame for the conditions in which they had to practice their menstrual hygiene."

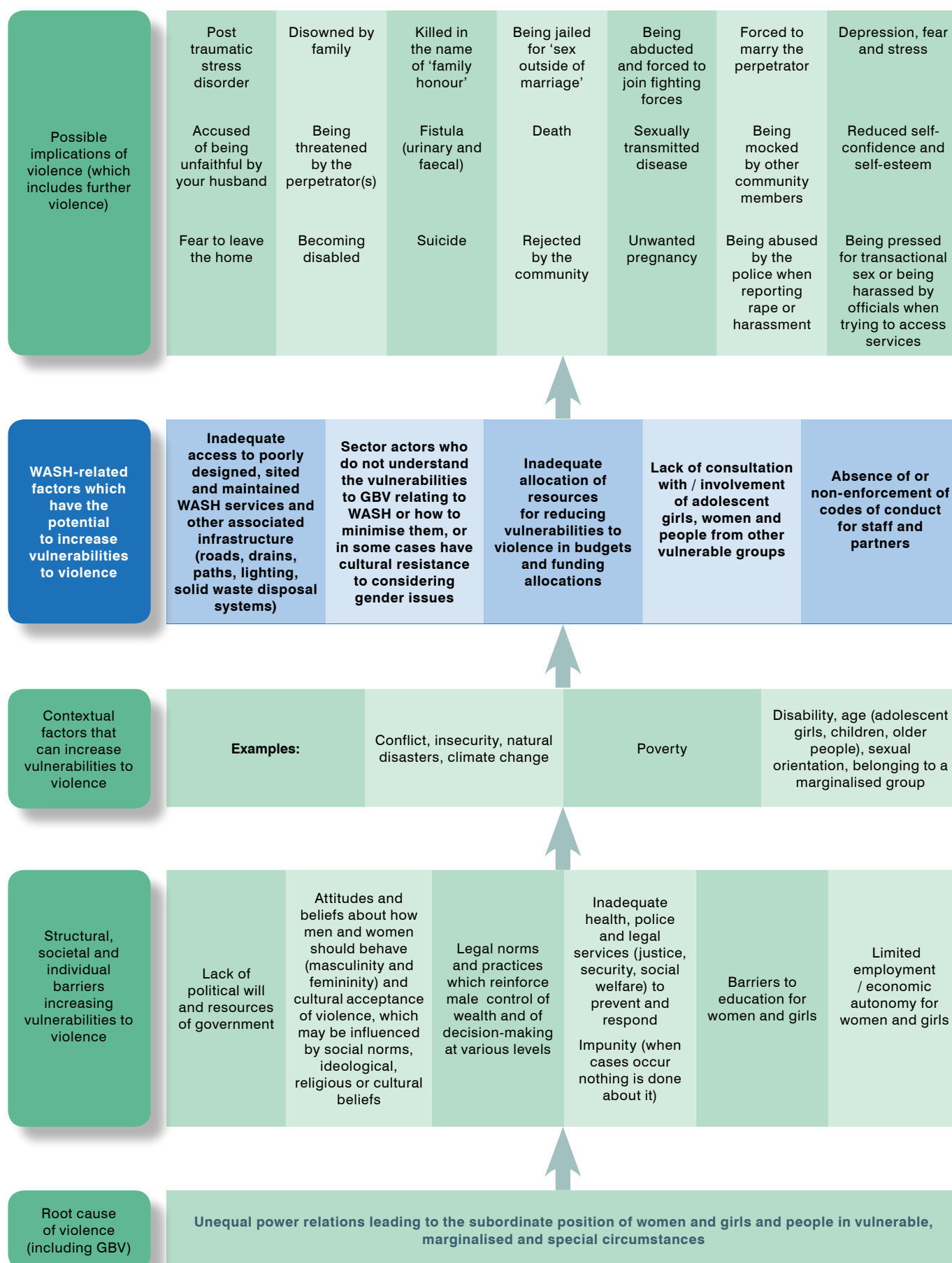
Uganda²⁰: Traditional norms and stereotypes deem it shameful, demeaning, 'unmanly' and unusual for a man to collect water, especially on a daily basis. Men ridicule other male water fetchers, saying they may have been 'charmed' by their partners to be submissive.

India²¹: 'Scavenging' is the practice of manual cleaning of human excreta from service/dry latrines. It is a caste-based profession/livelihood, which is handed down as a legacy from one generation to the next. The scavengers who undertake this practice as their employment are mostly women; they crawl into the dry latrines and collect the human excreta with their bare hands, carry it as a head-load in a container to dispose of it, often with the muck trickling down over their face and body. Passers-by avoid such persons. If a scavenger comes in close proximity, he or she is showered with a hail of abuse. They are the most oppressed and suppressed class of Indian society – hated, ostracised, vilified and avoided by all other castes and classes.



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Overview of the causes and implications of violence (including GBV) with relevance to WASH



Questions and concerns relating to violence and WASH²²

The following are examples of questions or concerns that may occur when discussing the need for WASH actors to respond to violence through their work.

“Does poor access to WASH actually cause violence?”

Poor access to WASH services does not in itself cause violence, but *increases people’s vulnerabilities* to violence. Gender-based violence is a life-threatening public health and human rights issue. It reflects an imbalance in power in society, and the perception that women are subordinate²³ to men. Some forms of cultural identity or particular ideological or religious beliefs may also play a part in patterns of extreme gender inequality, making women and girls particularly vulnerable to violence. See the diagram on the previous page, which highlights the various factors that contribute to increased vulnerabilities to violence and some of the implications.

“Why are we always expected to consider women and girls; what about men and boys, don’t they have rights too?”

Gender is often mistakenly thought to relate only to girls and women, when it is in fact about women, girls, boys and men, and people of other sexual and gender identities, and their inter-relationships. The term also refers to their specific needs, concerns and capacities, as well as their access to decision-making and resources. While boys and men can experience violence, it affects many more women and girls because they usually hold less power than men and boys and face more discrimination.



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Adolescent girls face particular vulnerabilities to violence, as they may have less knowledge on the risks and hold even less power than adult women, but may be seen as ready for sex due to their maturing bodies. Men and boys may be more vulnerable to certain types of violence, such as abduction or death in armed conflict situations, whereas women and girls are often more vulnerable to harassment, rape and other sexual assault, as well as the fear of assault. Boys and men can also be vulnerable to rape in some contexts, including when boys use school or other institutional toilets. It is understood that sexual assault of men and boys is currently hugely under-reported.

Girls and boys can both face gender-discrimination, but girls encounter a wider range of social and cultural prejudices that deny their rights. In general women and girls have fewer opportunities, lower status, less power and experience more severe kinds of discrimination in their lives than men and boys.

It is important to consider the vulnerabilities relating to women, girls, boys and men and to involve men and boys in considering how to reduce violence. If we don’t, we may overlook the experiences of boys and men, as well as the positive contributions they can make to improving gender equality and reducing violence.

A reduction in violence also has a positive impact on the community and family units, and will contribute to the overall success of WASH interventions.

“Surely protection is the job of a protection specialist, not a manager, engineer or hygiene promoter?”

Gender and violence including GBV are cross-cutting issues. They affect the work that we do; and the work that we do will also impact on vulnerabilities to violence. The challenges of gender discrimination and violence cannot be tackled by sectors working

in isolation. Every sector has a responsibility to play their part in ensuring safe environments and access to safe basic services for everyone, and in giving women, girls, boys and men a voice in project design and implementation. As WASH actors our role is not the same as that of a protection or violence specialist, but we have a duty to ensure that we 'do no harm', as well as contributing to the safety, dignity and development of the people we are seeking to support. We need to co-ordinate and collaborate with other sectors to ensure that we can do this.

"I don't feel confident to discuss violence in my work, as this is interfering in the local culture and traditions and will cause people to become angry"

We can all do something, however small, to promote gender equality and reduce vulnerabilities to violence through our work. We all have positive and negative personal experiences of the impact of gender in our lives, so we should be able to talk confidently from experience to challenge gender-based discrimination. We should work to the best of our abilities to advocate for the rights of safe access to WASH for all, as part of our programmes.

Programming for gender equality does not necessarily require a lot of expertise and extra resources, although providing training to build confidence and competence is advised. This toolkit aims to contribute to building awareness and to help practitioners feel more confident and better able to identify where further capacity building or training is needed.

Small measures, such as making sure that women and adolescent girls are involved in the WASH programme and that their opinions about the design and siting of facilities are incorporated into the programme design, can be important steps towards gender equality and reducing violence. It is also important that we do not work alone on these issues; we should talk with colleagues and with those working in other sectors to share experiences, tips and information. Women



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and girls, especially those who have had to adapt to dangerous or resource-scarce environments, are already experts when it comes to the safety of themselves and their families. Involving women and girls as well as men and boys in designing programmes will contribute to ensuring appropriate strategies are developed.

There is also often a perception that gender issues are too complicated and culturally sensitive to be addressed by non-experts or those who aren't local to the area. Resistance within communities and within social and political structures can strengthen the feeling that gender is a difficult and politicised issue. WASH practitioners may be reluctant to challenge gender norms and GBV (particularly issues such as sexual and domestic violence), because they don't want to be seen as interfering, culturally insensitive or imposing Western values. However, if we look more closely at what is happening in any society, many women, girls and people from marginalised groups are already working to overcome such problems, often in the face of much resistance. Power dynamics change in all societies across time, with or without outside 'interference'.

If we fail to support those who are in a subordinate position, we may be excluding the most vulnerable from accessing WASH services safely and undermining the goals of our programme.

Reluctance to engage in such issues can also be linked to concerns about security. Addressing human rights and especially women's rights can be highly sensitive, potentially building resentment or even hostility within the local population. However, working closely with communities and with those who are already working on such issues, and building trust can help to identify the limits of what is possible in any given situation.

Gender-responsive WASH is a critical, protective intervention, but it must be accompanied by an understanding of the cultural context. WASH practitioners should be aware of local beliefs and customs and promote dialogue and participation of all groups in the planning, implementation, monitoring and evaluation of any interventions. We should also speak in a language that is well understood by the community and use words that are culturally acceptable. This will not only improve the quality and efficiency of the programmes, but will also ensure that sensitive issues are addressed in ways that are culturally acceptable in the local context.

"Violence is mainly an issue in emergency contexts, so why are we expected to consider it in development programmes?"

The scale and degree of violence may increase dramatically in conflict situations²⁴ when the understanding of what it means to be a man (masculinity) becomes militarised, undermined or

challenged, but violence is a problem that occurs in every country and almost every society around the world.²⁵ Girls may face the risk of violence from their teachers and peers in and on their way to school; women may face domestic violence from their husbands or partners; and boys and girls may face different forms of physical violence relating to their gender from their elders or peers in all contexts. People who are LGBTI may be vulnerable to violence because of their gender or sexual identity (see [TS6](#) for further information). As violence is such a taboo subject, it can be less visible in the development context, whereas in emergency contexts it can be exacerbated and sometimes harder to hide. Hence it is important that we consider and respond to vulnerabilities to violence in all the contexts in which we work.

“Do all societies and groups within societies face vulnerabilities to violence, including GBV?”

Wherever differences in power exist between individuals or groups of people there will be a risk of the occurrence of violence, including GBV when the violence is due to power differences between males and females. Violence occurs in all strata of society, including from lower- to higher-income families and communities.

However, within societies some people may be more vulnerable to violence than others. For example, this may be due to their ethnic group, age, caste, livelihood base, if they have a disability or because of their gender or sexual identity – such as for people who are LGBTI.

Vulnerabilities to violence are likely to be heightened by the ‘double jeopardy’ of being in a position of lower power because of gender, and also because of the person’s marginalised position in society. For example, a woman who is disabled is likely to face discrimination and be at risk of violence because she is female as well



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as because she has a disability. An elderly woman with a disability faces triple vulnerabilities, because she is old, has a disability and because she is a woman.

It is important for all actors to consider how to ensure that our WASH programmes are inclusive and to consider the needs of those most likely to face discrimination and violence. For those working specifically with people from marginalised groups, it is also important to consider their WASH needs to reduce vulnerabilities to violence.

Refer to [TS6](#) for more information on vulnerabilities to violence for people who are vulnerable, marginalised or in special circumstances.

“Violence does not happen in our country/society, because our religious beliefs/culture do not allow it”

Sometimes the teachings of a religion or the traditions or beliefs of a society may be used as the rationale to state that *‘it is not possible that violence occurs in our society’*. Both highly educated professionals and those with little formal education can make such assertions. Issues relating to human rights and particularly to women’s rights are often sensitive issues, surrounded by taboos and shame and influenced by our own gender-related experiences and perspectives on life.

It may indeed be the case that originally religious teachings or traditional beliefs or societal traditions promoted harmonious relationships and non-violence. However, the reality is that not everybody follows the teachings or norms fully, while teachings and norms are interpreted differently in different places. Behaviours also change over time. Additionally, men and women may perceive some teachings, traditions or norms differently as being positive or harmful. Some teachings and traditions or norms that equate to violence can also be seen as socially acceptable or even desirable (such as a husband beating his wife), by men and sometimes even by women. Violence including GBV occurs in almost all societies, although it may take different forms.

“I’d rather just focus on the technical aspects of the programme, as this is simpler”

The technical elements of a programme, such as installing a waterpoint closer to a village, have potentially positive impacts in terms of reducing vulnerabilities to violence, but only if those at risk are consulted first. It cannot be assumed that our technical decisions will be acceptable or appropriate in every situation. Care will, however, be needed to ensure that consultation is undertaken in a way that allows participants to share their views confidently, which in some contexts will require separate consultations with men and women and then a joint reflection together on the conclusions.

It is our duty as development and humanitarian actors and our professional responsibility to ensure that we both contribute to sustainable development and *do no harm*. Unless we consider gender relations and power differences between groups, and unless we consider the vulnerabilities to violence that some groups may face, we may inadvertently contribute to further marginalisation of these groups and an increase in their vulnerabilities to violence.

Mainstreaming gender and violence into our work may appear daunting at first. However, once we understand the basics such mainstreaming will become a normal way to do things, and will help to ensure more equal benefits are derived by all the different groups in society rather than by just some of them.

A range of guidance materials is available on gender mainstreaming more generally, and many organisations have gender policies. *This toolkit is not aiming to replicate or replace this guidance, but to raise the profile and understanding of violence and WASH so that it can be more effectively considered and responded to as part of the mainstreaming process.*

Human rights, violence and WASH

Vulnerabilities to violence related to WASH can prevent girls, women and sometimes boys and men from achieving international rights – bound in international human rights law, international humanitarian law and refugee law.²⁶ These rights include:

- Right to water and sanitation
- Rights to life, liberty and security
- Rights to equality between men and women and to non-discrimination
- Rights to a standard of living and education
- Rights to protection from all forms of violence, sexual exploitation and abuse
- Rights to enjoy the best attainable state of physical, mental and spiritual health

Understanding how violence related to WASH impacts on a range of human rights is important for advocacy, to encourage action on and for the increased allocation of resources to reduce vulnerabilities to violence related to WASH.



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See [TS2](#). This has links to a number of videos that highlight the vulnerabilities to violence related to WASH. In particular, start with [Video TS2-A-1 ‘As safe as toilets?’](#) which introduces different types of violence that can occur related to WASH. It also helps us to consider whether as WASH actors taking account of violence is part of our responsibilities?

For information on financing related to vulnerability and WASH, refer to [BN3](#)

For clauses from the international protocols, conventions and agreements with relevance to violence and WASH, refer to [TS7](#)

International instruments with particular relevance to violence, gender and WASH

Instruments that are legally binding to the signatories:

[TS7-A-1](#) – International Covenant on Economic, Social and Cultural Rights, adopted 1966 (entered into force 1976)

[TS7-A-2](#) – Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), adopted 1979 (entered into force 1981)

[TS7-A-3](#) – Convention on the Rights of the Child, adopted 1989 (entered into force 1990)

[TS7-A-4](#) – Convention on the Rights of Persons with Disabilities and Optional Protocol, adopted 2006 (entered into force 2008)

[TS7-A-5](#) – Geneva Convention (IV) relative to the Protection of Civilian Persons in Time of War, 1949 and Additional Protocols I (1977) and II (1977)

[TS7-A-6](#) – UN Security Council Resolution 1325 on the protection of women and girls in conflict situations, 2000

Instruments that are not legally binding:

[TS7-B-1](#) – Universal Declaration of Human Rights, 1948

[TS7-B-2](#) – Beijing Protocol for Action, 1995

[TS7-B-3](#) – UN Secretary-General's Bulletin, Special Measures for the Protection from Sexual Exploitation and Sexual Abuse, 2003

[TS7-B-4](#) – UN Declaration on the Elimination of Violence Against Women, 1993; and Elimination on All Forms of Violence Against Women... 2003

[TS7-B-5](#) – United Nations Millennium Declaration, 2000

Regional documents of relevance:

[TS7-C-1](#) – Organisation of African Unity, The African Charter on the Rights and Welfare of the Child, 1990 (entered into force 1999)

[TS7-C-2](#) – Protocol to the African Charter on Human and People's Rights on the Rights of Women in Africa, 1995

Key protection standards of relevance:

[TS7-D-1](#) – International Committee of the Red Cross (ICRC) Professional Standards for Protection Work (good practice guidance)

Advocacy and awareness raising on violence and WASH

Advocacy

'Advocacy means taking action to bring about the change you are seeking. Therefore, advocacy must necessarily take place in a particular context and be aimed at a particular target.'

It might be that your advocacy work is targeted at changing national, or even international, policy and practice. But it can also take place in a very local context too; it can entail empowering and enabling individuals and local communities to take action for themselves to achieve change.'

(WaterAid, 2007, Advocacy Source Book)



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Increased attention is needed through *advocacy and awareness raising* on the issue of vulnerabilities to violence and WASH. See the table that follows on the purpose of advocacy and awareness raising on this issue to different target groups.

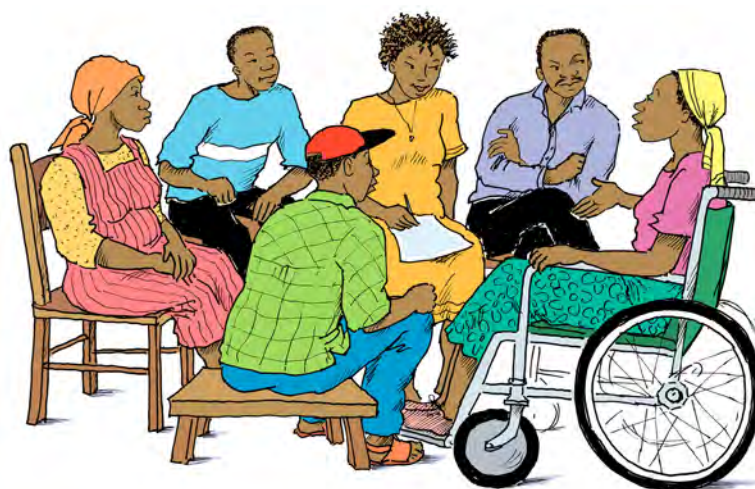
Purpose of advocacy and awareness on violence related to WASH

Target group	Purpose of advocacy and awareness raising	Advocacy messages
WASH sector professionals	Increase understanding of the issues and what we can do about them. This includes for policymakers, management, implementers (from all professional backgrounds such as engineers, technicians, hygiene promotion and social mobilisation staff) and human resource, finance, and monitoring and evaluation specialists, as well as education professionals and trainers for the sector.	<ol style="list-style-type: none"> 1. We have a duty of care and a professional responsibility to do no harm and to ensure quality programming by reducing vulnerabilities to violence related to WASH. 2. We have the capacity, through modifying the way we work and the existing methodologies we use, to reduce vulnerabilities to violence related to WASH. 3. It is critical to involve adolescent girls and women as well as men and boys in each stage of the project cycle, as well as people from vulnerable or marginalised groups – particularly to ensure that safety issues are considered and responded to. 4. Institutional commitment is key – our organisations should have a code of conduct, policies for protection, gender and inclusion, confidential reporting processes and a monitoring system which includes vulnerabilities to violence. 5. Supporting women and staff from minority groups in their roles can contribute to retention, a happier and more effective workforce and equitable programmes.
Specialists working in protection, gender, GBV, health, education, logistics and other sectors	Increase the understanding of the issues linked to violence and WASH, and prompt ideas to encourage action.	<ol style="list-style-type: none"> 1. Poor access to WASH facilities can lead to increased vulnerabilities to violence, while good access to WASH services can reduce vulnerabilities. 2. It is important to consider WASH in broader GBV, protection, health and education programmes. 3. Closer collaboration between sectors can help WASH professionals build their capacities in protection, and also provide opportunities to share information on protection-related services with communities.

... continued

Purpose of advocacy and awareness on violence related to WASH

Target group	Purpose of advocacy and awareness raising	Advocacy messages
Community leaders, school teachers, health professionals, religious leaders, community groups and other interested parties	Increase awareness of the vulnerabilities at community level and what can be done to reduce vulnerabilities to violence linked to WASH, so empowering and enabling community members to take action themselves to improve the situation.	<ol style="list-style-type: none"> 1. Women and girls, our sisters, daughters and wives, may face violence when trying to access WASH facilities – how can we reduce these vulnerabilities? 2. Spending money on building a toilet not only protects a family's health, but also their dignity and safety. 3. Men, women, boys and girls need to work together to undertake water, sanitation and hygiene tasks and to reduce vulnerabilities to violence. 4. We should ask if women and girls feel safe using water and sanitation facilities. No one should fear going to collect water or using a toilet. 5. We should ask for help from someone we trust if we have been subjected to any form of violence, or if we ourselves are violent towards others. 6. Girls should have separate, clean and safe toilets at school.
Governments and donors	Increase the availability of funds: while many WASH programmes can be adapted to reduce vulnerabilities to violence with existing finance, increased funding may be required to support training and provide additional resources.	<ol style="list-style-type: none"> 1. Funds should be specifically allocated for reducing vulnerabilities to violence related to WASH – for good practices in programming. 2. There is a need to ensure that funding is available to ensure adequate support for women and minority groups in the workforce. 3. It is important to include in funding assessment criteria whether programmes have considered and been designed for responses to reduce violence related to WASH. 4. Using the 'gender marker' tool for the assessment of performance on gender mainstreaming will encourage organisations to take gender, including issues around vulnerabilities to violence, more seriously and to give these issues the due diligence they deserve.



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Petra Röhr-Rouendaal / WASH Cluster Visual Aids Library

Advocacy efforts can be specifically targeted on this issue. For example:

- WaterAid and the Gender and Development Network submission to the International Development Committee (IDC) Inquiry of the UK Government on violence against women and girls in 2013. This led to violence linked to WASH being included in the IDC report (refer to [TS3-H-5](#)).
- A campaign video by WaterAid called '1 in 3', which highlighted in a high-income context the indignities faced by women and girls in lower-income countries because of their not having access to a toilet, including harassment (refer to [TS2-A-3](#)).

Advocacy can also be undertaken by integrating this issue into wider advocacy efforts, such as those related to meeting the right to water and sanitation or related to equity and inclusion. For example, violence and WASH has been integrated in a variety of ways into broader campaigns on:

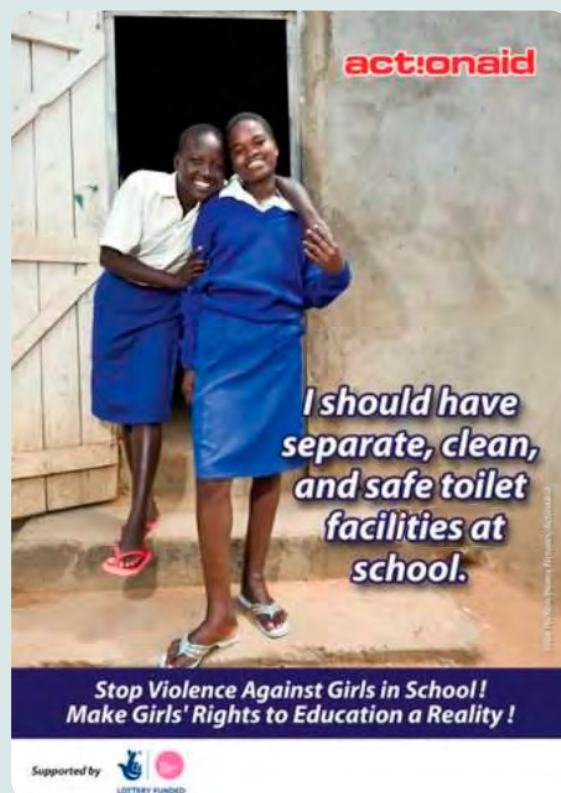
- Access to water and sanitation (WSSCC) (refer to [TS3-H-1](#));
- Stopping violence against girls in schools (ActionAid) (refer to [TS3-H-2](#));
- Integrating women's safety into urban services (Women in Cities International, Jagori and the International Development Research Centre [IDRC]) (refer to [TS3-H-3](#)); and
- Preventing gender-based violence in internally displaced persons camps (refer to [TS3-E-3](#)).

A wide range of methodologies can be used for advocacy and awareness raising on violence and WASH depending on the target group – whether a global, national, local or community-level focus is required.

[TS4](#) provides a range of tools that can be used for awareness raising within communities.

In contexts of high violence and GBV, campaigns have been undertaken responding to and preventing violence using mass communication methods. For example, in Haiti the International Federation of Red Cross and Red Crescent Societies with the Haitian Red Cross used radio station phone-ins and discussion, broadcast educational spots from Haitian buses using loud speakers and sent out mobile phone messages, as part of a campaign to prevent violence and let people who have experienced violence know where they can get help.²⁷

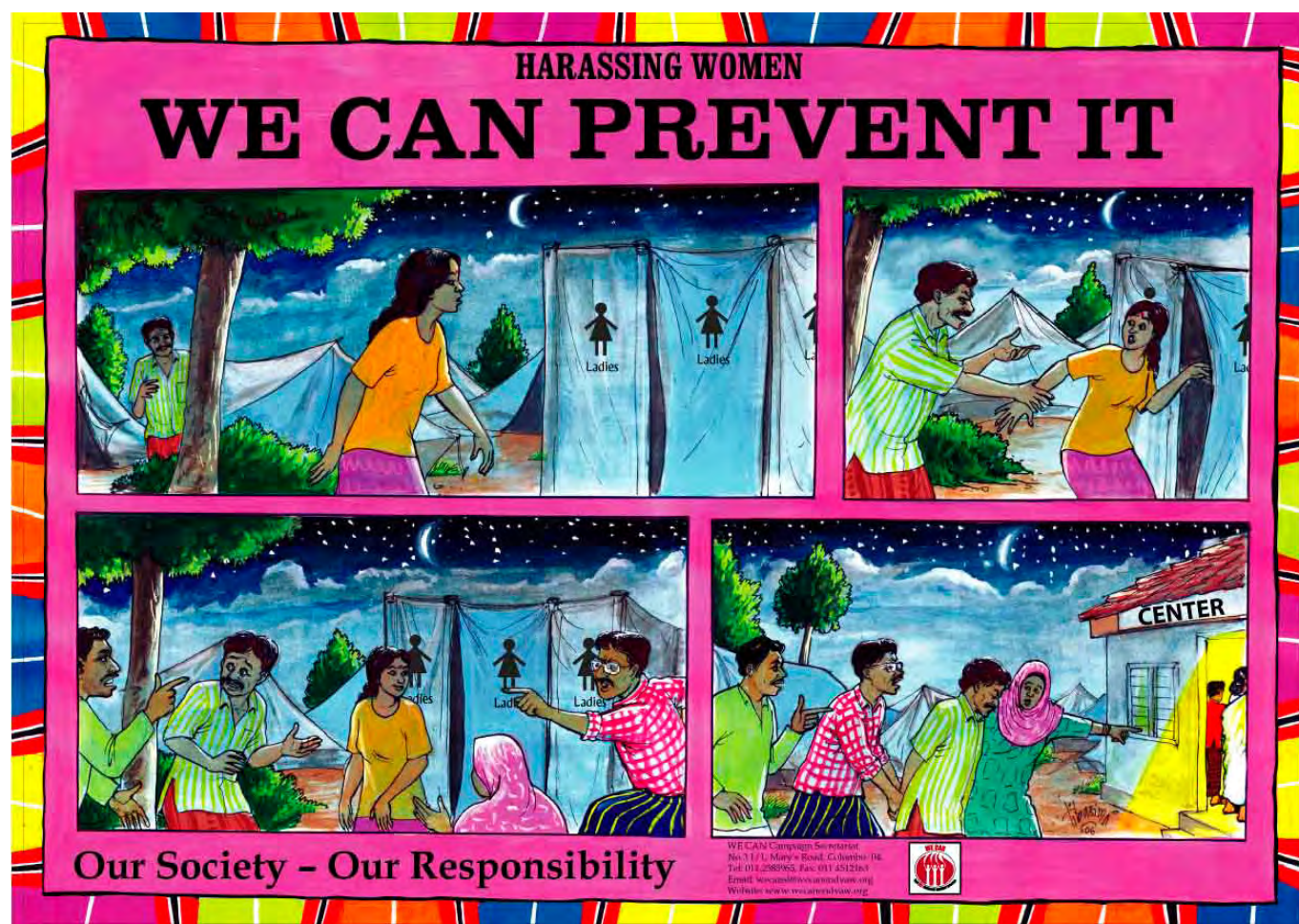
This was not a WASH-specific exercise and should only be undertaken where protection specialists are involved in the design of the programme. Yet it highlights the variety of ways in which information can be shared on violence-related issues.



ActionAid



Water Supply and Sanitation Collaborative Council



Poster developed and used in internally displaced persons camps in Batticaloa Area, Sri Lanka / We Can Campaign

For further details on the examples above of advocacy undertaken on violence and WASH, refer to [TS3-H](#)

For the WaterAid campaign video '1 in 3' on implications for women and girls of not having access to sanitation, refer to [TS2](#), video [TS2-A-3](#)

Principles for good practice in reducing violence linked to WASH

The following figure provides an overview of the principles for good practice in policy, programming and human resource management.

Refer to the separate [checklist for examples of actions that correspond to each principle](#), and also an explanation on how the actions potentially reduce violence linked to WASH.

Principles for reducing vulnerabilities to violence linked to WASH through improved programming and institutional commitment

Principle 1. Institutionalise the requirement to analyse and respond to vulnerabilities to violence in WASH-related policies, strategies, plans, budgets and systems (human resource management and M&E) – refer to [BN3](#) for further information

Principle 2. Build the capacity of staff and partners to understand the problem of violence related to WASH and what their responsibilities are in relation to this issue – refer to [BN3](#) for further information

Principle 3. Make links with protection, gender and GBV specialists to assist in improving programmes and responding to challenges faced – refer to [BN4](#) for further information

Principle 4. Consider possible vulnerabilities to violence linked to WASH, integrate responses into all stages of WASH programming/service delivery

Principle 5. Adapt existing participatory tools and involve women, men, girls and boys in the process of identifying the risks and identifying solutions, allowing women and adolescent girls to express their views separately

Principle 6. Pay particular attention to considering the safety of people who are in vulnerable, marginalised or special circumstances when accessing WASH services

Principle 7. Build the self-esteem and self-worth of all, but with particular attention on women and adolescent girls, linking to existing groups and networks to provide support and also to help respond to backlash

Principle 8. Ensure that community members have adequate information on safety linked to WASH and that community feedback processes are built into programmes

Principle 9. Ensure that WASH facilities are designed, constructed and managed in ways that reduce vulnerabilities to violence

Principle 10. Pay particular attention to transparency in processes where non-food items are distributed in humanitarian contexts

For actions that have the potential to reduce vulnerabilities to violence – see the [Checklist](#)

For further details on the principles and associated actions with potential to reduce vulnerabilities to violence, refer to the stand-alone [Checklist](#)

For further details on the case studies below and more case studies highlighting examples of good practice in programming, refer to [TS3](#)

Principles for good practice in policy, human resources management, financing and monitoring and evaluation are covered in [BN3](#)



Annina Bornstein / Independent

Examples of good practice in programming

Integrating women's safety concerns into urban services, India²⁸

(TS3-A-1)

Efforts were made to integrate women's safety concerns into urban services in Delhi by Jagori, Women in Cities International and ActionAid, India and partners. They worked with women, men and adolescent/teenage girls and boys to investigate the security concerns of each group, and supported community members to engage with the authorities to look for solutions.

The process of investigating safety issues included a mapping of services and identification of problem areas, focus group discussions, a safety audit walk and in-depth interviews with women.

This initial learning was followed by a capacity building programme to develop a core team of community members (women and female and male youth), who were then able to mobilise the community and local government.

The capacity building efforts aimed to build self-esteem, better abilities to challenge power relations and promote leadership and learning from other community-led interventions.

The male and female youth also prepared a radio programme based on interviews with local people. This was used to promote discussions with groups of community members in the vicinity to increase understanding and encourage changes in behaviours.



Kiloran Benn O'Leary / Independent

Involving adolescent girls in assessing safety²⁹

(TS3-A-2)

The picture below shows adolescent girls participating in Plan Peru's Safer Cities workshops to identify violence-related problems and how young people feel about insecurities in their communities. This involved the girls undertaking a range of exercises including social cartography (mapping), development of girls' opportunity stars and girls' safety walks. The workshops lead to girls identifying priority issues which they would like to be addressed and their recommendations.



Plan International

Establishing Women's WASH Platforms, Bangladesh³⁰

(TS3-C-2)

The project supported groups of women to address their specific needs for WASH services in flood-prone areas of Bangladesh.

The women identified problems, initiated schemes, purchased materials, hired masons and managed the implementation process. As well as responding to some of their problems, including incidences of GBV, women's involvement in the project has also increased their confidence and capacity to contribute to community activities.

The support and solidarity offered by the involvement of women's groups in WASH programmes also offers an opportunity for women to discuss violence and WASH-related issues in a safe space, and to initiate solutions to reduce vulnerabilities to violence.

Improving linkages between WASH and protection actors, Democratic Republic of the Congo (DRC)³¹

(TS3-B-1)

An integrated community-based WASH programme implemented by Programme de Promotion de Soins Santé Primaires in Eastern DRC includes health, WASH and protection elements. Separate WASH and protection committees are established and have a role in making recommendations on reducing vulnerabilities to violence and WASH and in monitoring facilities.

Specific changes to the design of springs and their surroundings were made, such as: piping springs into villages wherever possible; fencing springs; clearing bushes and trees along paths to reduce places where attackers can wait for those collecting water; and designing a second entrance to the spring collection point to allow for quick access if someone is attacked.

Monitoring tools have been developed which help programme teams and partners ensure that they are considering protection concerns throughout the project process.

Linking protection and WASH, Yemen, South Sudan and the Democratic Republic of the Congo³²

(TS3-B-2)

Oxfam has been exploring the potential for community-level WASH actors to provide access to information on GBV-related services offered by the protection sector and GBV-related service providers to communities in fragile and humanitarian contexts.

The approach has been trialled in Yemen, South Sudan and the DRC. Various activities undertaken included the mapping of services, exploratory walks with volunteers to experience the route through the services, the development of standard operating procedures and referral guidelines, information dissemination activities, and training for WASH actors in gender and protection.

Challenges to this approach have included how to build the confidence and capacities of non-protection specialists to be able to provide appropriate information and also to understand the basic 'do's and don'ts' when engaging with survivors of GBV.

Community-managed sanitation supporting the emancipation of scavengers, India³³

(TS3-C-2)

Sulabh International Social Service Organisation works for the removal of 'untouchability'³⁴ and social discrimination against scavengers, a section of Indian society condemned to clean and carry human excreta manually. They face regular discrimination, exclusion and marginalisation within Indian society, including harassment and other forms of violence when undertaking their scavenging tasks. The foundation has worked to develop technologies that reduce the need for scavenging, undertake advocacy on behalf of scavengers and to provide education for adults and for the next generation. It also provides employment, including in public latrine complexes that are managed, maintained and operated on a pay-for-use basis.

Women and children's hygiene centres, Bangladesh³⁵

(TS3-C-3)

Women's hygiene centres were established in camps for Rohingya Refugees in Bangladesh to provide a location for women to meet and discuss hygiene and other issues. These were later also used as children's hygiene centres.

The centres provided a space for peer support and discussion for women, as well as providing an opportunity for hygiene promotion staff to learn from the women about their needs, concerns and priorities.

As with the example on women's WASH platforms, involvement of women's groups in WASH programmes also offers an opportunity for women to discuss violence in a safe space and initiate solutions to reduce vulnerabilities to violence.

Using PHAST and learning circles, Vanuatu and Fiji³⁶

(TS3-A-4)

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 Participatory Hygiene and Sanitation Transformation (PHAST) approach, while the other programme implemented 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 to gender relations were identified, including more confidence on the part of women to speak out and contribute to community decision-making, more respect by men at the household and community levels, some change in gender roles and (in the case of one community) reports that the project also reduced gender-based violence in the home.

A nicely produced toolkit, flash cards and a poster have been developed, which incorporate a number of activities to help communities working on WASH projects to consider gender as part of the process.

Community-designed latrine blocks and women's savings co-operatives in urban areas, India³⁷

(TS3-D-3)

The National Slum Dweller's Federation and its member federations, Mahila Milan ('women together': savings co-operatives formed by slum and pavement dwellers) and the NGO Society for the Provision of Area Resource Centres (SPARC) formed an Alliance focusing on issues of land security, resettlement and entitlement of the poor to access urban services.

The Alliance has been responsible for around 500 community-designed and managed toilet blocks in Pune, Mumbai and elsewhere. The community design and management of public facilities, with the key involvement of women who use the services, has the potential to reduce vulnerabilities to violence.

The Alliance now works in more than 70 cities in India, has built relationships with the various levels of state bureaucracies, municipal authorities and the private sector, and has influenced projects in a range of other countries.

Adapting WASH programming to proactively include slaves/domestic workers – Burkina Faso and Mauritania in refugee camps for Malian refugees³⁸

(TS3-B-3)

Marginalised groups that work as domestic servants in conditions of slavery or semi-slavery exist within the refugee population in Burkina Faso and Mauritania. They are known as the 'Bellas' among the Touareg and as the 'Haratin' among the Arabs, the two majority groups in the camps. The question of 'slavery' is considered a highly 'sensitive' issue, and has not been addressed openly by the different humanitarian actors in the camps. Hence domestic servants are not registered as a vulnerable group.

These so-called domestic servants were found to face multiple challenges in accessing WASH facilities. They are not allowed to use the same toilet as their 'master', making them vulnerable to violence when having to practice open defecation. The distribution of non-food items was not equitable, and slaves would have to pass on any items they were given to their masters. Nor would

the slaves/domestic workers be present during hygiene promotion sessions, so it was difficult to get information to or from them using standard approaches.

The programme therefore recruited a protection officer and adapted the programme to ensure equitable and safe access by raising awareness on the importance of everyone using a toilet to ensure a positive impact on the health of the family, and hence the need to build additional toilets. They also undertook targeted hygiene promotion for the slaves/domestic workers on the basis that they are responsible for hygiene in the household, and in this way gained access to them to discuss their views and needs. In addition, the programme undertook advocacy with other agencies on the need to respond to this particularly marginalised group of people and set up a self-referral system.

Women as pump mechanics and support from self-help groups, India³⁹

The following two photos show three women from the Mahoba District of Uttar Pradesh, India. Uma Devi, who is in both photos, is the vice president of the water committee and also a handpump mechanic. Kiram Devi, in the top picture, is also a handpump mechanic while Gowra Premnaga, in the bottom picture, is a member of the water committee and the vice president of the local self-help group. The women expressed the benefits that they have seen from their involvement as pump mechanics, water committee members and self-help group members, which have included faster repairs to the handpumps and also increased confidence and ability through peer support to respond to issues of violence.



Marco Betti / WaterAid

The women who trained as handpump mechanics are responsible for 15 handpumps between them, and each have a spanner while the water committee keeps spare parts. For small maintenance tasks the women repair the handpump themselves, while for large repairs a big toolkit is kept at the partner office and they go in teams to work together to take the pump apart.

Uma noted: *"We became mechanics because we wanted to break an age-old tradition of this work only being done by men. By becoming mechanics we have broken the tradition and shown that women can also do this kind of work. Before it used to depend on the village head, and whether he listened or not on how long it took to repair the pump – but it always used to take between a week and a month. When they were broken we had to go and use other handpumps. Gender equality has improved now; we have the confidence to go anywhere. Before we even feared going outside of our villages, but now we have the confidence. Now we will go anywhere. If there are any problems in our village, then we discuss it in the self-help group and if necessary go and petition in the district magistrates [courts]. Here two new handpumps were installed after the women gave a petition to the government."*



Marco Betti / WaterAid

Uma and Gowra also discussed the impact of being part of the self-help group:

"The biggest changes are that the diseases are reduced and we are getting more information about all sorts of things – like savings and diseases."

"If we have any problems, we feel very confident to go to the district magistrate now. We have given him a petition to help with latrines. Nearby in a village called Kerala, one woman was raped but a report wasn't filed. So 40 women went and we fought over this, and we had the rape registered and he [the perpetrator] was taken to court. He went to jail, but he got out on bail."

"In the self-help group federation meetings we discuss loans, women's problems, any harassment, alcoholic problems and income-generation schemes. When there is a problem with alcohol and a man harassing women because of drink, we will have a meeting, discuss the issue and advise people to stop drinking. If they don't, then we take them to the federation office where we will give them counselling. If harassment is taking place in a home, we will go to the house and confront the man and create awareness of the issues. There have been more changes because we work together as a team and so sexual harassment has reduced."

Key publications highlighting good practice

Development focused

Halcrow, G., C. Rowland, J. Willetts, J. Crawford and N. Carrard (2010) *Resource Guide: Working effectively with women and men in water, sanitation and hygiene programmes*. Sydney, Australia: International Women's Development Agency and Institute for Sustainable Futures, University of Technology – resource guide; flashcards; case study snapshots; poster of principles and practices. Available at: www.genderinpacificwash.info [accessed 11 October 2013]. (on USB stick)

Jones, H., L. Gosling, S. Jansz and E. Flynn (2013) *Equity and inclusion in WASH provision – using the social inclusion model of inclusion (Version 3)*. UK: WaterAid and WEDC, Loughborough University. (on USB stick)

Mehrotra, S.T. (2010) *A Handbook on Women's Safety Audits in Low-income Urban Neighbourhoods: A focus on essential services*, November 2010. New Delhi, India: Jagori and Women in Cities International. (on USB stick)

Plan International Because I am a Girl, Women in Cities International, UN-Habitat (2013) *Adolescent Girls' Views on Safety in Cities; Findings of the Because I am a Girl Urban Programme study in Cairo, Delhi, Hanoi, Kampala and Lima*. Woking UK: Plan International; Montreal, Canada: Women in Cities International; New York, USA: UN-Habitat. (on USB stick)

Women in Cities International, Jagori, International Development Research Centre (2011a) *Gender and Essential Services in Low-income Communities, Report findings of the action research project: Women's Rights and Access to Water and Sanitation in Asian Cities*. Montreal, Canada, Delhi, India: Women in Cities International and Jagori. (on USB stick)

Humanitarian focused

Global WASH Cluster (2009) *WASH Accountability Resources; Ask, Listen, Communicate* booklet. New York, USA: Global Protection Cluster. Available at: <http://www.washcluster.info/?q=content/wash-accountability-toolkit> [accessed 11 October 2013]. (on USB stick)

Inter-Agency Standing Committee (2005) *Guidelines for Gender-based Violence Interventions in Humanitarian Settings; Focusing on Prevention of and Response to Sexual Violence in Emergencies*. Geneva: IASC. (on USB stick)

Inter-Agency Standing Committee (2006b) *Women, Girls, Boys and Men; Different Needs – Equal Opportunities*, gender handbook. Geneva, Switzerland: IASC. (on USB stick)

Inter-Agency Network for Education in Emergencies (2010a) *Gender Equality in and Through Education, INEE Pocket Guide to Gender*. Switzerland: INEE. (on USB stick)

Krause-Vilmar, J. (2011) *Preventing gender-based violence, building livelihoods, Guidance and tools for improved programming*. New York, USA: Women's Refugee Commission. (on USB stick)



Rod Shaw / WEDC, Loughborough University

Endnotes

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

¹ Much violence against women and girls occurs in the home, so-called 'domestic violence', but it is also common in public spaces.

² World Health Organization, London School of Hygiene and Tropical Medicine and the South African Medical Research Council (2013) *Global and Regional Estimates of Violence Against Women:*

Prevalence and health effects of intimate partner violence and non-partner sexual violence. Geneva, Switzerland: WHO; United Nations General Assembly (2006) *In-Depth Study on All Forms of Violence against Women: Report of the Secretary-General*, A/61/122/Add.1. 6 July 2006; World Health Organization (2005) *Summary Report, WHO Multi-Country Study on Women's Health and Domestic Violence Against Women, Initial results on prevalence, health outcomes and women's responses*. Geneva, Switzerland: WHO; and United Nations Secretary-General's Campaign to End Violence Against Women (UNiTE), *Violence Against Women*, Factsheet. Available at: http://endviolence.un.org/pdf/pressmaterials/unite_the_situation_en.pdf [accessed 11 October 2013].

³ General Assembly (2006) *In-Depth Study on All Forms of Violence against Women: Report of the Secretary-General*, A/61/122/Add.1. 6 July 2006.

⁴ Examples from a selection of country contexts of the links between violence and WASH: Amnesty International (2011b) *Where is the Dignity in that? Women in the Solomon Islands slums denied sanitation and safety*. London, UK: Amnesty International ([on USB stick](#)); Massey, K. (October 2011), *Insecurity and Shame, Exploration of the impact of the lack of sanitation on women in the slums of Kampala, Uganda*, Briefing Note. London: SHARE Consortium. Available at: http://www.sharesearch.org/LocalResources/VAW_Uganda.pdf [accessed November 2013] ([on USB stick](#)); Plan International Because I am a Girl, Women in Cities International, UN-Habitat (2013) *Adolescent Girls' Views on Safety in Cities; Findings of the Because I am a Girl Urban Programme study in Cairo, Delhi, Hanoi, Kampala and Lima*. Woking UK: Plan International ([on USB stick](#)); Montreal, Canada: Women in Cities International; New York, USA: UN-Habitat. New York, USA: UN-Habitat; Women in Cities International, Jagori, International Development Research Centre (2011a) *Gender and Essential Services in Low-income Communities, Report findings of the action research project: Women's Rights and Access to Water and Sanitation in Asian Cities*. Montreal, Canada, Delhi, India: Women in Cities International and Jagori ([on USB stick](#)); Thompson, J., F. Folifac and S.J. Gaskin (2011) *Fetching Water in the Unholy Hours of the Night: The impacts of a water crisis on girls' sexual health in semi-urban Cameroon*. *Girlhood Studies* 4(2), Winter 2011, 111–129, Berghahn Journals.

⁵ Examples: a) In the study of violence against women in public spaces in Delhi, around 40 per cent of women/men/common witnesses (people who have seen others being affected by violence) noted that a lack of clean and safe public toilets contributed to women feeling unsafe. Yet in the previous year 4.2 per cent (women); 1.4 per cent (men); and 5.5 per cent (common witnesses) noted that they had faced or seen women face sexual harassment or assault in the past year in public toilets (see [TS1-B-11](#) for further details). And b) A WaterAid study in Nigeria on safety around WASH concluded that despite not feeling secure when using public toilet facilities (8 per cent felt very safe, 25 per cent felt somewhat safe, 33 per cent felt not very safe, 34 per cent felt not at all safe), fewer than one in ten women reported actual incidents of harassment of abuse (see [TS1-B-19](#) for further details).

⁶ Médecins sans Frontières (2005) *The Crushing Burden of Rape, Sexual violence in Darfur*, A briefing paper, 8 March 2005. Amsterdam, The Netherlands: MSF.

⁷ Amnesty International (2011b) *Where is the Dignity in that? Women in the Solomon Islands slums denied sanitation and safety*. London, UK: Amnesty International. ([on USB stick](#))

⁸ McNeil, D.G. (2010) Cultural Attitudes and Rumors are Lasting Obstacles to Safe Sex. *The New York Times*, 9 May 2010. Available at: http://www.nytimes.com/2010/05/10/world/africa/10aidscondom.html?_r=0 [accessed 21 March 2013].

⁹ United Nations High Commissioner for Refugees (2006) *Risks Associated with Access to Water and Sanitation: UNHCR case studies on SGBV from the Southern African Region*. South Africa: UNHCR Regional Office.

¹⁰ House, S. (2013) Independent Consultant. Personal communication, incident occurred in 2001.

¹¹ Women in Cities International, Jagori, International Development Research Centre (2011a) *Gender and Essential Services in Low-income Communities, Report findings of the action research project: Women's Rights and Access to Water and Sanitation in Asian Cities*. Montreal, Canada, Delhi, India: Women in Cities International and Jagori. ([on USB stick](#))

¹² Schulte, S. and Z. Rizvi (2012) *In Search of Safety and Solutions: Somali Refugee Adolescent Girls at Sheder and Aw Barre Camps, Ethiopia*. New York, USA: Women's Refugee Commission. ([on USB stick](#))

¹³ Willetts, J., G. Halcrow, N. Carrard, C. Rowland and J. Crawford (2010) Addressing two critical MDGs together: gender in water, sanitation and hygiene initiatives. *Pacific Economic Bulletin*, 25(1), The Australian National University, 162–176. Available in: www.genderinpacificwash.info [accessed 11 October 2013].

¹⁴ Stevenson, E.G.J., L.E. Greene, K.C. Maes, A. Ambelu, A.T. Yihewew, R. Rheingans and C. Hadley (2012) Water Insecurity in 3 dimensions: An anthropological perspective on water and women's psychosocial distress in Ethiopia, *Social Science and Medicine* 75(2012), 392–400.

¹⁵ Same as note 9, above.

¹⁶ House, S. (1998) Gender Awareness of Engineers Working in Development: Learning from the South. *Science, Technology and Development* 16(3), December 1998, 119–134.

¹⁷ WaterAid and National Confederation of Dalit Organisations (2013) *Research on the DFID-supported IPAP programme in India in 5 states* (unpublished).

¹⁸ **Dalit** is a designation for a group of people traditionally regarded as untouchable. Dalits are a mixed population, consisting of numerous social groups from all over India; they speak a variety of languages and practice a multitude of religions. In 2001, the proportion of Dalit population was 16.2 percent of India's total population. The Dalit population is broadly distributed across Indian states and districts. The term Dalit has been interchangeably used with term Scheduled Castes, and these terms include all historically discriminated communities of India out-caste and Untouchables. While discrimination based on caste has been prohibited and untouchability abolished under the Constitution of India discrimination and prejudice against Dalits in South Asia remains. Source: <http://en.wikipedia.org/wiki/Dalit>

¹⁹ Amnesty International (2011a) *Parallel Lives, Roma denied rights to housing and water in Slovenia*. London, UK: Amnesty International. ([on USB stick](#))

²⁰ Asaba, R.B., G.H. Fagan, C. Kabonesa and F. Mugumya (2013) Beyond distance and time: Gender and the burden of water collection in rural Uganda. *The Journal of Gender and Water*, The University of Pennsylvania, 2(1) (March 2013).

²¹ Sulabh International Social Service Organisation. Available at: <http://www.sulabhinternational.org/?q=content/sulabh-story-brief> [accessed 19 May 2013].

²² Inter-Agency Network for Education in Emergencies (2010a) *Gender Equality in and Through Education, INEE Pocket Guide to Gender*. Switzerland: INEE. ([on USB stick](#))

²³ Subordinate = considered of lower status/importance.

²⁴ Department for International Development (2013) *Violence Against Women and Girls in Humanitarian Emergencies*. CHASE Briefing Paper, October 2013. London, UK: DFID. ([on USB stick](#))

²⁵ Heise, L.L., A. Raikes, C.H. Watts and A.B. Zwi (1994) Violence Against Women: A neglected public health issue in less developed countries, *Social Science and Medicine* 39(9), 1165–1179.

²⁶ Inter-Agency Standing Committee Task Force on Humanitarian Action and Human Rights (2004) *Frequently Asked Questions on International Humanitarian, Human Rights and Refugee Law in the Context of Armed Conflict*. Geneva, Switzerland: IASC.

²⁷ International Federation of the Red Cross and Red Crescent Societies and the Haitian Red Cross (2011) *Violence Response and Prevention Campaign* (unpublished).

²⁸ Women in Cities International, Jagori, International Development Research Centre (2011a) *Gender and Essential Services in Low-income Communities, Report findings of the action research project: Women's Rights and Access to Water and Sanitation in Asian Cities*. Montreal, Canada, Delhi, India: Women in Cities International and Jagori ([on USB stick](#)); and Mehrotra, S.T. (2010) *A Handbook on Women's Safety Audits in Low-income Urban Neighbourhoods: A focus on essential services*, November 2010. New Delhi, India: Jagori and Women in Cities International ([on USB stick](#)); and Jagori, Video: 'Our Lanes Our Lives'. Available at: <http://jagori.org/category/video/> (video length 21.30 min) [accessed 11 October 2013] ([on USB stick](#)) and Jagori, Video: 'Public Services Announcement'. Available at: <http://jagori.org/category/video/> (video length 1 min) [accessed 11 October 2013]. ([on USB stick](#))

²⁹ Plan International Because I am a Girl, Women in Cities International and UN-Habitat (2013) *Because I am a Girl Urban*

Programme: Creating safe, accountable and inclusive cities for adolescent girls. Woking UK, Montreal, Canada and New York, USA: Plan International, Women in Cities International and UN-Habitat.

(on USB stick)

³⁰ Morshed, G. (2013) 'Women's WASH Platform (WWP) Empowerment in WASH, Bangladesh', presentation by Oxfam Bangladesh, Emergency Environmental Health Forum (EEHF), January 2013, London School of Hygiene and Tropical Medicine. London, UK: EEHF. (on USB stick)

³¹ Programme de Promotion des Soins de Santé Primaires and Tearfund (2011) *Hope out of Conflict – How sanitation plays a vital role in protecting women and children from sexual violence in the Democratic Republic of Congo*. DRC: Programme de Promotion des Soins de Santé Primaires (on USB stick); and Mwaka, D. (2013) Programme de Promotion des Soins de Santé Primaires. Personal communication.

³² Hastie, R. (2013) Oxfam-GB. Personal communication.

³³ Video of the work of Sulabh International, as described above. Available at: <http://www.sulabhinternational.org/?q=content/sulabh-story-brief>; and Journeymanpictures, Video: 'The scavengers, India'. Available at: <http://www.youtube.com/watch?v=mCecQrh8AZo> (video length 20.19 min) [accessed 11 October 2013]..

³⁴ See note 18, above.

³⁵ Wahra, G.N. (1994) Women refugees in Bangladesh. In: B. Walker (ed.) *Focus on Gender* 2(1), February 1994.

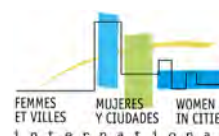
³⁶ Willetts, J., G. Halcrow, N. Carrard, C. Rowland and J. Crawford (2010) Addressing two critical MDGs together: gender in water, sanitation and hygiene initiatives. *Pacific Economic Bulletin*, 25(1), The Australian National University, 162–176. Available in: www.genderinpacificwash.info [accessed 11 October 2013]; and Halcrow, G., C. Rowland, J. Willetts, J. Crawford and N. Carrard (2010) *Resource Guide: Working effectively with women and men in water, sanitation and hygiene programmes*. Sydney, Australia: International Women's Development Agency and Institute for Sustainable Futures, University of Technology – resource guide; flashcards; case study snapshots; poster of principles and practices. Available at: www.genderinpacificwash.info [accessed 11 October 2013]. (on USB stick)

³⁷ Satterthwaite, D., G. McGranahan and D. Mitlin (2005) *Community-driven Development for Water and Sanitation in Urban Areas*. London, UK, and Geneva, Switzerland: Human Settlements Programme and Water Supply and Sanitation Collaborative Council; and Chaplin, S.E. (2011) Indian cities, sanitation and the state: the politics of the failure to provide. *Environment and Urbanization* 23(1), 57–70.

³⁸ Duch, P. and S. Carter (2013) OXFAM-Intermon. Personal communication.

³⁹ WaterAid India

The toolkit is co-published by:



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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.

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.

**VIOLENCE
GENDER
& WASH**

A PRACTITIONER'S TOOLKIT

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

Briefing Note 2

**Improving WASH programming
and services**

VIOLENCE GENDER & WASH

A PRACTITIONER'S TOOLKIT

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

Briefing Note 3: Institutional commitments and staff capacity

This briefing note includes:

1. How violence can affect WASH professionals
2. What staff need to know about violence and WASH
3. What the responsibilities of organisations are
4. Considerations for financing and monitoring and evaluation
5. Examples of good practice in policy and human resources management
6. What we should do if we or our colleagues are affected by violence



Matthew Fryer / University of Winchester

Five key things to remember from this briefing note:

1. WASH sector institutions and organisations must have clear codes of conduct, as well as protection, bullying and harassment policies with clear mechanisms for enforcement. WASH sector institutions and organisations must ensure that staff are aware of the codes and policies and are trained in how to use them.
2. WASH institutions and organisations have a responsibility to ensure that WASH professionals are trained to know about violence related to WASH programming and that monitoring systems consider these issues.
3. Women staff and staff who are lesbian, bisexual, gay, transsexual or intersex (LBGTI) or from other minority groups may face additional vulnerabilities to violence within the workplace – specific attention is needed to understand the sensitivities that exist within the cultural context, which may not be openly discussed.
4. Some staff may not always be aware that their behaviour constitutes violence, particularly where the behaviour is generally accepted in the local culture. Training and awareness raising with follow-up and support is essential for all staff.
5. If you are affected by violence – or have supported someone who has been affected by violence – this can be traumatic. It is important to ask for confidential support to talk through your experiences – this does not show weakness, but self-awareness and strength.

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.



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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).

Introduction

Briefing Note 2 (BN2) provides an introduction to violence and WASH, highlights case studies of the occurrence of violence and WASH, and includes examples of good practice in programming.

This briefing note, BN3, focuses on the professionals, institutions and organisations working in the WASH sector, and on good practices in policy, human resources, finance, and monitoring and evaluation (M&E). It also provides guidance on what we should do if our colleagues or we ourselves are affected by violence.

Violence and WASH professionals

It is important to consider violence and WASH in relation to WASH institutions and professionals because:

1. WASH professionals need to have knowledge on violence and WASH so that we can reduce the risks to communities we are working with;
2. We need to know what to do if we face incidents of violence on the programmes we support, or if we are asked for assistance by someone who has experienced violence; and
3. Colleagues may become perpetrators of violence, or else we may face violence ourselves because of our gender.

Globally there are far fewer women in senior positions of employment. In some countries this is explained by the phenomena of women 'hitting the glass ceiling' (for women from majority groups) or 'hitting the concrete ceiling' (for women from minority groups). Women who do reach senior positions may not align with the expected stereotypes for women, such as being submissive and subservient in behaviour. They may instead be more outspoken and more confident, and as such may be perceived as being 'aggressive'. A man displaying the same behaviour is more likely to be seen as 'strong and competent'. Stereotypes can lead to certain workplaces feeling unwelcoming to women or people from other marginalised groups who do not fit the stereotypes expected of them.

Women in general, and both women and men from marginalised groups, may have fewer opportunities for education and this can affect their self-confidence or else their colleagues may consider their views inferior.

People with disabilities or who are of other sexualities or gender identities [LBGTI], may face multiple barriers and discrimination in the workplace. Women with disabilities may face discrimination because of their disability, but with an additional layer of discrimination compared to men with disabilities since they are women.¹



Rod Shaw / WEDC, Loughborough University

Women professionals in the WASH sector, South Asia²

(TS1-D-16)

A study undertaken by SaciWATERs, 2011, investigated the profiles, numbers and constraints of women water professionals working in India, Pakistan, Bangladesh, Nepal and Sri Lanka. They identified that:

- There were low numbers of women working in the water sector;
- There was a clear 'glass ceiling', with very few working in senior positions;
- Most women engineers and associated technical staff were restricted from undertaking fieldwork and ended up doing desk work;
- Women were excluded from decision-making after hours;
- There were different expectations of men and women, with women being under greater pressure to prove themselves;
- Gender-segregated toilets, facilities for transport and security in the field were all lacking;
- They faced challenges taking maternity leave and there was a lack of provision for child-care;
- Men found it difficult to accept women in leadership roles; and
- Most of the women were not forthcoming about sexual harassment; however, a number of examples were highlighted including those related to inappropriate requests from senior colleagues, subtle harassment and suggestions of women having affairs with colleagues.

Female professionals training for or working in the WASH sector in some contexts may have to fend off sexual advances that are demanded in return for better grades, jobs or promotion.

In some cases, women staff may also face having their views regularly ignored, being undermined or malicious rumours started which imply that they are involved in inappropriate sexual liaisons when male colleagues or line managers compliment their work. Women may have more restrictions on their movement than men, posing additional challenges for their participation in fieldwork or undertaking work involving international travel.

In turn, those who control the distribution of WASH-related non-food items and the use of facilities might also abuse their power by demanding sexual favours from vulnerable individuals.

Violence including gender-based violence (GBV) is common. In some societies it is more common and more accepted as the norm than others, although it is an almost universal phenomenon.³ WASH professionals are part of society and hence have the same experience of gender norms, roles and relations as exist in that society. In some countries girls may have faced demands for sexual favours throughout their education, from teachers, peers and other adults, and this may continue as they move into employment. Investigations in West Africa in 2001 highlighted the risks that can occur when people are in positions of power, with widespread sexual exploitation and abuse (SEA) of beneficiaries by aid workers.⁴ Since this time, much work has been undertaken – particularly by international humanitarian organisations – to ensure that staff sign and abide by codes of conduct, but SEA is still present and difficult to eradicate.

Examples of violence related to WASH or associated professionals

Sexual exploitation by staff

The following case study is not WASH-sector specific, but has relevance to staff from all sectors in humanitarian contexts, including the WASH sector.

Guinea, Liberia and Sierra Leone (2001)⁵ – It was reported that agency workers asked girls for sex in exchange for employment and continued to demand sexual favours even after the girls were employed. The girls said they were reminded that the salary they were earning was payment for sexual favours.

“No girl will get a job in this camp without getting sex with NGO workers”

(agency workers in Guinea).

The assessment suggested that those who exploit children are often men in positions of relative power and influence, who either control access to goods and services or who have wealth and/or income. This power and influence are then used

in exchange for sexual favours from children. The report indicates that it is a relatively prosperous ‘elite’ – including UN staff, peacekeepers and NGO workers – whose resources are considerably more than those of the refugees, who exploit this extreme disparity surrounding the refugee population. Exploiters appear to be able to pay for sex when and with whom they want, and to do so with impunity, since the very people they exploit are not able to complain about their situation for fear of the consequences.

Even though agency workers may pay more than other exploiters, this might still amount to very little in most cases. A Liberian refugee girl, for example, may receive the equivalent of US 10 cents in exchange for sex – with which she would be able to buy a couple of pieces of fruit or a handful of peanuts. More often than not, payment may be in kind, such as a few biscuits, a plastic sheet or a bar of soap.

In training

Liberia (2011)⁹ – The following case study highlights the degree of GBV that young women face through their education and training, and hence the likelihood that they may also face the same risks in the workplace – including in the WASH sector. It also highlights a problem that the WASH sector should be aware of if sponsoring girls and young women on training courses, whether long or short.

Young women attending universities in urban areas in Liberia face numerous safety vulnerabilities, particularly related to sexual violence. Across the universities, perpetrators are most commonly

former lovers, boyfriends or partners, professors and fellow male classmates. Transactional sex, or ‘sex for grades’, and sexual intimidation from teachers and faculty staff was a major theme across the universities. Women are most commonly blamed for violence committed against them, including rape, because of their dress and lifestyle choices. At one university, the dormitories were separated by sex though some women sometimes felt unsafe at night with male visitors in the dormitories and also when using the toilets. At another university, the presence of shared bathrooms was identified as unsafe.

Violence against women who take on traditionally male roles

Zambia (1992)⁶ – The PUSH project was a large food-for-work, labour-intensive, shanty town upgrading project in Lusaka, Zambia. The large, mainly female, workforce was structured into gangs of workers, each with supervisors and senior supervisors, all of whom were working on a food-for-work basis. A post became available for a paid assistant technician and members from the community were invited to apply. Several people applied for the post, and a woman was appointed. She was competent, reliable and trusted by the workforce, and the strongest candidate for the job. One day one of the male candidates who had failed to get the job locked her in a room in the community centre and started beating and kicking her head, injuring her very seriously. She was a widow with six children, and could have easily been killed in the attack had a female community development worker not broken down the door. Before she was taken to the hospital and police station the wife of her assailant came across to beg her not to press charges, because of what would happen to her and her children if he was put in jail.

India (2013)⁷ – The Honourable Member of Parliament, Mrs Vandana Chavan, is a standing committee member for water resources and the former mayor of Pune Municipal Corporation. She is a member of the Task Force of the Metropolis Women International Network Forum, whose main goals are to improve female representation in local government and decision-making processes with local and metropolitan authorities, and to facilitate the dissemination of experiences and good practice related to good governance. The local mafia in Pune opposed her efforts to make community toilets more women-friendly and hygienic by installing lights and water taps in each. On the day the water supply was to be connected she was threatened, in spite of the presence of the then-municipal commissioner and Public Health Engineering Department engineers. The local contractor's wife came to throw a tin of kerosene over her, but changed her mind at the last minute. She had a narrow escape and came close to being burned for her initiatives.

WASH facilities in the workplace

Afghanistan (2011)⁸ – An international NGO working in a remote province of Afghanistan has a provincial and two district field offices. It is a province where only 3 per cent of women are literate and there are multiple restrictions on women: they are unable to travel without permission from a male member of their family and when they travel they must be accompanied by a male relative. It is therefore difficult to recruit women staff members to professional posts. In 2011, all the staff working in the provincial office were men, although the organisation had three women hygiene promoters, who are employed along with their male relative (as '*Hygiene Promotion Couples*').

The design and layout of the provincial office/guest house was not women friendly. The room given to women guests to sleep in had no lock on the door, the window blinds did not fully close and there was only one toilet/shower room, which opened onto the main corridor. Groups of men regularly sat just outside the toilet door. The staff undertaking cooking, cleaning and other support tasks were all men. There were no private areas for women to relax and remove their hijab, and nowhere private to wash and dry underwear or other private items such as sanitary cloths. It was difficult to see how a woman visiting the provincial office/guest house could manage menstrual hygiene in such a situation, as there was nowhere private to wash and dry sanitary materials or underwear and also nowhere to dispose of soiled sanitary materials.



Matthew Fryer / University of Winchester

The following example from Afghanistan illustrates to some degree the type of challenges that professional women may also face working in the WASH sector in other countries. The issues are sensitive, and highlighting that such challenges take place may

themselves pose risks for the women concerned, including backlash. This may result in an escalation of the problems being faced, such as increased harassment, greater exclusion or further undermining.

Challenges faced by women working in the WASH sector in Afghanistan¹⁰

(TS1-B-4)

A study of the gender aspects of the National Solidarity Programme in Afghanistan, which was a major contributor to the WASH sector, identified a range of challenges for the recruitment and retention of women in the programme. These included the following:

- Women are prevented from building a rapport with male superiors due to cultural constraints; similarly male support for female staff can be perceived negatively. It is considered inappropriate for male staff to show interest in the advancement of competent female staff.
- Local perceptions of women working in offices are still negative, with one interviewee noting that some men still think that women have been employed for their use and pleasure. The Afghanistan Independent Human Rights Commission is recording cases of sexual harassment and assault in government and non-government offices.
- Women tend to be paid lower salaries than their male counterparts, their use of office equipment and transport may not be prioritised, and women may be allocated a small office away from the key decision-makers and managers. All of these aspects marginalise women from programme processes.
- Lack of respect and interest shown by male staff in the work of female colleagues can be discouraging.
- Sometimes female staff will be hired, but are discouraged from voicing opinions or trying to achieve goals. They are 'window dressing'.

Other experiences noted by women working in the sector included that they are not respected as equals with their views often dismissed, particularly when they are recommending corrective actions to identified problems. This makes the working environment demoralising and it is difficult to retain women to work in the sector.

What as WASH professionals do we need to know?

What violence can occur in relation to WASH and why they need to understand the risks

How we can improve programming to reduce vulnerabilities to violence

What they should do or not do if we face incidents of violence in programmes or are approached by people who have experienced violence

The content of the organisation's gender equality, equity and inclusion, and protection policies and what these mean to daily working in programmes

What is acceptable behaviour for staff members, partner organisation staff, consultants and community leaders involved in the project, in line with the code of conduct, and consequences of not complying

What monitoring should be undertaken in relation to gender equality and violence

Responsibilities of institutions and organisations

The key principles identified in [BN2](#) relating to the responsibilities of institutions and organisations are:

Principle 1

Institutionalise the requirement to analyse and respond to vulnerabilities to violence in WASH-related policies, strategies, plans, budgets and systems (human resource management and M&E)

Principle 2

Build the capacity of staff and partners to understand the problem of violence related to WASH and what their responsibilities are in relation to this issue

The issues identified above highlight the importance of institutions and organisations doing the following:

1. Having a code of conduct that covers the sexual abuse and exploitation of beneficiaries with enforcement mechanisms, which staff, partner staff and consultants must understand and sign before working for or with the organisation. Having a code of conduct that does not also apply to partner staff leaves a gap in the accountability chain.
2. Having a bullying and harassment policy with enforcement mechanisms, which staff, partner organisations and consultants must understand and sign before working for or with the organisation. This may be incorporated into a single code of conduct.
3. Ensuring the existence of well-defined channels for staff feedback or complaints for those who experience violence, including different forms of GBV by staff (for example, harassment and abuse by staff of other colleagues or sexual abuse and exploitation of beneficiaries). Such systems should not put the person who reports (the 'whistle blower') at risk of further violence.
4. Providing orientations for staff and partners on the code of conduct and the implications of not abiding by it, so that it is fully understood.
5. Having gender equality, equity and inclusion, and protection policies, so that it is clear to all employees what is expected in terms of behaviour between and towards people of all genders.

6. Providing training for their staff and partners on violence and WASH (covering the areas noted above on what WASH professionals need to know), with associated ongoing learning, practice and reflection.
7. Having systems for mentoring or peer support, with particular attention to women and people from minority groups.
8. In contexts where gender power differences and vulnerabilities to GBV are particularly high, developing additional strategies – such as recruiting two female staff, possibly one younger and one more experienced, to work together on a daily basis for specific positions, including for assignments where travel is involved.
9. Undertaking gender-sensitive budgeting, allocating adequate finance to fund interventions or activities that reduce vulnerabilities to violence for staff as well as at the community level.
10. Undertaking advocacy on violence and WASH, including integrating the topic into other advocacy efforts, such as those related to meeting the rights for water and sanitation and equity and inclusion.

It is acknowledged that having training and a code of conduct will not in themselves prevent violence, including GBV. Yet these contribute to the process of reducing it. Above all there needs to be an organisational culture of zero-tolerance towards violence, which leads to consequences for the perpetrators and with leadership by example and strong support throughout the supervisory system.

If those who are vulnerable to violence are to be protected, codes of conduct *must be proactively enforced*.



Rod Shaw / WEDC, Loughborough University

For further details on the responsibilities aligned with key principles 1 and 2, refer to the stand-alone [Checklist](#)

For information on the protection sector and the 'do's and don'ts' when responding to incidences of violence, refer to [BN4](#)

For examples of good practice relating to policies, strategies and guidelines, codes of conduct and peer mentoring schemes, see the [Toolsets 3-F and G](#)

For information on advocacy related to influencing policies, see [BN2](#)

Codes of conduct

Most international organisations working in the humanitarian sector today have a 'code of conduct', which staff, consultants, volunteers and partners have to sign and abide by. It is not clear if this practice is as widespread in the development field, or how many local organisations have codes of conduct in place.

A code of conduct indicates the organisation's commitment to ensuring that staff abide by a set of minimum standards of ethical behaviour. Such codes usually clarify that it is the duty of staff to report others who they suspect of unacceptable conduct, particularly in relation to sexual exploitation and abuse (SEA) of beneficiaries. If a staff member is found to know about abuses and has not reported them, then they can also face disciplinary action and potentially losing their job.

In many countries there is a legal obligation to report the suspected sexual abuse of children and sometimes adults.

In some countries where cultural understandings around consent and on the acceptability of sex outside of marriage are particularly strict, organisations may go so far as to ban relationships between international and national staff in the code of conduct, even if they

are consenting. It is also important to note that in some countries sex outside of marriage is viewed as a 'crime', and hence women and girls who have sex outside of marriage, including in cases of rape, may be jailed. The implications for such incidents occurring are therefore huge.¹²



Petra Röhr-Rouendaal / WASH Cluster Visual Aids Library

A code of conduct clarifies the mechanisms for reporting concerns and will sometimes provide a confidential option for providing information anonymously. It will usually confirm the principle of confidentiality. It will also recognise that sometimes reporting may be malicious, but the safety of the survivor/victim has priority during a process of investigation.

The existence of a code of conduct will not automatically prevent violence from occurring. Some of the biggest challenges are in the establishment of complaints and investigation mechanisms which are effectively operated and sustained, and for the institution to have the full commitment in this respect. Unless staff see the system working it is not likely to act as a deterrent.

‘The IRC Way’ – Standards for Professional Conduct, International Rescue Committee¹³ (TS3-G-3)

This is a good practice example of organisational standards for professional conduct. The International Rescue Committee, an international NGO working in humanitarian contexts, requires staff to behave according to certain standards of conduct, including those relating to GBV. The standards cover issues related to respect for others, a workplace free from harassment, diversity in the workforce, human rights, transparency, financial integrity and accountability. It includes reporting requirements when staff suspect that others are not following the standards, a phone number to use to report concerns and it also confirms that false reports and failure to report may result in disciplinary action.

The United Nations website for the Protection from Sexual Exploitation or Abuse by UN and Related Personnel,¹⁵ includes a range of guidance on the development of codes of conduct, preventing and responding to exploitation and abuse. Examples of codes of conduct from the IRC, International Federation of Red Cross and Red Crescent Societies¹⁶ and WaterAid can be found in the folder of supporting information.

Supporting women and minority staff

As discussed above, women and other staff who are from minority groups may face multiple challenges when working in the sector. However reporting some of the challenges being faced may lead to a backlash, such as insinuations that the individual only complained because of their lack of competence or trouble-making character, or it can lead to increased harassment.

Hence many women and people from minority groups may not feel comfortable to raise the challenges they face or discuss them openly, and hence they are likely to be greatly under reported.

Strategies for ensuring that women and staff from minority backgrounds are well supported in their posts will vary depending on the context. Some examples include:

- Ensuring that there is a minimum of three women in any team or structure (see box on following page);
- Recruiting two female staff (such as an experienced staff member and a younger staff member) to work together on a daily basis, including for assignments where travel is involved; and
- Establishing ongoing mentoring systems between the staff member and a trusted colleague to provide guidance, encouragement and to discuss challenges faced and possible solutions.

Forum of African Women Educationalists (FAWE) Code of Conduct for Technical Vocational Education and Training Institutions, Liberia¹⁴ (TS3-G-1)

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 men traditionally undertake these professions.

Studying and working as a minority within these fields poses numerous challenges for women, including those related to GBV, which are heightened in fragile contexts where GBV in education may be common from primary school upwards. A large proportion of the code of conduct has relevance for reducing GBV risks.

The following case study from Liberia highlights a mentoring scheme that has been established to support young women who are studying engineering and the technical trades (all of which are key to the WASH sector) with the purpose of building peer support and being able to respond to GBV in the workplace.

In contexts where GBV is high, this peer support can be critical to building young women's self confidence and self-esteem, reducing their vulnerabilities to violence and retaining them in the sector.

Research in high-income contexts has shown that having three or more women on a board of directors improves their effectiveness and moves from tokenism to being a critical mass. See the case study in the box opposite.

TUSEME Clubs, supporting and empowering young women studying engineering and technical trades, Liberia¹⁷

(TS3-G-2)

Started in Tanzania, TUSEME Clubs aim to support the empowerment of female students and girls to be able to speak out more confidently on a range of issues, including those relating to GBV. The clubs are supported by the Forum of African Women Educationalists (FAWE) in a range of countries across Africa, including Liberia. Here the clubs support girls and women studying engineering and technical trades. These professions are particularly relevant to the WASH sector and where women are in a minority. The TUSEME Clubs provide a peer support network for women and girls studying technical trades, including being more able to resist GBV throughout their studies and working lives. This is an issue which is highly prevalent in many countries and often very high in fragile states.

Three women is the 'critical mass' for boards of directors¹⁸

Findings indicate that the presence of three or more women on a board of directors improves women's experiences and enhances communication with management within the board. The following experiences were expressed by female members of boards of directors in Fortune 1000 companies:

"The sense of being an outsider is what my experience has been being the only woman on boards."

"The stage with one woman is the invisibility phase. The stage with two women is the conspiracy phase: if the women sit next to each other, if they go to the ladies room together, the guys wonder what the women are up to. Once you get three women on the board it becomes mainstream – it is normal to have women in the room and those questions go away."

"I've been on two boards with four women. The dynamic changes because you're, in most cases, a third or more of the board. The competition to get your voice heard is over, because it's like all of us sitting around. It's a supportive dynamic, more consensus, less combative, more collaborative. You can see the guys decompress from their normal very aggressive style."

"We were passing around resumes in the process of choosing a new board member. The resumes had photos. One guy picked up a woman's resume and said, 'We already have two women, so we can throw this one out'. I was livid. When another resume came my way, I said, 'We already have two bald guys, so we can throw this one out'. They got the message."

"Three is like three legs on a stool. Strong. It is clear you are not there because of gender, but because of talents."



Rod Shaw / WEDC, Loughborough University

While the above research was undertaken in a high-income context, the principle of having a minimum of three women or people of other minorities in any team or structure is an important one that is applicable in all contexts. This includes in staff teams or on committees and other structures.

Having a minimum of three women in any structure or even 50 per cent of the membership will not necessarily ensure that they will have a voice, *but it is a significant step forward* from having only one woman who is much more likely to be marginalised and excluded. When combined with other support to build the confidence of women and the respect between men and women, equality of participation will be improved with multiple benefits.

Policy, strategy and guidelines

Considerations related to violence and WASH should be integrated into all relevant key policies, strategies, guidelines and plans. Below are a number of examples of good practice which are covered in more detail in [TS3 – Good practices in policy and programming](#).

The following example shows how violence linked to WASH has been considered and integrated into an Environmental Health Sector¹⁹ Framework.

International Rescue Committee (IRC) Environmental Health Sector Framework²⁰

(TS3-F-5)

The Environmental Health Sector Framework 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.



Andrew Tovovur / Halcrow et al, 2010

The following two boxes highlight case studies in [TS3](#) that provide an overview of good practice in gender equality and child protection policies. Other examples of policies, including a policy on vulnerable adults by ACORD, are included [on the USB](#).

Plan International and the International Save the Children Alliance's gender equality policies²¹

(TS3-G-4)

This case study provides an overview of two policies on gender equality – by Plan International and the International Save the Children Alliance.

They explain the organisations' beliefs with respect to gender equality, their principles, their commitments and processes supporting implementation, as well as providing definitions (for gender equality, gender equity, gender discrimination and culture).

WaterAid and the International Save the Children-UK's Child Protection Policies

(TS3-G-5)

This case study provides an overview of the WaterAid Child Protection Policy and the Save the Children-UK Child Safeguarding Policy.

These policies provide an overview of the global policy commitments to child protection of WaterAid, as an international NGO that works mainly in developmental contexts, and of Save the Children-UK, which works in both development and humanitarian contexts.

Together the two policies include guidance on what staff and representatives should do and not do in relation to protecting children.

The WaterAid policy includes a checklist for establishing local information on statutory authorities and other agencies with specialisation in this area, while the Save the Children policy identifies training commitments and links to other related documents with more detailed guidance.

The following example highlights a collaborative effort by a local authority, a local NGO and an international NGO to develop a strategic framework for improving safety in public spaces in an urban environment.

Strategic framework for women's safety in public spaces, Delhi 2010²² (TS3-F-1)

This draft strategic framework for improving the safety of women and girls in urban environments was developed through collaboration between a local authority, a local NGO and an international NGO. It includes strategies that relate to the WASH services themselves, as well as protection and legal aspects, and strategies on education and advocacy.

The WASH Cluster²³ is working to improve the capacities of its members to improve the quality of humanitarian responses at the global level. The Global WASH Cluster Accountability Resources have been developed as part of this process, and include guidance on actions to reduce vulnerabilities to violence related to WASH.

Global WASH Cluster Accountability Resources²⁴ (TS3-F-2)

The WASH Accountability Resources are a package of resources to promote accountability in WASH programmes in emergencies. They include a booklet, checklist, community leaflet and an accompanying CD with supporting information.

The tools are simple to understand with case studies, guidance notes, and draft leaflets and other documents, which can be edited to suit specific contexts.

The resources were developed as part of a range of learning and capacity building initiatives to improve the quality of humanitarian responses; nonetheless they are also relevant for WASH sector actors working in development and transitional contexts. The tools also include a toolkit for emergency response on building trust in diverse teams.

A range of additional useful resources on GBV related to WASH has been developed by the Inter-Agency Standing Committee (IASC) from existing materials to improve the consideration of and responses to GBV across all key sectors working in humanitarian contexts. The following box provides a link to more details in the [TS3](#).

IASC gender and GBV guidance for humanitarian interventions²⁵ (TS3-F-4)

The Inter-Agency Standing Committee (IASC) was established to strengthen co-ordination in humanitarian assistance. Gender, GBV and WASH recommendations are incorporated into a number of key IASC documents including the guidelines for GBV in humanitarian settings, the gender handbook, including the stand-alone gender and WASH sheet, and associated gender training materials.

These materials provide a comprehensive overview of gender and GBV in humanitarian settings, including a range of practical guidance relevant to WASH sector professionals working in the humanitarian sector.

The IASC GBV guidelines are currently in the process of being updated (2013–14).



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There is a range of guidelines and toolkits available for responding to gender issues related to WASH. Four relevant, useful examples follow:

1. **Resource Guide: Working effectively with women and men in water, sanitation and hygiene programmes**²⁶ (on USB stick) – A clearly produced toolkit, flashcards, poster and associated case studies from Fiji and Vanuatu by the Institute of Sustainable Futures, University of Technology, Sydney and International Women's Development Agency and partners – see [TS4-I](#) and [TS3-H-4](#).
2. **Infrastructure for All: Meeting the needs of both men and women in development projects**²⁷ (on USB stick) – A resource developed by the Water Engineering and Development Centre (WEDC), Loughborough University, specifically to help engineers, technicians and project managers understand the importance of considering gender in technical programmes, including WASH. Available also with a booklet, *Building with the Community*, and notes for training, *Developing Engineers and Technicians*.
3. **Gender in Water, Sanitation and Hygiene Promotion, guidance note**²⁸ (on USB stick) – A simple and clear note by the International Federation of Red Cross and Red Crescent Societies, which covers gender and diversity issues related to WASH programmes.
4. **Training tools on WASH innovations to improve dignity and reduce violence against women**²⁹ – Developed by the Thoughtshop Foundation from case studies from Oxfam. Refer to [TS3-C-4](#) for more details.

Advocacy on improving policy is included in [BN2](#)

Financing and budgeting to reduce violence related to WASH

Gender sensitive budgeting

There is a growing awareness of the need for 'gender sensitive budgeting' (GSB) in development and humanitarian contexts. GSB is budgeting that integrates a gender perspective and tracks how budgets respond to gender equality commitments

and targets.³⁰ Although budgets may be perceived as gender neutral, they can either promote gender equality or make inequalities worse.

The key question when considering budgets from the gender perspective is:

"What impact does this budget have on gender equality? Does it reduce gender inequality, increase it or leave it unchanged?"

It involves assessing the impacts of the budget on women and girls compared to men and boys, taking into account their different needs and priorities.

The same question should be asked, but with specific consideration for impacts on violence.

"What impact does this budget have on reducing vulnerabilities to violence including GBV linked to WASH? Does it reduce vulnerabilities, increase them or leave them unchanged?"

Budget allocations should be adequate to ensure that:

1. Policies, strategies, plans and guidelines have been reviewed and updated with consideration of violence and WASH. This may require bringing in a GBV or protection specialist to review current core organisational documents.
2. Funds are available for training and ongoing reflection and learning for staff and partners on gender, including violence related to WASH.
3. Women staff will be recruited and employed as well as men at levels that guarantee a 'critical mass', to ensure peer support and influence in the organisation (and not just as a token woman).
4. A mentoring and peer or other appropriate support system can be maintained with appropriate training and guidance.
5. Where women are in a significant minority, younger women can be employed alongside more experienced women to gain experience and confidence.



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6. Funds are available to guarantee that both women and men are included in assessment, mobilisation, implementation and M&E teams. It should also be ensured that there is more than one female team member to guarantee the safety and integrity of female staff when in the field, particularly when this involves an overnight stay away from home.
7. WASH infrastructure is sited and designed to minimise vulnerabilities to violence (solid doors, locks, lighting, adequate water flow, close to or ideally inside house compounds etc.).
8. Funds are available for cross-sectoral engagement to link with organisations and structures focusing on protection, women's rights, livelihoods etc.
9. In emergencies WASH non-food items are made available for distribution in adequate amounts to prevent the practice of transactional sex to purchase items.

Refer to the stand-alone checklist for other areas that can help to reduce vulnerabilities to violence and hence should be considered while budgeting.

Financing and fundraising

Sometimes the concern is raised that including gender-related costs might reduce finances available for other purposes. Budgets that are 'gender blind' and do not take into account the different needs of women and men and vulnerable groups may end up strengthening gender inequalities and supporting the more powerful.

Most funding proposal applications require an explanation of how gender has been considered, and it is likely that most funding agencies would support a clearly explained budget allocation that has the potential to reduce violence.

The proposal will be strengthened by showing the links between the budget allocation and:

- How it has the potential to reduce violence related to WASH; and
- How this reduction in violence is linked to an increase in attainment of human rights.

Refer to [BN2](#) for further details on how violence related to WASH is linked to a range of human rights. [TS7](#) provides specific clauses from a number of international and regional protocols, conventions and agreements that can be abstracted directly for this purpose.

There is a need to increase the consideration of violence and feelings of safety of the users within monitoring and evaluation of programmes. This will increase the evidence of how programming interventions have, or have not, reduced

vulnerabilities to violence related to WASH. This in turn will assist in strengthening the argument on the need to consider violence, which will in turn be useful for increased donor education³¹ and increasing funding support in this area.

Monitoring and evaluation

Violence is a complex issue and WASH programmes can only make a contribution to longer-term change. However, it is important to collect some information that relates to safety and violence without making the WASH monitoring system too complex. Many of the indicators that are relevant to violence are also relevant to gender mainstreaming, protection and participation. The WASH monitoring system should be conceived so that it remains practical, feasible and ethical.

Detailed research studies on violence or GBV – by GBV or protection specialists

Detailed research studies into violence or GBV, particularly where people who have experienced violence are to be interviewed, should always be undertaken by someone who has trained in researching violence or GBV. This is important because of the ethical considerations required for the handling of data on people who have been affected by violence, so as not to re-traumatise them or make their situation worse. Ethical guidelines are available which are used by specialists in this area.³² Refer to [BN4](#) for further details.

Monitoring of violence related to WASH – by WASH practitioners

Monitoring of violence related to WASH is important to:

- Understand the scale of the problem;
- Check that WASH programmes are not resulting in increases in violence; and
- To measure the social outcomes of the programme for women and men.

Therefore WASH practitioners should integrate questions into assessments and monitoring regimes that allow learning to take place, so that programmes can be improved to reduce vulnerabilities. **Recording and reporting events is different from detailed questioning about how an event impacted someone or made them feel.** Care must be taken not to overstep the skills and capacities of WASH practitioners, and **in particular not to start interviewing people affected by violence directly.** The latter may result in re-traumatisation and so it is important to be mindful of the way that we interview people who have been directly affected by violence. As noted above, this should be undertaken by someone trained in GBV and incidents should be reported in ways that protect confidentiality.

What can WASH practitioners monitor?

Indicators for violence linked to WASH

The following indicators could be included in the WASH monitoring system and measured using both qualitative (e.g. group discussions or accessibility audits) and quantitative means (e.g. household surveys):

Safety and use of facilities

1. General feelings of safety when collecting water/going to the toilet or performing other WASH-related activities.
2. Whether or not women and girls feel safe to use latrines at night.
3. Whether or not women and girls feel that they have adequate provision for menstrual hygiene management.

Women and girls' empowerment

4. Increases in engagement of women in WASH committees
 - a. What percentage of members are men and what percentage are women?
 - b. What roles do women have (including leadership roles)?
 - c. Are women speaking during meetings?
 - d. Are other members listening to their views?
 - e. Do women feel confident and respected?
5. How many women and how many men have paid jobs relating to the WASH programme?
6. Have adolescent girls, and younger girls and boys been involved in the design, siting and management of facilities (where appropriate)?
7. Have there been any changes in gender roles – such as a reduction in the workload for women and girls, engagement of men in hygiene-related activities etc.?
8. Has there been an adjustment in the attitudes of men and women in the community supporting a change in women's and men's work roles?
9. Do women know where to go for help if they are subject to violence, and do they know where and how to make a complaint?

Incidents of violence and feedback/complaints mechanisms

As well as monitoring indicators that relate to WASH programme outcomes, such as women feeling safe using facilities, it is also important to keep track of any incidents of violence including GBV or whether



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there are any complaints related to violence including GBV. Two main types of violence may be reported: a) violence that is committed by other community members, and b) violence that is committed by staff from agencies providing support (sexual exploitation and abuse).

Community-based complaints or feedback mechanisms should allow for feedback and complaints related to both a) and b), above. Yet the response mechanisms for each are likely to vary.

Either type of information may also be collected by other agencies, and collaboration with them will be important to track these indicators and respond to complaints as they arise. The IASC Working Group on Accountability to Affected Populations is planning (2013) to trial more inter-agency community-based complaint mechanisms.³³

Possible indicators that relate to reports of violence including GBV committed by community members on other community members include:

1. Number of reported incidents of violence including GBV related to WASH;
2. Number of complaints of violence including GBV-related issues identified through the feedback/complaints mechanism; and
3. How many of these have been responded to.

Incidents of sexual exploitation and abuse by staff working in WASH organisations or other institutions should be monitored by the head offices of the WASH organisations (which may be in or external to the country) and in-country by organisations/institutions that specialise in and are responsible for protection.

Assessing staff awareness

It is also important to try to assess staff awareness of GBV issues and what they can do to minimise the risks. This can be done formally during training evaluations or informally in staff meetings, supervision sessions or annual reviews.

Methodologies for monitoring

A range of methodologies can be used to monitor changes related to violence with links to WASH. Examples can be found in [TS4 – Methodologies for working with communities on violence, gender and WASH](#). Such examples include: the use of focus group discussions, accessibility audits, community safety mapping, barrier analysis, pocket chart mapping, participative ranking, participation ladder, individual interviews (with key stakeholders, not directly with people who have experienced violence) and observations on engagement of men and women in WASH committees.

Training staff in codes of conduct, policies and how to reduce their own vulnerabilities to violence

Training of all staff in codes of conduct and policies related to protection, including those relating to sexual exploitation and abuse, should be compulsory.

Training and/or comprehensive orientations should be given to all staff who will be working in a country that is different from their country of origin. The training should cover the country context-specific vulnerabilities to violence, cultural norms and misunderstandings that can occur in relation to sexual attitudes and behaviours which might lead to violence.

The level of attention on pre-service training of staff on violence-related issues seems to vary dramatically. Some organisations provide comprehensive pre-service training (such as Voluntary Service Overseas), while others (such as the United Nations) require that staff and consultants complete a compulsory online training before traveling to a programme country, and some (such as RedR and the United Nations) integrate harassment and violence-related issues into security training. Some agencies do not provide any pre-service training.

Some publicly available training is available. Two good examples are available from:

- **Register of Engineers for Disaster Relief** – which provides a standard training course on [Personal Safety and Security](#). This includes a range of violence-related issues, including sexual violence.³⁴
- **InterHeath**³⁵ – which provides a range of health-related courses, including [Trauma and Psychological First Aid](#); [Bullying and Harassment](#); and [Responding to Sexual Assaults for Human Resources and Security Managers](#).

InterHealth has also produced a [Sexual Assault Booklet and Associated Medical Kit](#), which can be purchased online. The medical kit, however, should be specific to the user and should be dispensed by a qualified practitioner. It is currently working

to develop a 'stand-alone' Sexual Assault booklet. Organisations and individuals working in humanitarian and development contexts can consult Interhealth on a range of health-related issues in person or by email.

Responding to sexual assaults on staff

Even with codes of conduct and policies in place, harassment and sexual assaults can occur against staff – whether the perpetrators are other staff or people from outside of the organisation.



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Importance of medical care³⁶

Ideally medical care should be started immediately, but many interventions will still be worthwhile if started within 72 hours.

The following interventions may be considered:

- First aid to any injuries
- Post exposure prophylaxis to HIV (PEP)
- Emergency contraception
- Prophylaxis against common sexually transmitted infections (STIs) – this will vary depending on the infection and may involve a number of different courses of treatment
- Hepatitis B prophylaxis and/or vaccination
- Pregnancy test (usually undertaken before giving PEP, because some PEP drugs should not be given to someone who is pregnant)

Supporting a colleague who has been sexually assaulted³⁷

When a colleague discloses to you that they have been sexually assaulted, the following suggestions may be useful:

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 (see the box which follows). 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 to 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 the person who is doing the supporting. 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.

Your feelings immediately after an assault³⁸

- Most people experience feelings of shock after a sexual assault.
- Do not be surprised at the range of feelings that you may have.
- Some people feel numb, other extreme emotions, and many both at different times over the first week.
- Many of these feelings are part of a survival response, designed to protect from the future danger and to aid recovery.
- Find people that you trust and let them know what you need.
- Feeling numb or extreme emotions makes it harder to make decisions about your care, but take the time to make decisions yourself. This can help you gradually feel in control.
- Talk to people that you want to, when you want to, if you want to.
- Try to rest (even if you can't sleep), eat and drink regularly, and do gentle exercise.

Psychosocial care³⁹

Research suggests that during the early stages after an assault, it is best for the person who has been assaulted to draw on their own coping style and to use their own existing support networks. Being forced to talk to someone when we don't want to can make things worse.

If the person is feeling isolated or would appreciate speaking to someone outside of their existing support network, then speaking with a professional trained in psychosocial care is recommended.

People will react differently over time to the situation. It is common, however, for the initial numbness to give way to increased anxiety in the first few days and weeks. Most people find it useful to re-establish patterns and routines in work and life as soon as they are able, but some find this more difficult and may need time away from work.

Support from a psychological health professional is not mandatory following an assault, but many people report that speaking to a professional can be useful and can help to reduce distress.



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Care for ourselves when interacting with people who have experienced violence

Witnessing incidents of violence or hearing about people's painful experiences can be traumatic, and it is important to take care of our own well-being. Most professionals working in protection, GBV or psychosocial health will have regular 'supervision' or counselling, where they can discuss how they are feeling and reflect on and process the events they have witnessed and heard. This is usually compulsory for people working in psychosocial health or social services, but in many situations the resources or commitment to this may not be available.

For WASH practitioners this is not common practice. Many organisations have formal review processes on their performance with their direct line manager, and this may offer an opportunity to discuss difficult

issues they have faced. Some organisations may also have mentoring schemes. Where these supervisory and other support mechanisms are not adequate or appropriate to help process what we have witnessed or heard, many organisations will also offer the opportunity of speaking confidentially with a trained counsellor. Requesting support from such a professional is not a sign of weakness or a failing, but a professional awareness that some events are traumatic and we may need help to process them and to maintain psychological health.

However, it may also be helpful to talk though the incident we have heard about with a trusted colleague, friend or family member, but ensuring we maintain the confidentiality of those involved.

The usual advice about ensuring life/work balance also applies, and it is important to make sure we do things that we enjoy and give us pleasure and allow us to 'switch off'.

Endnotes

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

¹ Astbury, J. and F. Walji (eds.) (2013) *Triple Jeopardy: Gender-based violence and human rights violations experienced by women with disabilities in Cambodia*. AusAid Research Working Paper 1, January 2013. Banteay Srei, Cambodia Disabled People's Organization, CBM Australia, International Women's Development Agency and Monash University.

² SaciWATERs (South Asia Consortium for Interdisciplinary Water Resources Studies) (2011) *Situational Analysis of Women Water Professionals in South Asia*. Hyderabad, India: SaciWATERs. [\(on USB stick\)](#)

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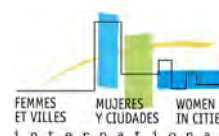
⁷ WaterAid, India (2013) Personal communication.

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⁹ Taylor, A. (2011) *Women and the City I: Combating violence against women and girls in public spaces – The role of public services*. South Africa: ActionAid International. Available at: <http://www.actionaid.org/publications/women-and-city-examining-gender-impact-violence-and-urbanisation> [accessed 11 October 2013].

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- ¹⁵ Protection, Sexual Exploitation and Abuse (PSEA) Task Force. Tools Repository. Response Systems. Available at: http://www.un.org/en/pseataaskforce/tools_response.shtml#Standards [Accessed 11 October 2013].
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- ³⁶ InterHealth (2012) *Sexual Assault Booklet and Medical Kit*, Nov 2012. London, UK: InterHealth.
- ³⁷ The material in this section has been developed following a training on Responding to Sexual Assaults by InterHealth in the UK and with reference to the booklet by InterHealth (2012) *Sexual Assault Booklet and Medical Kit*, Nov 2012. London, UK: InterHealth.
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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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A PRACTITIONER'S TOOLKIT

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

Briefing Note 3

Institutional commitments and staff capacity

VIOLENCE GENDER & WASH

A PRACTITIONER'S TOOLKIT

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

Briefing Note 4: Understanding the protection sector and how to respond to violence as a WASH actor

This briefing note includes:

1. Information on the 'protection' sector and its respective components and actors *in development and humanitarian contexts*
2. Examples of how the WASH sector and protection sector can work together
3. Key protection principles and ethics related to protection
4. The steps to take and 'do's and don'ts' if faced with a situation where you need to interact with people who have experienced violence

Violence can occur because of differences in power between two people, because of their gender or their social grouping.



Matthew Fryer / University of Winchester

Five key things to remember from this briefing note:

1. It is important to know which protection actors work in our programme areas and their capacities and limitations. Local and traditional support mechanisms may be the best option to support someone who has experienced violence where statutory services are weak or non-existent.
2. Strengthening linkages between WASH and protection specialists can be useful to build WASH sector capacity to respond to violence and to develop improved programming strategies.
3. It is important to understand what to do when faced with violence, to ensure that we are supportive but also that we do no additional harm.
4. Supporting the person who has been affected by violence to make their own decisions about what to do next is one of the most helpful things that we can do.
5. Confidentiality is essential if someone reports a violent incident. If there is a need to document the incident, do not record actual names as this may put the person in even more danger.

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).

Responding to violence as a WASH actor

In our work as WASH professionals we may:

1. Witness incidents of violence in the projects in which we work;
2. Be approached by people who have experienced violence and who need support;
3. Experience violence ourselves; and/or
4. Be suspicious about the behaviour of a colleague or other professional in relation to possible sexual exploitation and abuse (SEA) of beneficiaries or other violent misconduct.

As WASH professionals we are not trained in protection or in how to support survivors of gender-based violence (GBV) or in dealing with the perpetrators. Hence without proper training or advice, we may unintentionally risk doing more harm than good.

As development and humanitarian professionals we also, however, have a duty to uphold the rights of the people we support and it is human nature to want to assist people who have suffered. In many countries this is a legal obligation.

What is 'protection'?

Protection is, first and foremost, the duty of states. No universal definition of 'protection' exists, but one definition¹ is:

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

A protection activity is an activity which:

*'Prevents or puts a stop to a specific pattern of abuse and/ or alleviates its immediate effects (responsive action); restores people's dignity and ensures adequate living conditions through reparation, restitution and rehabilitation (remedial action); fosters an environment conducive to respect for the rights of individuals in accordance with relevant bodies of law (environment building).'*²



Rod Shaw / WEDC, Loughborough University

It is important to understand:

1. Our responsibilities with respect to protection as WASH sector actors in both development and humanitarian contexts.
2. Our limitations and the risks of doing more harm than good.
3. Who is available to provide professional advice.
4. Where people who have experienced violence can refer themselves for help and support. It is very important that the person who has experienced violence makes their own decisions.

Briefing Note 4 (BN4) provides some basic guidance on these issues. Note the **'Do's and Don'ts'** when responding to violence at the community level at the end of this document.



The diagram on the following two pages identify the different actors generally working in the area of protection across country contexts, and their key roles. Some will be available in all contexts (police, judiciary, government ministries responsible for social welfare, women and children) and others may only be available in some contexts (such as associations of women lawyers). However, the reliability and capacity of the services will vary (for more details see later in the briefing note). Where statutory services are weak or non-existent, more reliance will need to be made on the traditional systems of security and justice and on informal systems of support. In some cases these may be the only systems of support that are available. However, it is also important to be aware that not all traditional systems of justice are aligned with human rights principles that encompass gender equality. Traditional justice is often implemented by men and often biased towards male solutions and priorities, which can further discriminate against a woman or child. For example when a woman is raped, she may be expected to marry the perpetrator in some societies.

The 'protection sector' and types of service providers – 1 of 3

Institutions with statutory responsibilities for protection

Health services

Various health services may exist which have relevance to the needs of survivors of violence. These include hospitals, health centres, clinics and health posts. They will be responsible for providing health care to the survivor as well as providing evidence on the assault, which will be used in the legal case if it goes forward.

Specialist services such as for violence may exist as well as those for psychosocial care, but may not exist in all contexts. Health services where people can get emergency post exposure preventative treatment for HIV are also relevant.

Government ministries

(Responsible for health, social welfare, women, children and gender)

The Ministries with the above remit may exist in different combinations in different countries. They have responsibility for developing policies and strategies relating to protection, for the allocation of resources and for supervising protection activities within the country.

Police

(Which may have a specialist unit for the protection of women and children)

Arrest the perpetrator, undertake investigation, report and refer to the public prosecutor

Judiciary

(Involving the prosecution and defence teams)

Interpret the law in the name of the state. Undertake the trial, make a judgement on whether the perpetrator is guilty or innocent and where appropriate pass sentence. They also provide a mechanism for the resolution of disputes.

In general the 'Legislature' makes the law and the 'Executive' enforces the law.

Local authorities

(Health and social work departments)

Responsible for health and social work services in their area of responsibility. They will have responsibility for co-ordinating services, allocating funding and providing support to other actors.

The 'protection sector' and types of service providers – 2 of 3

Traditional systems of security and justice and informal networks of social support

Rural populations may be heavily reliant on traditional systems and on informal system of support for women through social networks.

Traditional systems of security and justice support

The 'protection sector' and types of service providers – 3 of 3

Others with responsibilities related to protection or active in service provision in protection

Church, mosque, temple and other religious institutions

Religious institutions may not have professional staff working on GBV, but are likely to provide some form of social network and support mechanisms for survivors and their families.

UN agencies, the International Committee of the Red Cross, National Red Cross and Red Crescent Societies and civil society organisations

(With remits covering protection, gender, women and children's rights, GBV, HIV, women's empowerment and working with men and boys)

UN agencies such as the United Nations Children's Fund (UNICEF), the United Nations Population Fund (UNFPA) and UN Women have mandates which include protection of women and children. The United Nations High Commissioner for Refugees (UNHCR) has a mandate to protect refugees. The International Committee of the Red Cross is mandated to provide protection in times of armed conflict. National Red Cross and Red Crescent Societies work in all contexts. Specialist NGOs such as Save the Children and Plan International have mandates including the protection of children. A wide range of CSOs exist which support women's rights and empowerment. Both international and national CSOs will have these remits. In resource-poor contexts the key UN agencies and CSOs are likely to support the Government systems and services with resources and capacity building opportunities. Many CSOs include protection as a cross-cutting issue.

Associations of women lawyers

May have a specialist focus on GBV and issues relating to women and children.

Safe houses

A location where survivors of GBV can go to be safe while a resolution is found.



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Protection actors in emergencies

The **Global Protection Cluster**³ (for which the global lead is the UN High Commissioner for Refugees [UNHCR]) provides co-ordination on protection in humanitarian contexts where the Cluster System is implemented. The Protection Cluster has identified the following *Areas of Responsibility* with associated global leads:

- **Child protection** (lead: United Nations Children's Fund [UNICEF])⁴
- **Gender-based violence** (lead: UNICEF and the United Nations Population Fund [UNFPA])⁵
- **Housing, land and property** (lead: UN Human Settlements Programme [UN-HABITAT])⁶
- **Mine action** (United Nations Mines Action Service [UNMAS])⁷

Other key points of contact include the United Nations Refugee Agency (UNHCR) for refugees.

The Global Protection Cluster provides global-level policy advice and guidance, supports protection responses in non-refugee humanitarian situations and develops policy relating to protection in complex and natural disaster humanitarian emergencies, including with respect to the protection of internally displaced persons.

The International Committee of the Red Cross, the International Federation of Red Cross and Red Crescent Societies and the National Red Cross and Red Crescent Societies are key actors in the area of protection. They are standing invitees to the IASC.



Rod Shaw / WEDC, Loughborough University

Referral systems

Many countries will have a 'referral system' for reporting violence or child abuse, and a step-by-step flow chart of what to do when either there are concerns that a child or another person is being abused or where violence has been reported. It is recommended that we find out the local procedures in the area or country where we are working, so that we are prepared should an emergency situation occur.

The two-part referral plan for reporting child abuse and protection in Tanzania is summarised in the box below. Note that the steps may vary slightly in order in different country contexts. In some cases medical treatment may be prioritised before approaching the police, so that the appropriate medical treatment (including a course of vaccination where appropriate) can be given within the first 72 hours.⁸

Refer to [BN3](#) for more details on medical care required within the first hour or within a maximum of 72 hours

Child abuse referral systems, Tanzania⁹

A – What to do if you have concerns that a child is being abused

A flow chart highlights the steps to be followed, which include:

Step 1 – Reporting concerns immediately to the Department of Social Welfare (DSW); the Gender and Children Desk (GCD) at the police station; by phoning the 'Childline' phone number (to be established); or to the nearest NGO, church, mosque or community organisation;

Step 2 – The Childline service and the NGO, church, mosque or community organisation will report to the GCD of the local police and the DSW immediately;

Step 3 – The DSW, the GCD of the local police or Child line team will follow up on the referral within 48 hours; and

Step 4 – If found to be a case of abuse, then the case moves onto the child protection referral plan.

Child abuse referral systems (cont.)

B – Child protection referral plan

The referral plan offers different options depending on the outcome of investigations, but includes provisions and steps for the following:

- Police interview the child;
- Medical examination to be undertaken and healthcare provided, police report prepared (police may accompany child);
- Police notify the Department of Social Welfare, who places the child in a place of safety if required;
- Police arrest alleged perpetrator;
- Police and the DSW complete their investigations and court reports;
- Public prosecutor prepares documents and obtains hearing date in court;
- Court hearing – child is linked with a court intermediary and a decision is made as to whether case goes to trial or not; and
- Trial and sentencing.

Note: support by social work officers for the child and family is offered throughout the process, including: providing escorts, transport, visits to the child at home or place of safety, provision of counselling, follow-ups with the court, offers of post-trial counselling and links with local resources and safety net.

Putting rights into simple language¹⁰

An information booklet developed by UNICEF on the Law of the Child, 2009, highlights in simple language and with cartoon characters the rights of the child so that these can be understood by children themselves.



UNICEF, 2012

Some countries have also translated information on the rights of the child into simple language that can be understood by children. The box *Putting rights into simple language* describes an example from Tanzania.

Challenges for referral systems for violence, child abuse and protection-related services in resource-poor and fragile contexts

The protection sector in resource-poor and fragile contexts might, however, face many problems including:

- The non-existence of services;
- Poor quality services with limited or poorly trained staff;
- People having to travel long distances to services;
- Unclear information on what services exist;
- No referral system, one that only exists on paper or a referral system that is unrealistic in terms of the services and resources available;
- Police who are poorly trained and might also perpetuate further violence on survivors; and
- While a referral system is in place, this may break down during a period of emergency.

In addition to these challenges, poor women and girls and other people who have experienced violence may also face the following problems in accessing services:¹¹

- They may not know their rights, may have internalised their situation or live in a context in which they expect no better;
- There may be community pressure in many contexts to not report incidents;
- Fear of repercussions, including more violence or breaking up their family and losing access to children;
- They may not be able to afford the cost of services or of transport;
- They may not have time to travel due to their household and other responsibilities;
- There may be cultural barriers to women's mobility to reach services;
- There may be cultural barriers to women speaking with men, and concern that the services will be staffed only by men; and
- Rural populations may be heavily reliant on traditional systems for service provision and meeting their security and justice needs, but these systems do not always uphold women's rights.

In such situations, it is essential that as WASH actors we link up with and take advice from protection specialists about information that should be provided to survivors of GBV so that it will be beneficial and not cause them more harm.

Linking protection and WASH actors for mutual support

Where our organisation already has protection, child protection or GBV specialists/teams, they should be able to provide:

- Guidance on the information that WASH actors should provide when approached by people who have experienced violence. This includes where they can go for support and assistance.
- Training on protection and the 'dos and don'ts' to ensure that we do no harm.

Where an organisation does not have protection specialists, it is important to make contact with organisations that specialise in these areas. In emergencies this could be by linking with the Protection Cluster or other key organisations, e.g. those working specifically on child protection or GBV.

The case study on (right) highlights the current efforts of Oxfam to expand its ability to provide information to survivors of abuse in emergencies, through utilising the outreach capacities of the WASH (Public Health Engineering and Promotion) teams.

Restored – building churches' capacities in responding to domestic violence ¹²

Specific awareness raising and capacity building work may have already been undertaken by religious institutions on responding to issues of violence that occur in their communities and among their membership.

One good practice example of such efforts is that of 'Restored', an International Christian Alliance working to strengthen relationships and end violence against women. This provides awareness raising on domestic violence and guidance for churches on good practice in terms of what to do and what not to do when faced with incidents of domestic violence.



Petra Röhr-Rouendaal / WASH Cluster Visual Aids Library

Linking protection and WASH teams, DRC, Yemen and South Sudan ¹³

Oxfam works in humanitarian and fragile contexts and has both Protection and WASH (Public Health) teams. WASH teams and structures are often on the ground at community level and hence staff build up positive relationships with community members, whereas many protection and GBV-related services may be more centrally located. Information on GBV-related services tends to be scattered and not easily accessible to communities.

Oxfam is currently investigating and piloting opportunities to utilise the WASH teams on the ground to provide information to survivors of GBV, who can then refer themselves to appropriate services (self referral). Trials and pilots have been undertaken or are underway in Yemen, South Sudan and the Democratic Republic of the Congo.

Steps taken to establish a self-referral system involving WASH staff and partners:

1. Mapping of service and developing contacts with service providers
2. Baseline survey
3. Development of the self-referral model
4. Development of standard operating procedures (SOPs)
5. Training of staff and partners on – gender issues, protection, GBV and the SOPs – and awareness raising with government and the protection-related clusters on the same
6. Community awareness raising on the referral system
7. Undertaking advocacy with service providers
8. Implement, monitor and evaluate

Lessons learned suggest that particular attention is needed on training and confidence building for staff and partners. This includes the need to develop a better understanding of the basics of gender and the basic 'do's and don'ts' when communicating with survivors of GBV.

Churches, mosques, temples or other religious institutions along with associated faith-based organisations may provide a support system for people who have experienced violence and their families, and hence can also be useful points of contact. In situations where other support services are weak or non-existent, such organisations may be particularly valuable.

Other organisations outside the government structure may also have skills and expertise in protection and GBV, and may be able to provide advice or work in partnership. These include:

- Local women's NGOs and networks of women's NGOs (such as the Women's Secretariat of Liberia [WONGOSOL] or the Women in Peacebuilding Network [WIPNET] in Liberia);



Thoughtshop Foundation

- NGOs working with boys and men on reducing GBV (such as Promundo) or working on HIV (such as the Salamander Trust);
- International organisations working on women's or children's empowerment and rights (such as ActionAid, UNICEF, UN Women, the International Save the Children Alliance or Plan International); and
- International or national organisations working in humanitarian response with protection or medical response expertise (such as the International Committee of the Red Cross, the National Red Cross Societies, Médecins sans Frontières and the International Rescue Committee).

Principle of 'do no harm'

The principle of 'do no harm' is of key importance when dealing with people who have experienced violence. There are multiple vulnerabilities for a person who has experienced violence, which may include:

- Fear, shame, suicide;
- Being disowned by her/his family or rejected by her husband;
- Being mocked by other community members or stigmatised;
- Threat of repeat attacks by the perpetrator;
- Becoming pregnant, acquiring a sexually transmitted infection including HIV, or having a fistula¹⁴;
- Being raped or harassed by the police;
- Being killed in the name of 'family honour'; and/or
- Being put in jail for sex outside of marriage.

Therefore it is *critical* that the principles of ethical handling of information on violence are followed, and the wishes of the person who has experienced violence are respected at all times.

However, we should be aware that remaining silent about abuse might also be at odds with the principle of doing no harm if it results in other vulnerable individuals being abused. Additionally, in some contexts reporting of sexual exploitation and abuse is mandatory and a legal requirement.

This should all be a key part of training of staff – where they should practice how to handle different cases, with the 'do no harm' principle applied in each case.

[TS5-F](#) provides a scenario-based exercise that can be adapted on this issue for inclusion in training courses.

Protection principles in emergencies

The Sphere Humanitarian Charter and Minimum Standards for Humanitarian Response was developed in response to the exodus from Rwanda in 1994, to establish minimum standards of response for actors intervening in humanitarian contexts. It has undergone several revisions.

The latest version of 'Sphere' provides cross-cutting guidance on protection and identifies key protection principles to be followed by all actors.

The Inter-Agency Standing Committee (IASC) GBV Area of Responsibility¹⁵ has developed a range of good practice in relation to GBV in humanitarian contexts. The IASC GBV guidelines and checklists are discussed in [BN3](#), with more details available in [TS3-F-4](#). In addition, the IASC GBV AOR also provides guidance on mental health and psychosocial support, both

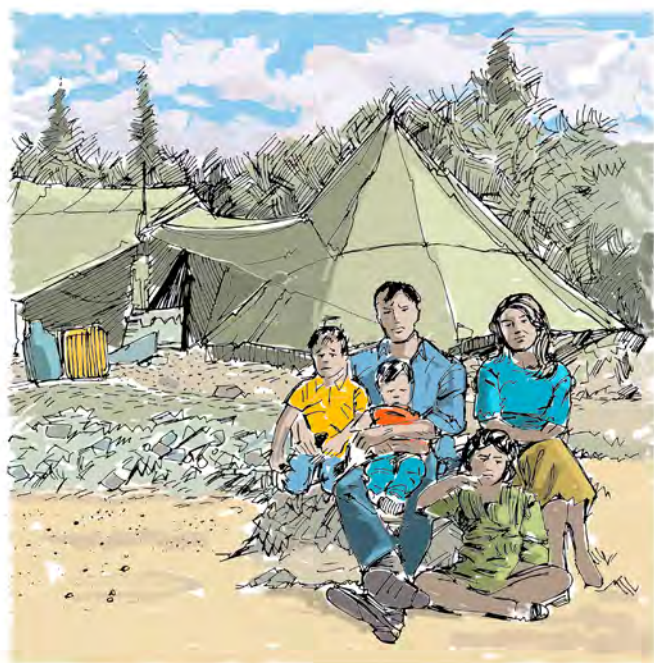
Sphere Protection Principles

The Sphere Humanitarian Charter and Minimum Standards for Humanitarian Response identifies four Protection Principles which all humanitarian actors should be guided by at all times:

1. Avoid exposing people to further harm as a result of your actions
2. Ensure people's access to impartial assistance
3. Protect people from physical and psychological harm arising from violence and coercion
4. Assist people to claim their rights, access available remedies and recover from the effects of abuse

Refer to [TS3-F-3](#) for further details.

a detailed guideline and checklist.¹⁶ These provide guidance on the 'do's and don'ts' for the provision of such support, and include a short checklist on WASH elements (which align with recommendations in this toolkit). This guidance highlights that the lack of appropriate provision of WASH services including menstrual hygiene materials and ability to manage them can lead to significant stress for the people affected by emergencies, particularly women and girls.



Rod Shaw / WEDC, Loughborough University

Ethics for research on sexual violence

As discussed in [BN3](#), if research is to be undertaken on the prevalence of violence including sexual violence then **this must be undertaken by professionals trained in violence and GBV.**

To understand the complexity of the issues that professionals must consider when undertaking such research and interviewing people who have experienced violence, see the box below. This highlights the key principles that are recommended by the World Health Organization when researching, documenting and monitoring sexual violence in emergencies.

The sections that follow provide guidance on **what to do when someone from the community level discloses a violent incident.**

A separate section has been included in [BN3](#) on **what to do when a staff or partner member discloses a violent incident** and on taking care of ourselves in such situations.

The principles for responding to both are the same, but sadly there will be differences in the options available to people who are at community level and people working for established organisations. Hence the need was felt to separate the guidance.

WHO ethical and safety recommendations for researching, documenting and monitoring sexual violence in emergencies ¹⁷

1. The benefits to respondents or communities of documenting sexual violence must be greater than the risks to respondents and communities
2. Information gathering and documentation must be done in a manner that presents the least risk to respondents, is methodologically sound, and builds on current experience and good practice
3. Basic care and support to victims/survivors must be available locally before commencing any activity that may involve individuals disclosing information about their experiences of sexual violence
4. The safety and security of all those involved in information gathering about sexual violence is of paramount concern, and in emergency settings in particular should be continuously monitored
5. The confidentiality of individuals who provide information on sexual violence must be protected at all times
6. Anyone providing information about sexual violence must give informed consent before participating in the data gathering activity
7. All members of a data gathering team must be carefully selected and receive relevant and sufficient specialized training and ongoing support
8. Additional safeguards must be put in place if children (i.e. those under 18 years) are to be the subject of information gathering



Petra Röhr-Rouendaal / WASH Cluster Visual Aids Library

What to do when someone from the community level discloses a violent incident

When faced with a violent incident, or when approached by someone who has experienced violence, **the main priority is to provide the person with information on the correct service or organisation with professional expertise in this area who can assist them.** However, our reactions to that person and the way we initially communicate with them is very important. **It is critical to allow them to make their own decisions on the steps that they want to take** to give them back power over their own lives, which they may feel has been taken away through the incident. This flow chart and the 'do's and don'ts' provides some basic guidance on how best to offer support. Training may be required to build understanding and confidence in using the guidance below.

1

Incident occurs

- Violence occurs
- Person who has experienced violence approaches you for assistance / advice

2

Respect and listen

- Do not ask for proof
- Assure the person who has experienced violence that it is not their fault
- Reassure that confidentiality will be maintained, but explain its boundaries
- Be honest and upfront about your ability to help and that you are not a protection specialist

3

Ensure – safety first

- Be aware that any intervention may heighten the person's vulnerability level and that of any children involved; it may also put you or your colleagues in danger
- Be guided by what the person who has experienced violence wants
- Consider the time/venue constraints

4

Provide information on support services

- Provide information on the services which are available using the leaflet prepared by protection specialists and on how the person affected by violence can access the services
- If the person is unable to read or would like to go through the information with you to check that they understand, then read it together
- Let the person know that it is recommended to see a health professional as soon as possible, ideally within 1 hour but definitely within 72 hours, to ensure the best outcome of treatment
- Provide the information – **but allow the person to make their own decisions on what to do next** – giving them back the power of decision-making over their own lives is the first step to their recovery
- If there is an organisation with protection expertise (such as a local NGO or CBO which has been trained in protection) or a specific protection committee in the community, then ask for the person's permission to introduce her/him to them for further support while she/he considers which services she/he will aim to access

'Do's and don'ts' – when interacting with a person at community level who has experienced violence ¹⁸

It should again be stressed that: the main priority should be to refer the person who has experienced violence to the correct service or organisation that has professional expertise in this area.

To do this some communication will need to occur with the person who has experienced violence. This table provides some basic guidance as to how we should communicate so as to minimise potential additional harm to the person concerned.

Do's

When interacting with a person who has experienced violence – Do:

1. Talk in a safe and private place.
2. If you do not feel confident to listen on your own, you can ask permission for another trusted colleague to join you – but only ask them to do so if the person who has experienced violence is happy with this. Having two people listening can help you support one another in supporting the person who has experienced violence.
3. Listen to what she/he has to say – and take it seriously. Practice active listening, which may mean: give your full attention, gently nod your head, make eye contact, use body language which shows that you are engaged with what they are saying (this may vary by culture).
4. Believe her/him.
5. Give priority to her/his immediate safety.
6. Reassure her/him that this is **not their fault**, they are not the person who is in the wrong.
7. Let her/him know that what the abuser has done is wrong and unacceptable.
8. Say that it is positive that they have talked to someone about the incident.
9. **Support and respect her/his choices.** Avoid giving instructions about what to do, instead support the person to reach their own decisions about what steps to take.
10. Give her/him information about relevant support agencies and how she/he can contact them. Provide the pre-prepared information leaflet that has been developed by protection specialists and read it out to her/him if necessary. Consider the need for people who have been affected by violence to speak with someone of the same gender and access information on traditional/informal support and justice systems.
11. In the case of rape, make sure that she/he knows that **it is important to receive medical help as soon as possible – ideally within 1 hour but definitely within 72 hours** to ensure the best health outcomes (both emergency contraception and drugs to reduce the risk of contracting HIV work best within 1 hour, but can still be used for up to 72 hours).
12. In the case of rape, also encourage the person to not wash until they have seen a health professional and to keep the clothes they were wearing safely – including underwear as this may be useful in proving the crime if she/he decides to report the incident and take the abuser to court at a later date. In the case of physical violence that has resulted in ripped clothes, this may also be useful. However, reporting the incident can be highly problematic in some contexts and may pose additional risks to the individual, so the decision must be their own if they want to report.
13. **Protect her/his confidentiality** – do not tell others about the incident, except for protection specialists. **Do not write down any details, as this may feel threatening and may also be read by people who may not treat it confidentially.** If others find out about the abuse, this may put her/him in more danger. (Men or boys who have been sexually abused also face specific vulnerabilities due to the stigmatisation associated with homosexuality and assumptions about men or boys who have had sex with men or boys, even if it was rape).
14. Avoid using stigmatising language such as calling her/him a 'victim'. Where possible use language which emphasises empowerment and resilience.

Don't's

When interacting with a person who has experienced violence – Don't:

1. Judge her/him and what she/he tells you.
2. Make unrealistic promises.
3. Minimise the severity of their experience or the danger they are in.
4. React with disbelief, disgust or anger at what she/he tells you.
5. React passively.
6. Ask her/him why she did not act in a certain way.
7. Blame her/him for the violence.
8. Act on the person's behalf without her/his consent and/or knowledge.
9. Expect her/him to make decisions quickly.
10. Make decisions for her/him or tell her what to do.
11. Encourage her/him to forgive her/his abuser.
12. Contact the person at home, unless they have agreed to this.
13. Approach the abuser for their side of the story.
14. Give information about her/his whereabouts to the abuser or to others who might pass information on to the abuser.
15. Encourage her/his dependence on you or become emotionally or sexually involved with her/him, this will re-abuse her/him.
16. Do nothing.

Examples of positive communication with someone who has experienced violence

"It is very good that you have talked to someone... you should not have to go through this on your own"

"It is not your fault, this can happen to anyone and the person was wrong in what he/she did..."

"It is fully your decision what to do next, but we can talk through the options together..." (Or "I can give you some information on who might be able to help")...

"It is important to see a health professional/go to the clinic as soon as possible, ideally within 1 hour but definitely within 72 hours (3 days) to ensure that any treatment required will work most effectively..."

"I can see that although this was a terrible experience, you are being very strong in talking about it..."



Rod Shaw / WEDC, Loughborough University

Speaking with abusers

It is not advisable to approach or speak with the abuser. This should be left to the protection specialists, who have a statutory duty to respond.

If, however, there is no option because you were present when the violence took place, then the following principles apply:

Do

- Maintain awareness of the danger the person may pose to you, other people and especially to the person who has already experienced violence and their family
- If the abuser is in the same location as the person who has experienced violence, then move that person away from the abuser
- Take seriously any threats the abuser may make and inform the police; if the threats are directed towards the person who has experienced violence also inform the person who has been threatened
- If possible note the features of the abuser (height, hair, clothes, facial features), so that if the police ask for details you can assist them

Do not

- Discuss the event with the abuser – leave this to a professional
- Accept the abuser's excuses or attempt to blame anyone else
- Be alone with the abuser; if you are approached when you are alone, move to an area where other people are present
- Give the abuser any information about the other person or their whereabouts

Endnotes

The examples included in this document have been summarised or abstracted from the references identified in the endnotes. A full list of references referred to in the toolkit can also be found at the end of [TS8](#).

¹ This definition was agreed by a number of key humanitarian and human rights specialist who took part in International Committee of the Red Cross (ICRC)-sponsored workshops in 1999–2000. As noted in: Inter-Agency Standing Committee Task Force on Humanitarian Action and Human Rights (2004) *Frequently Asked Questions on International Humanitarian, Human Rights and Refugee Law in the Context of Armed Conflict*. Geneva, Switzerland: IASC.

² Ibid.

³ The co-ordination body for protection in humanitarian contexts where the Cluster System is in operation. Available at: <http://www.globalprotectioncluster.org/> [accessed 11 October 2013].

⁴ Global Protection Cluster, Child Protection – Area of Responsibility. Available at: <http://www.globalprotectioncluster.org/en/areas-of-responsibility/child-protection.html> [accessed 11 October 2013].

⁵ Global Protection Cluster, Gender Based Violence – Area of Responsibility. Available at: <http://www.globalprotectioncluster.org/en/areas-of-responsibility/gender-based-violence.html> [accessed 11 October 2013]; and Inter-Agency Steering Committee, Gender Based Violence Area of Responsibility. Available at: www.gbvaor.net [accessed 11 October 2013].

⁶ Global Protection Cluster, Housing, Land and Property – Area of Responsibility. Available at: <http://www.globalprotectioncluster.org/en/areas-of-responsibility/housing-land-and-property.html> [accessed 11 October 2013].

⁷ Global Protection Cluster, Mine Action – Area of Responsibility. Available at: <http://www.globalprotectioncluster.org/en/areas-of-responsibility/mine-action.html> [accessed 11 October 2013].

⁸ Médecins sans Frontières tries to encourage the medical examination even before going to the police, because it is very important to receive people who have experienced violence within 72 hours. This is because they need to receive vaccines, prophylaxis and other treatment.

⁹ Government of the United Republic of Tanzania (no date) *Child Protection Referral Plan - Post abuse*. Tanzania: Government of the United Republic of Tanzania.

¹⁰ United Nations Children's Fund (2012) *The Law of the Child Act, 2009, Know your rights*. Dar es Salaam, Tanzania: UNICEF. (on USB stick)

¹¹ Adapted from: Department for International Development (2012) *A Practical Guide on Community programming on Violence Against Women and Girls*, CHASE Guidance Note 2, Violence Against Women and Girls, May 2012. London, UK: DFID. (on USB stick)

¹² Tearfund (2011) *Silent No More, The Untapped Potential of the Church in Addressing Sexual Violence*. Teddington, UK: Tearfund; and Restored (2011) *Ending Domestic Abuse, A Pack for Churches*, June 2011. UK: Restored. Available at: www.restoredrelationships.org [accessed 11 October 2013]. (on USB stick)

¹³ Hastie, R. (2013) OXFAM-GB. Personal communication.

¹⁴ A fistula, a hole between either the rectum and vagina or between the urethra and vagina, can occur through damage inflicted during rape. This can lead to problems with bowel or bladder control, and urine and/or faeces can leak through the hole into the vagina involuntarily.

¹⁵ Inter-Agency Steering Committee, Gender Based Violence Area of Responsibility. Available at: www.gbvaor.net [accessed 11 October 2013].

¹⁶ Inter-Agency Standing Committee (2007) *IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings; and associated Checklist for Field Use*. Geneva, Switzerland: IASC.

¹⁷ World Health Organization (2007) *Ethical and safety recommendations for researching, documenting and monitoring sexual violence in emergencies*. Available at: <http://www.stoprapenow.org/uploads/advocacyresources/1282164733.pdf> [accessed 11 October 2013].

¹⁸ Adapted from: Restored (no date) *Ending Domestic Abuse, A Pack for Churches*. UK: Restored. Available at: www.restoredrelationships.org [accessed 11 October 2013]. (on USB stick)

Notes

[illegible]

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**VIOLENCE
GENDER
& WASH**

A PRACTITIONER'S TOOLKIT

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

Briefing Note 4

Understanding the protection sector

VIOLENCE GENDER & WASH

A PRACTITIONER'S TOOLKIT

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

Short checklist for quick reference

Developed for WASH practitioners working in development,
humanitarian and transitional contexts

Principles for reducing vulnerabilities to violence linked to WASH through improved programming and institutional commitment

The principles should be considered in all WASH institutions and programmes, but may be applied differently in each context. The actions are included as examples, but it is not expected that all actions will be undertaken in every WASH programme.

- Principle 1.** Institutionalise the requirement to analyse and respond to vulnerabilities to violence in WASH-related policies, strategies, plans, budgets and systems (human resource management and M&E) – [refer to BN3 for further information](#)
- Principle 2.** Build the capacity of staff and partners to understand the problem of violence related to WASH and what their responsibilities are in relation to this issue – [refer to BN3 for further information](#)
- Principle 3.** Make links with protection, gender and GBV specialists to assist in improving programmes and responding to challenges faced – [refer to BN4 for further information](#)
- Principle 4.** Consider possible vulnerabilities to violence linked to WASH, integrate responses into all stages of WASH programming/ service delivery
- Principle 5.** Adapt existing participatory tools and involve women, men, girls and boys in the process of identifying the risks and identifying solutions, allowing women and adolescent girls to express their views separately

- Principle 6.** Pay particular attention to considering the safety of people who are in vulnerable, marginalised or special circumstances when accessing WASH services
- Principle 7.** Build the self-esteem and self-worth of all, but with particular attention on women and adolescent girls, linking to existing groups and networks to provide support and also to help respond to backlash
- Principle 8.** Ensure that community members have adequate information on safety linked to WASH and that community feedback processes are built into programmes
- Principle 9.** Ensure that WASH facilities are designed, constructed and managed in ways that reduce vulnerabilities to violence
- Principle 10.** Pay particular attention to transparency in processes where non-food items are distributed in humanitarian contexts

For actions that have the potential to reduce vulnerabilities to violence – see the following pages

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.

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).

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.



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Principle	Actions which have the potential to reduce vulnerabilities to violence related to WASH		Further information
Principle 1. Institutionalise the requirement to analyse and respond to vulnerabilities to violence in WASH-related policies, strategies, plans, budgets and systems (human resource management and M&E)	Policies, strategies, plans, budgets		
	✓	The organisation has up-to-date policies on gender equality; equity and inclusion; and protection (including child protection) and WASH policies, all of which include information around violence and WASH.	BN3 TS3-F TS3-G
	✓	Violence-related vulnerabilities are regularly discussed in meetings, with learning and experiences shared to build knowledge on challenges and good practice, learning from successes in particular.	
	✓	Assessment of vulnerabilities to violence and the development of strategies to reduce these are specifically incorporated into programme strategies and plans.	
	✓	The costs of reducing vulnerabilities to violence and WASH have been considered; budgets have been analysed in light of their potential gendered impacts (including potential to reduce violence) and have been allocated.	BN3
Advocacy			
	✓	Advocacy is undertaken for increased attention on violence linked to WASH and for increased allocation of finances and resources to reduce vulnerabilities.	BN2 TS3-H TS2
	✓	Violence related to WASH is integrated into broader advocacy campaigns.	BN2 TS2 TS3-E TS3-H
Human resource management			
	✓	All staff and partner staff have signed a code of conduct that includes clauses on sexual exploitation and abuse of beneficiaries.	BN3 TS3-G-3
	✓	A code of conduct has been developed for institutions that train WASH professionals which emphasises good practice, including that relating to prevention of sexual exploitation and abuse of trainees	BN3 TS3-G-1

Principle	Actions which have the potential to reduce vulnerabilities to violence related to WASH	Further information
Principle 1. ... continued	✓ Well-defined channels for staff feedback and complaints for those who experience violence or suspect abuse have been established that will not put the whistle-blower at risk.	BN3 TS3-G-3
	✓ All staff and partners have signed a bullying and harassment policy (or this is incorporated into the code of conduct).	BN3 TS3-G-3
	✓ Female staff members are always available for community engagement, so that women and girls at community level have the opportunity to communicate with women.	BN3
	✓ The number of female staff working in the organisation is on a par with the number of male staff at all levels. Mentoring opportunities exist to build confidence, self-esteem and capacities.	BN3
	✓ Female trainees/interns/employees/apprentices are only placed in sites and organisations with other female trainees/interns/employees/apprentices.	BN3 TS3-G-1 TS3-G-2
	✓ Where females are interested in taking training courses or roles that are not traditionally expected of women, encouragement as well as ongoing support are provided.	BN3 TS3-G-2
	Monitoring and evaluation	
	✓ Regular monitoring is undertaken, including the collection of disaggregated data on: participation in programmes (ensure inclusion of women and men who are vulnerable, marginalised or in special circumstances); incidences of violence that may have occurred; and perceptions of safety when using facilities. Particular attention is paid to unintended consequences of the intervention and how to respond when problems are identified.	BN3 TS4-K

Principle	Actions which have the potential to reduce vulnerabilities to violence related to WASH	Further information
Principle 2. Build the capacity of staff and partners to understand the problem of violence related to WASH and what their responsibilities are in relation to this issue	<ul style="list-style-type: none"> ✓ Staff and partners understand the potential vulnerabilities related to WASH and why these need to be understood. 	BN1 , 2 , 3 , 4 TS1
	<ul style="list-style-type: none"> ✓ Staff and partners know how they can improve programming to reduce vulnerabilities to violence. 	BN1 , 2 , 3 , 4 TS3
	<ul style="list-style-type: none"> ✓ Staff and partners have been trained in what they should and should not do if they face incidents of violence in WASH programmes or are approached by people who have experienced violence and are requesting support. 	BN3 , BN4
	<ul style="list-style-type: none"> ✓ Staff and partners know the content of the organisation's gender, equity and inclusion, and adult and child protection policies ✓ All staff and partners are aware of what is and is not appropriate behaviour when working with people who are LGBTI, from other vulnerable or marginalised groups or in other special circumstances. 	BN3 TS3-G-4 TS3-G-5 TS6
	<ul style="list-style-type: none"> ✓ Staff and partners know the content of the organisation's code of conduct and its confidential complaints system procedures 	BN3 TS3-G-3

Principle	Actions which have the potential to reduce vulnerabilities to violence related to WASH	Further information
Principle 3. Make links with protection, gender and GBV specialists to assist in improving programmes and responding to challenges faced	Collaboration is established with protection and GBV professionals to develop strategies: <ul style="list-style-type: none"> ✓ To guide WASH staff on how to respond appropriately to incidences of violence when they occur (including the 'do's and don'ts' when communicating with people who have experienced violence) ✓ To provide mentoring or supportive supervision (where this exists). 	BN4 BN3 TS3-B
	<ul style="list-style-type: none"> ✓ Assistance is requested from protection/GBV professionals to map protection/GBV-related support services. In this way information and contacts are available for people who have experienced violence if approaches are made to WASH staff. 	BN4 TS3-B-1 TS3-B-2
	<ul style="list-style-type: none"> ✓ Where transactional sex is known or believed to occur in relation to WASH, organisations working on protection, HIV or prevention of GBV are contacted to request their engagement. 	BN4
Principle	Actions which have the potential to reduce vulnerabilities to violence related to WASH	Further information
Principle 4. Consider possible vulnerabilities to violence linked to WASH, integrate responses into all stages of WASH programming/service delivery	<ul style="list-style-type: none"> ✓ Vulnerabilities to different forms of violence related to WASH are considered during each stage of WASH programming/service delivery, from the perspectives of women, men, girls and boys and people from minority groups. 	BN1 BN2 BN3

Principle	Actions which have the potential to reduce vulnerabilities to violence related to WASH	Further information
Principle 5. Adapt existing participatory tools and involve women, men, girls and boys in the process of identifying the risks and identifying solutions, allowing women and adolescent girls to express their views separately	✓ During the assessment and planning processes the vulnerabilities to violence linked to WASH for women, girls, men and boys are identified. Particular attention is paid to listening to the voices of adolescent girls, who are a particularly vulnerable group.	TS2-A TS3-A TS3-C
	✓ Where cultural norms mean it is not possible for women and girls to discuss openly with men, alternative strategies are utilised for meeting separately and feeding back.	BN2 TS3-C
	✓ Men and boys are involved as community leaders (elders, political, religious, other), as participants, allies and as change agents in the process of acknowledging and responding to the risks of violence.	TS3-A TS3-E-3
	✓ Women and girls, boys and men, including people with disabilities, are involved in the siting and design of WASH services. The facilities are designed to provide privacy, dignity and safety.	TS2-B TS3-C
	✓ Other participatory tools (where appropriate) are modified to enable safety-related issues to be raised and discussed with communities.	TS3-A TS4

Principle	Actions which have the potential to reduce vulnerabilities to violence related to WASH	Further information
Principle 6. Adapt existing participatory tools and involve women, men, girls and boys in the process of identifying the risks and identifying solutions, allowing women to express their views separately where necessary	✓ Those who are the most vulnerable or marginalised (because of their social/ethnic group, sexual identity, age, poverty level or other factor) are specifically identified at the beginning of the programme as they may be more vulnerable to violence. Special care is taken to consult and understand their specific vulnerabilities and needs, and to ensure that WASH programmes meet those needs.	TS6
	✓ People from vulnerable or marginalised groups or those in special circumstances are involved in community committees and decision making bodies related to WASH. Where this is not possible, for example where it would put the people in danger or they would feel uncomfortable to participate, mechanisms are put in place to obtain their views at each stage through household visits or working with groups that represent their views.	TS6
	✓ Links are made with organisations that have expertise in working with specific groups of people in vulnerable, marginalised or special circumstances (where appropriate)	TS6
	✓ Income generating opportunities and strategies to make hygiene-related items more affordable and available are considered, in order to reduce the likelihood of people engaging in transactional sex (including the possible production of locally made more affordable sanitary protection materials).	TS6 TS2-A-8

Principle	Actions which have the potential to reduce vulnerabilities to violence related to WASH	Further information
Principle 7. Build the self-esteem and self-worth of all, but with particular attention on women and adolescent girls, linking to existing groups and networks to provide support and also to help respond to backlash	<ul style="list-style-type: none"> ✓ Women involved in supervisory roles are provided with ongoing mentoring and support, and it is ensured that there is always more than one woman in such a role (with three as the ideal minimum number). This rule is also followed when women attend trainings or meetings. 	BN2 BN3 TS1-D-16 TS3-G
	<ul style="list-style-type: none"> ✓ Discussions are held with women and adolescent girls on how they can travel and return home within daylight hours, and how they can still undertake their household and other responsibilities without added vulnerabilities, if they are taking part in the WASH programme. 	
	<ul style="list-style-type: none"> ✓ Strategies are discussed for the care of children when their mother or main carer is working on the WASH programme. 	
	<ul style="list-style-type: none"> ✓ Opportunities are taken to use existing community groups, such as women's or disabled people's groups or savings groups, as entry points for discussions on violence-related risks and for developing strategies to respond and to build women's self-worth, self-esteem and self-confidence. 	TS3-C TS3-D
	<ul style="list-style-type: none"> ✓ Collaborations between organisations working on WASH, women's empowerment, adolescent girls' and boys' forums, and livelihoods are all considered, so linking programmes and opportunities for longer-term support to communities. 	

Principle	Actions which have the potential to reduce vulnerabilities to violence related to WASH	Further information
Principle 8. Ensure that community members have adequate information on safety linked to WASH and that community feedback processes are built into programmes	Information is provided to community members on the following: <ul style="list-style-type: none"> ✓ How staff working on the project should behave and what is unacceptable behaviour; ✓ Who they can contact if there is a problem with the staff working on the programme; and ✓ That they have the right to provide feedback (good or bad) through both an informal and institutionalised feedback system, and to receive a response where the feedback is negative. 	BN3 TS3-F-2 TS3-G-3 TS3-G-5
	<ul style="list-style-type: none"> ✓ Community members are provided with information in a sensitive and appropriate way on where they can go if they are affected by violence. 	TS3-F-2 TS3-G-1
	<ul style="list-style-type: none"> ✓ Community members identify potential dangers associated with WASH implementation, facilities and services, options available to minimise the vulnerabilities and the 'pros and cons' of different options. 	BN2 TS1 TS3 TS4
	<ul style="list-style-type: none"> ✓ The WASH programme ensures that representatives of all members of the community (women, men, people with disabilities, elderly, youth) feel they have something to contribute to a WASH project/services, and that their involvement is likely to make the facilities more suitable, safer, sustainable and accessible to all. 	TS4
	<ul style="list-style-type: none"> ✓ Men are encouraged to think about the way the facilities are used by their daughters, wives and sons (who are often responsible for water collection) and to consider the potential risks if the facilities are not maintained and fall into disrepair. 	TS3-E-3

Principle	Actions which have the potential to reduce vulnerabilities to violence related to WASH	Further information
Principle 9. Ensure that WASH facilities are designed, constructed and managed in ways that reduce vulnerabilities to violence	Applicable to water, sanitation and hygiene facilities	
	✓ Facilities are sited as near as possible to houses, and sited with the agreement of women and girls in particular.	TS3-C-1 TS3-F-3 TS3-F-4
	✓ Facilities are accessible for people with limited mobility.	TS4-B TS4-C TS6
	✓ The provision of targeted subsidies or free access for the poorest (including people with disabilities who are less likely to work, people who live on the streets, the elderly etc) has been considered within the context of ensuring sustainable financing.	BN3 TS6
	✓ Paths and drains on the way to and around the facilities are kept clean.	TS3-A-1
	✓ Long grass and trees on paths to waterpoints and sanitation facilities have been cut back.	TS3-B-1
	✓ Staff, operators and caretakers are trained in acceptable conduct and the importance of reducing opportunities for harassment.	TS3-A-1
	Applicable to sanitation and bathing facilities	
	✓ Household latrines and bathing facilities are provided wherever possible.	TS1-E TS3-A TS3-C TS3-D TS3-F TS6
	✓ Where public or shared facilities are necessary, sex-segregated facilities are provided which are clearly labeled and women and girls especially have agreed on the distance between facilities. Encourage people to keep the use of the facilities separated by gender.	

Principle	Actions which have the potential to reduce vulnerabilities to violence related to WASH	Further information
Principle 9. ... continued	<p>The following has been specifically considered in relation to the sanitation and bathing needs of people who are lesbian, bisexual, gay, transsexual or intersex (LBGTI):</p> <ul style="list-style-type: none"> ✓ How they can safely access toilets and bathing facilities (considering the possible risks if the toilets are split on a male-female basis). ✓ How the definition of the family unit may affect the allocation of latrines or other WASH related resources and how this might affect same-sex couples. 	TS1-E TS3-A TS3-C TS3-D TS3-F TS6
	✓ Lighting for facilities (on the way to, in and around) are provided. If this is not possible, then families are provided with alternatives e.g. a minimum of two wind up or solar torches per family.	
	✓ Units are installed with solid doors and <u>locks on the inside</u> (which should be compulsory and not optional).	
	✓ Additional screening is provided for privacy in front of facility doors where women and girls feel this makes them safer and gives them more dignity when using the facilities	
	✓ Adequate numbers of latrine units or cubicles are provided so that women, girls and boys are not forced to resort to open defecation.	
	✓ Roofs are provided for the latrine or bathing facilities, particularly in areas with nearby buildings, trees or other structures that people can climb up.	
	✓ The latrine facility allows for effective menstrual hygiene management (disposal for sanitary materials, water available, privacy etc.).	

Principle	Actions which have the potential to reduce vulnerabilities to violence related to WASH	Further information
Principle 9. ... continued	Applicable to water supply facilities	TS3-F
	✓ There is adequate water flow so as to prevent long queues.	
	✓ The supply of water for both the host and displaced communities has been considered and negotiated in displacement situations to ensure adequate access for all.	
	✓ Wherever possible, household water connections are provided.	
	✓ Fence the water collecting points to allow orderly collection of water at the tapstands.	
	✓ In front-end emergency or drought situations where water is provided by tanker or where it is particularly scarce, provide management of the water point and queues to reduce the risks of violence.	

Principle	Actions which have the potential to reduce vulnerabilities to violence related to WASH	Further information
Principle 10. Pay particular attention to transparency in processes where non-food items are distributed in humanitarian contexts	<ul style="list-style-type: none"> ✓ People know what they are entitled to and whether it is free of charge (where this is the case – it is usual for non-food items to be provided free as part of emergency responses). If a contribution is expected, this is clearly and openly advertised. 	TS3-F-2 TS3-F-3 TS6
	<ul style="list-style-type: none"> ✓ Women are involved in the establishment of distribution lists and in the distribution process. 	
	The following has been specifically considered in relation to people who are LBGTI and in relation to the distribution of NFIs: <ul style="list-style-type: none"> ✓ Whether government documentation is being used to register recipients for distribution of aid and if so, if anyone is being excluded due to the lack of documentation. ✓ How the definition of the family unit may affect the allocation of NFIs and how this might affect same-sex couples? 	
	<ul style="list-style-type: none"> ✓ Distributions are undertaken at safe times and locations, and a system is developed so that the most vulnerable are served first and can go home earlier. 	
	<ul style="list-style-type: none"> ✓ Post-distribution monitoring of hygiene or other WASH items is undertaken. 	
	<ul style="list-style-type: none"> ✓ Distribution systems are designed that are orderly and avoid the likelihood of aggressive or violent incidents. 	

[illegible]

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Short checklist for quick reference

Developed for WASH practitioners working in development, humanitarian and transitional contexts

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Making water, sanitation and
hygiene safer through improved
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Checklist – with explanations for actions

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Principle 5. Adapt existing participatory tools and involve women, men, girls and boys in the process of identifying the risks and identifying solutions, allowing women and adolescent girls to express their views separately

6

Principle 6. Pay particular attention to considering the safety of people who are in vulnerable, marginalised or special circumstances when accessing WASH services

7

Principle 7. Build the self-esteem and self-worth of all, but with particular attention on women and adolescent girls, linking to existing groups and networks to provide support and also to help respond to backlash

8

Principle 8. Ensure that community members have adequate information on safety linked to WASH and that community feedback processes are built into programmes

9

Principle 9. Ensure that WASH facilities are designed, constructed and managed in ways that reduce vulnerabilities to violence

10

Principle 10. Pay particular attention to transparency in processes where non-food items are distributed in humanitarian contexts

For actions that have the potential to reduce vulnerabilities to violence – see the following pages

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.

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).

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.

Principle	Actions which have the potential to reduce vulnerabilities to violence related to WASH	Explanation	Further information
Principle 1. Institutionalise the requirement to analyse and respond to vulnerabilities to violence in WASH-related policies, strategies, plans, budgets and systems (human resource management and M&E)	Policies, strategies, plans, budgets ✓ The organisation has up-to-date policies on gender equality; equity and inclusion; and protection (including child protection) and WASH policies, all of which include information around violence and WASH.	<i>Mainstreaming the issue within key policies makes the institutional commitment clear on reducing violence related to WASH.</i>	BN3 TS3-F TS3-G
	✓ Violence-related vulnerabilities are regularly discussed in meetings, with learning and experiences shared to build knowledge on challenges and good practice, learning from successes in particular.	<i>Mainstreaming the issue within institutional processes and encouraging open discussion and sharing of successes and challenges contributes to building confidence, capacities and commitment to reducing violence related to WASH. Building on positive examples and successes can be particularly powerful to boost confidence and capacities.</i>	
	✓ Assessment of vulnerabilities to violence and the development of strategies to reduce these are specifically incorporated into programme strategies and plans.	<i>Mainstreaming the issue within strategies and plans helps to ensure that violence related to WASH is considered methodologically and not overlooked.</i>	
	✓ The costs of reducing vulnerabilities to violence and WASH have been considered; budgets have been analysed in light of their potential gendered impacts (including potential to reduce violence) and have been allocated.	<i>Many efforts to reducing vulnerability to violence related to WASH are possible within existing budgets. However, additional costs may be needed, such as for increasing the number of female staff who travel at the same time, or increasing the structural integrity of sanitation infrastructure – by adding solid doors with locks or lighting, for example.</i>	BN3

Principle	Actions which have the potential to reduce vulnerabilities to violence related to WASH	Explanation	Further information
Principle 1. ... continued	Advocacy		
	✓ Advocacy is undertaken for increased attention on violence linked to WASH and for increased allocation of finances and resources to reduce vulnerabilities.	Awareness needs to be raised with decision-makers, governments, donors and implementers on the need to consider vulnerabilities to violence and WASH. Additional funds may need to be made available to ensure that actions can be financed.	<u>BN2</u> <u>TS3-H</u> <u>TS2</u>
	✓ Violence related to WASH is integrated into broader advocacy campaigns.	Integrating the issue of violence linked to WASH into broader advocacy campaigns helps to widen awareness and understanding of the issue, and hence widens the potential opportunities to reduce vulnerabilities. Broader campaigns may be those linked to reducing violence against women and girls, to improving education for girls, or to improving school WASH or safety in cities.	<u>BN2</u> <u>TS2</u> <u>TS3-E</u> <u>TS3-H</u>
	Human resource management		
	✓ All staff and partner staff have signed a code of conduct that includes clauses on sexual exploitation and abuse of beneficiaries.	Codes of conduct are essential to ensure that all staff and partners know what behaviour is expected of them. Such codes are required for all staff and are particularly important in societies where certain forms of violence are generally seen as acceptable practice.	<u>BN3</u> <u>TS3-G-3</u>
	✓ A code of conduct has been developed for institutions that train WASH professionals which emphasises good practice, including that relating to prevention of sexual exploitation and abuse of trainees	In some contexts sexual abuse and harassment of students and trainees by staff is common. Where the WASH sector organises training courses, internship placements or contributes to the establishment of educational courses, a code of conduct for staff should be a required element of the contract.	<u>BN3</u> <u>TS3-G-1</u>

Principle	Actions which have the potential to reduce vulnerabilities to violence related to WASH	Explanation	Further information
Principle 1. ... continued	<ul style="list-style-type: none"> ✓ Well-defined channels for staff feedback and complaints for those who experience violence or suspect abuse have been established that will not put the whistleblower at risk. 	<p>Staff and partners need to feel confident that reporting an incident or a suspected incident will be handled appropriately and will not result in a backlash. Some organisations use a system where it is possible to report anonymously, or have a phone line managed by an outside organisation. It is very important that feedback mechanisms are seen to work and that there are consequences for proved exploitation and abuse.</p>	BN3 TS3-G-3
	<ul style="list-style-type: none"> ✓ All staff and partners have signed a bullying and harassment policy (or this is incorporated into the code of conduct). 	<p>Such a policy is essential to ensure that all staff and partners know what behaviour is expected of them with respect to colleagues.</p>	BN3 TS3-G-3
	<ul style="list-style-type: none"> ✓ Female staff members are always available for community engagement, so that women and girls at community level have the opportunity to communicate with women. 	<p>Women and adolescent girls at community level may not feel comfortable sharing their concerns or ideas with male staff. In some cultures male staff are not permitted to meet and talk with female community members. Additionally, for subjects that tend to be taboo such as menstrual hygiene and those relating to violence, women may not feel comfortable speaking with male staff. If women and adolescent girls are to have a free voice in programme processes, then making female staff available is essential.</p>	BN3
	<ul style="list-style-type: none"> ✓ The number of female staff working in the organisation is on a par with the number of male staff at all levels. Mentoring opportunities exist to build confidence, self-esteem and capacities. 	<p>The more balanced the numbers of female and male staff in an organisation, the more likely that the views of both women and men will be incorporated into programmes. In some contexts it is not possible for women at community level to speak with male staff, or alternatively women are not able to speak freely. Women staff may face additional challenges – for example, their views not being respected or else they may be undermined. They may also lack confidence in their own capacities and so could benefit from mentoring opportunities to build their self-esteem and to help them resolve any challenges.</p>	BN3

Principle	Actions which have the potential to reduce vulnerabilities to violence related to WASH	Explanation	Further information
Principle 1. ... continued	✓ Female trainees/interns/employees/apprentices are only placed in sites and organisations with other female trainees/interns/employees/apprentices.	<p>In some contexts women face abuse, harassment and unpleasant rumours when they are the only female present.</p> <p>In some contexts where GBV is common, harassment by line managers and colleagues is also common. This may include expectations of a sexual nature. Due to their sensitive nature, these issues may not be openly discussed or apparent.</p> <p>Ensuring that women are not alone as females in the workplace can help to reduce some of these vulnerabilities.</p>	BN3 TS3-G-1 TS3-G-2
	✓ Where females are interested in taking training courses or roles that are not traditionally expected of women, encouragement as well as ongoing support are provided.	<p>Roles traditionally undertaken by women are often seen as lower status and pay lower wages. Women are able to undertake the same roles as men and vice versa. They may, however, face a backlash from male staff and sometimes from community members who are not comfortable with this change in expected role. Hence ongoing mentoring and support may be required and appreciated.</p>	BN3 TS3-G-2

Principle	Actions which have the potential to reduce vulnerabilities to violence related to WASH	Explanation	Further information
Principle 1. ... continued	Monitoring and evaluation ✓ Regular monitoring is undertaken, including the collection of disaggregated data on: participation in programmes (ensure inclusion of women and men who are vulnerable, marginalised or in special circumstances); incidences of violence that may have occurred; and perceptions of safety when using facilities. Particular attention is paid to unintended consequences of the intervention and how to respond when problems are identified.	<p>Monitoring and evaluating the elements of WASH programmes that relate to violence pose some challenges because of the sensitivity of the information that may be expressed. However, unless efforts, progress and challenges are monitored, the most effective strategies to improve programming will not be confirmed. Specialists in protection, gender or GBV can be consulted to establish appropriate monitoring questions and processes that minimise additional risks.</p> <p>Records of participation should, as a minimum, be split by gender and age (male, female, adults, youth, children) and depending on the context, should indicate whether people from specific vulnerable or marginalised groups are being involved. Strategies should be modified if representatives of all social groups are not participating to ensure that their views and needs are effectively identified and incorporated into programmes.</p>	BN3 TS4-K

Principle	Actions which have the potential to reduce vulnerabilities to violence related to WASH	Explanation	Further information
Principle 2. Build the capacity of staff and partners to understand the problem of violence related to WASH and what their responsibilities are in relation to this issue	<ul style="list-style-type: none"> ✓ Staff and partners understand the potential vulnerabilities related to WASH and why these need to be understood. 	<p>Unless staff and partners know what the vulnerabilities are and why they are relevant to their work, they will not be able to improve their working practices to reduce the risks.</p>	BN1 , 2 , 3 , 4 TS1
	<ul style="list-style-type: none"> ✓ Staff and partners know how they can improve programming to reduce vulnerabilities to violence. 	<p>This toolkit provides some ideas on programming approaches that have the potential to reduce vulnerabilities to violence. As more people integrate ways to reduce vulnerabilities to violence and monitor the effectiveness of approaches, the body of evidence will grow on which approaches work best and in which contexts.</p>	BN1 , 2 , 3 , 4 TS3
	<ul style="list-style-type: none"> ✓ Staff and partners have been trained in what they should and should not do if they face incidents of violence in WASH programmes or are approached by people who have experienced violence and are requesting support. 	<p>It is very important that WASH professionals understand the relevant basic ethics when communicating with people who have been affected by violence, so they can be supportive – and so that they do no harm and do not make the problem worse.</p>	BN3 , BN4
	<ul style="list-style-type: none"> ✓ Staff and partners know the content of the organisation's gender, equity and inclusion, and adult and child protection policies ✓ All staff and partners are aware of what is and is not appropriate behaviour when working with people who are LBGTI, from other vulnerable or marginalised groups or in other special circumstances. 	<p>Staff and partners need to be made aware of these policies, so that they can adapt their practice if required. This is particularly important where traditional and cultural norms vary from the content of the policies – for example, in regard to the position of women in society and their right to participate equally in the sector's work and in WASH programmes.</p> <p>Some groups, such as people who are LBGTI, may be highly discriminated against, including by the legal system. Their lives may be potentially in danger if their gender or sexual identity is made public.</p>	BN3 TS3-G-4 TS3-G-5 TS6

Principle	Actions which have the potential to reduce vulnerabilities to violence related to WASH	Explanation	Further information
Principle 2. ... continued	<p>✓ Staff and partners know the content of the organisation's code of conduct and its confidential complaints system procedures</p>	<p>Staff and partners need to be clear on what behaviours are acceptable or otherwise and the complaints system needs to be seen to be functioning if it is likely to act as a deterrent. Staff also need to be able to provide information to people on how to make a complaint.</p>	<p>BN3 TS3-G-3</p>

Principle	Actions which have the potential to reduce vulnerabilities to violence related to WASH	Explanation	Further information
Principle 3. Make links with protection, gender and GBV specialists to assist in improving programmes and responding to challenges faced	Collaboration is established with protection and GBV professionals to develop strategies: <ul style="list-style-type: none"> ✓ To guide WASH staff on how to respond appropriately to incidences of violence when they occur (including the 'do's and don'ts' when communicating with people who have experienced violence) ✓ To provide mentoring or supportive supervision (where this exists). 	While WASH staff members are not protection professionals, they may be faced with violence related to WASH projects or staff may be approached by those affected by violence who require assistance. It is important that staff are aware of what to do when this happens. Hence it is important to form linkages with protection or GBV professionals, who can provide guidance and training. Where levels of violence are high, opportunities for mentoring or supportive supervision by protection staff may also be valuable.	BN4 , BN3 TS3-B
	<ul style="list-style-type: none"> ✓ Assistance is requested from protection/GBV professionals to map protection/GBV-related support services. In this way information and contacts are available for people who have experienced violence if approaches are made to WASH staff. 	It is useful for WASH staff to have access to information on support services for community members affected by violence (where they exist). Such information should be developed by protection specialists, as they will be able to make professional judgements on the quality and applicability of services and hence what information should be provided.	BN4 TS3-B-1 TS3-B-2
	<ul style="list-style-type: none"> ✓ Where transactional sex is known or believed to occur in relation to WASH, organisations working on protection, HIV or prevention of GBV are contacted to request their engagement. 	Expertise outside of the WASH sector is needed to raise awareness among communities on reducing vulnerabilities to unsafe transactional sex. For example, this might be through the distribution of free condoms as part of an HIV prevention programme or awareness raising through programmes working to reduce GBV more widely.	BN4

Principle	Actions which have the potential to reduce vulnerabilities to violence related to WASH	Explanation	Further information
Principle 4. Consider possible vulnerabilities to violence linked to WASH, integrate responses into all stages of WASH programming/service delivery	✓ Vulnerabilities to different forms of violence related to WASH are considered during each stage of WASH programming/service delivery, from the perspectives of women, men, girls and boys and people from minority groups.	<p>It is important to consider at each stage of the project cycle:</p> <ul style="list-style-type: none"> • Assessments – see Principle 5 below • Planning – see Principle 5 below • Design and siting – see Principles 9 and 10 below • Implementation – see Principle 5 below • Operation and maintenance systems – see Principles 6 and 9 • Monitoring and evaluation – see Principle 1 above 	BN1 BN2 BN3

Principle	Actions which have the potential to reduce vulnerabilities to violence related to WASH	Explanation	Further information
Principle 5. Adapt existing participatory tools and involve women, men, girls and boys in the process of identifying the risks and identifying solutions, allowing women and adolescent girls to express their views separately	<ul style="list-style-type: none"> ✓ During the assessment and planning processes the vulnerabilities to violence linked to WASH for women, girls, men and boys are identified. Particular attention is paid to listening to the voices of adolescent girls, who are a particularly vulnerable group. 	<p>The people who use WASH facilities are experts on their own safety and the challenges they are likely to face. Care should be taken to ensure that women and adolescent girls are consulted as a particularly vulnerable group, but one that is often excluded from planning processes. Safety audits or walks can be useful tools for this purpose.</p>	TS2-A TS3-A TS3-C
	<ul style="list-style-type: none"> ✓ Where cultural norms mean it is not possible for women and girls to discuss openly with men, alternative strategies are utilised for meeting separately and feeding back. 	<p>In many contexts women speak more freely when they are with other women only. In some contexts it isn't possible for men and women to meet in the same place if the men are from a different family. It is good practice to allow women and girls to speak only to women if issues related to violence and security are being discussed. Meeting men and women separately and feeding back the key conclusions from one group to the other can be very useful when sensitive issues are discussed, as the comments will come from the group and not from an individual person. This reduces the possibility of harassment towards individual women after the exercise.</p>	BN2 TS3-C
	<ul style="list-style-type: none"> ✓ Men and boys are involved as community leaders (elders, political, religious, other), as participants, allies and as change agents in the process of acknowledging and responding to the risks of violence. 	<p>Much violence is related to gender and power differences between men and women, with most violence is perpetrated by men. Men therefore need to be part of the solution to reduce violence. They can also more easily influence other men and hence can be powerful allies for change.</p>	TS3-A TS3-E-3
	<ul style="list-style-type: none"> ✓ Women and girls, boys and men, including people with disabilities, are involved in the siting and design of WASH services. The facilities are designed to provide privacy, dignity and safety. 	<p>The users of WASH facilities are the best people to advise on siting and design features that will make them feel safer when using the facilities. See Principle 9 below for information on design features that can contribute to reducing vulnerabilities to violence.</p>	TS2-B TS3-C

Principle	Actions which have the potential to reduce vulnerabilities to violence related to WASH	Explanation	Further information
Principle 5. ... continued	✓ Other participatory tools (where appropriate) are modified to enable safety-related issues to be raised and discussed with communities.	<p>Existing participatory tools used within the WASH sector can be adapted to incorporate violence-related concerns. A number are included in Toolset 4 such as: pocket chart voting; 24-hour clock; three-pile sorting; and use of community developed videos and role-plays/drama. Other useful tools are included such as barrier analysis and problem solving, and the accessibility and safety audit tool mentioned above.</p>	TS3-A TS4

Principle	Actions which have the potential to reduce vulnerabilities to violence related to WASH	Explanation	Further information
Principle 6. Adapt existing participatory tools and involve women, men, girls and boys in the process of identifying the risks and identifying solutions, allowing women to express their views separately where necessary	✓ Those who are the most vulnerable or marginalised (because of their social/ethnic group, sexual identity, age, poverty level or other factor) are specifically identified at the beginning of the programme as they may be more vulnerable to violence. Special care is taken to consult and understand their specific vulnerabilities and needs, and to ensure that WASH programmes meet those needs.	People who are living in extreme poverty or are marginalised in society due to their ethnic group, disability, sexual identity or another factor, are less likely to automatically participate in project processes or have their voice heard in the community. People who are marginalised or vulnerable in society are also likely to be more vulnerable to violence, and hence particular efforts are needed to identify the specific risks they face.	TS6
	✓ People from vulnerable or marginalised groups or those in special circumstances are involved in community committees and decision making bodies related to WASH. Where this is not possible, for example where it would put the people in danger or they would feel uncomfortable to participate, mechanisms are put in place to obtain their views at each stage through household visits or working with groups that represent their views.	People from vulnerable or marginalised groups should be encouraged to participate in community committees and decision-making bodies. However, there may be some circumstances where they do not feel comfortable or confident to do so. For example, people who are LGBTI may not wish to disclose their identity or concerns publicly as they may face additional risks by doing so. In these situations it is important to find other ways to seek out their needs and views, such as working with organisations who work with people who are LGBTI	TS6
	✓ Links are made with organisations that have expertise in working with specific groups of people in vulnerable, marginalised or special circumstances (where appropriate)	Usually such organisations will employ people who have a similar background as the people being supported, or offer a forum for those being supported to have a stronger collective voice. Such links can open opportunities for engagement with people from particularly vulnerable or marginalised groups, and also offer opportunities for learning by these organisations on issues related to violence and WASH.	TS6

Principle	Actions which have the potential to reduce vulnerabilities to violence related to WASH	Explanation	Further information
Principle 6. ... continued	<p>✓ Income generating opportunities and strategies to make hygiene-related items more affordable and available are considered, in order to reduce the likelihood of people engaging in transactional sex (including the possible production of locally made more affordable sanitary protection materials).</p>	<p><i>If transactional sex is understood to be happening in return for WASH-related items, it is important to involve protection experts in investigating and establishing solutions. From the WASH programming side, linking programmes with opportunities for income generation, reducing the cost of items or increasing the number of items distributed per person in an emergency context may contribute to reducing the problem. Having additional distributions for particularly vulnerable groups such as adolescent girls might also be considered. It is recognised that it is both challenging to identify the scale of the problem and how to effectively target those who are most vulnerable in such cases.</i></p>	TS6 TS2-A-8

Principle	Actions which have the potential to reduce vulnerabilities to violence related to WASH	Explanation	Further information
Principle 7. Build the self-esteem and self-worth of all, but with particular attention on women and adolescent girls, linking to existing groups and networks to provide support and also to help respond to backlash	<ul style="list-style-type: none"> ✓ Women involved in supervisory roles are provided with ongoing mentoring and support, and it is ensured that there is always more than one woman in such a role (with three as the ideal minimum number). This rule is also followed when women attend trainings or meetings. 	<p>Ongoing mentoring and support is essential, as it is often the case that women who push the boundary of what is accepted as 'normal' for gender roles can face a backlash.</p> <p>Ensuring that there is a minimum of three women in any team, committee or training can assist with reducing harassment and providing opportunities for peer support. It may also reduce the potential for negative rumours about a lone woman's behaviour.</p>	BN2 BN3 TS1-D-16 TS3-G
	<ul style="list-style-type: none"> ✓ Discussions are held with women and adolescent girls on how they can travel and return home within daylight hours, and how they can still undertake their household and other responsibilities without added vulnerabilities, if they are taking part in the WASH programme. 	<p>Women and adolescent girls tend to be bound by more rules on their behaviour and have more responsibilities within the household than men and adolescent boys. When women and adolescent girls travel after dark, there is an increased vulnerability to violence. They may also face additional risks of domestic violence at home if they return home late, or have not undertaken their responsibilities within the household as per the expectation of their husbands or fathers.</p>	
	<ul style="list-style-type: none"> ✓ Strategies are discussed for the care of children when their mother or main carer is working on the WASH programme. 	<p>Children can be vulnerable to violence when their parents are away from home and working on projects. When a project involves a significant amount of time during which a mother or main carer is away from their children, a daycare service might be established or rotas between groups of women to care for one another's children.</p>	

Principle	Actions which have the potential to reduce vulnerabilities to violence related to WASH	Explanation	Further information
Principle 7. ... continued	✓ Opportunities are taken to use existing community groups, such as women's or disabled people's groups or savings groups, as entry points for discussions on violence-related risks and for developing strategies to respond and to build women's self-worth, self-esteem and self-confidence.	<p>Existing community groups, such as women's groups, savings groups or disabled people's groups are likely to have established social networks built around trust and supporting one another. They can provide relatively safe opportunities for discussing violence and WASH-related issues, and can also offer support for building both self-esteem and confidence as well as providing support when incidents of violence occur. Where there are opportunities to make links between such groups and WASH programmes and services, this can offer a positive opportunity for reducing and responding to violence within communities.</p>	TS3-C TS3-D
	✓ Collaborations between organisations working on WASH, women's empowerment, adolescent girls' and boys' forums, and livelihoods are all considered, so linking programmes and opportunities for longer-term support to communities.	<p>Where it is possible to make links with organisations working on, for example, women's empowerment, savings schemes or livelihoods, or with adolescent girls and boys, this can provide a forum for discussions about violence and WASH, and the opportunity to develop cross-sectoral strategies to respond to and support those affected.</p>	

Principle	Actions which have the potential to reduce vulnerabilities to violence related to WASH	Explanation	Further information
Principle 8. Ensure that community members have adequate information on safety linked to WASH and that community feedback processes are built into programmes	Information is provided to community members on the following: <ul style="list-style-type: none"> ✓ How staff working on the project should behave and what is unacceptable behaviour; ✓ Who they can contact if there is a problem with the staff working on the programme; and ✓ That they have the right to provide feedback (good or bad) through both an informal and institutionalised feedback system, and to receive a response where the feedback is negative. 	<p><i>It is important that staff working in communities do not abuse their power or behave in a way that harms community members.</i></p> <p><i>If communities know how staff should behave and what to do when there is a problem, this can act as a deterrent to any staff member who might contravene the code of conduct. This can also help to resolve any problems when they occur.</i></p>	BN3 TS3-F-2 TS3-G-3 TS3-G-5
	<ul style="list-style-type: none"> ✓ Community members are provided with information in a sensitive and appropriate way on where they can go if they are affected by violence. 	<p><i>This action is recommended in areas where violence/GBV is particularly high, and where linkages have been made with the protection sector to establish appropriate information on access to support. It is not recommended as general practice for WASH practitioners where information on where they can go has not been established.</i></p>	TS3-F-2 TS3-G-1
	<ul style="list-style-type: none"> ✓ Community members identify potential dangers associated with WASH implementation, facilities and services, options available to minimise the vulnerabilities and the 'pros and cons' of different options. 	<p><i>This allows community members to understand potential risks and discuss solutions. Wherever possible this information should be identified by community members themselves through participatory processes.</i></p> <p><i>Reductions in vulnerabilities may occur through design, siting, awareness raising with men and women, always going to waterpoints in groups, men sharing tasks with women etc. Wherever possible community members themselves should identify protective strategies, and this can be facilitated by the use of participatory tools and processes.</i></p>	BN2 TS1 TS3 TS4

Principle	Actions which have the potential to reduce vulnerabilities to violence related to WASH	Explanation	Further information
Principle 8. ... continued	✓ The WASH programme ensures that representatives of all members of the community (women, men, people with disabilities, elderly, youth) feel they have something to contribute to a WASH project/services, and that their involvement is likely to make the facilities more suitable, safer, sustainable and accessible to all.	Women and men can undertake the same roles. Women can be effective and reliable handpump mechanics (the impact on women is greater if the handpump breaks down) and masons, while men can be good hygiene promoters. Women and adolescent girls, people with disabilities and elders can also contribute important ideas and be strong leaders in WASH committees, along with men and adolescent boys.	TS4
	✓ Men are encouraged to think about the way the facilities are used by their daughters, wives and sons (who are often responsible for water collection) and to consider the potential risks if the facilities are not maintained and fall into disrepair.	If men are encouraged to think about WASH facilities from the perspective of the workload and risks to their daughters and wives, it can help them to take those risks more seriously. It has been suggested that in some contexts emphasising the impact on daughters may have more influence than discussing the impact on wives, although this is likely to vary from context to context.	TS3-E-3

Principle	Actions which have the potential to reduce vulnerabilities to violence related to WASH	Explanation	Further information
Principle 9. Ensure that WASH facilities are designed, constructed and managed in ways that reduce vulnerabilities to violence	Applicable to water, sanitation and hygiene facilities		
	✓ Facilities are sited as near as possible to houses, and sited with the agreement of women and girls in particular.	Siting facilities close to houses reduces the risk of harassment or attack, particularly if they need to be used at night.	<u>TS3-C-1</u> <u>TS3-F-3</u> <u>TS3-F-4</u>
	✓ Facilities are accessible for people with limited mobility.	Facilities should be designed so that all people can access them. Design features – such as adding handrails, gentle slopes and resting platforms, and providing easy-to-grip door handles, a seat option and adding more space inside a latrine – can ensure that facilities are accessible to all. If facilities are not accessible (including not being kept adequately hygienic) people with limited mobility may resort to open defecation, which increases their vulnerability to violence.	<u>TS4-B</u> <u>TS4-C</u> <u>TS6</u>
	✓ The provision of targeted subsidies or free access for the poorest (including people with disabilities who are less likely to work, people who live on the streets, the elderly etc) has been considered within the context of ensuring sustainable financing.	While it is understood that the provision of free or subsidised sanitation facilities and water supply can lead to the facilities falling into disrepair, it is important to ensure that the poorest and people from vulnerable groups can still access and utilise facilities. Otherwise they may have to resort to open defecation after dark, or walking longer distances to collect water.	<u>BN3</u> <u>TS6</u>
	✓ Paths and drains on the way to and around the facilities are kept clean.	This allows for easy access and for women and men to pass one another comfortably without touching.	<u>TS3-A-1</u>

Principle	Actions which have the potential to reduce vulnerabilities to violence related to WASH	Explanation	Further information
Principle 9. ... continued	✓ Long grass and trees on paths to waterpoints and sanitation facilities have been cut back.	<i>This reduces places for people to hide and attack a user, and increases the line of sight for the person using the facility who can then walk away if they feel uncomfortable.</i>	TS3-B-1
	✓ Staff, operators and caretakers are trained in acceptable conduct and the importance of reducing opportunities for harassment.	<i>Harassment from staff, operators or caretakers can be minimised if they are trained on appropriate behaviour for their role. This also helps them understand how groups of men or boys hanging around the facilities can have an impact on their use by women and girls.</i>	TS3-A-1
	Applicable to sanitation and bathing facilities		
	✓ Household latrines and bathing facilities are provided wherever possible.	<i>Household latrines and bathing units reduce vulnerabilities to violence associated with walking to and from and using public facilities. This also contributes to their longer-term operation and maintenance.</i>	TS1-E TS3-A TS3-C
	✓ Where public or shared facilities are necessary, sex-segregated facilities are provided which are clearly labeled and women and girls especially have agreed on the distance between facilities. Encourage people to keep the use of the facilities separated by gender.	<i>It is very important to provide sex-segregated sanitation and bathing facilities for women / girls and men / boys. Likewise it is also important to ensure that the female and male facilities are far enough apart for women and girls to feel safe when using them. Facilities which are too close together can still make women and girls feel unsafe as men and boys may be near enough to stare, peep or harass the women and girls. It may be that it is acceptable or preferred for the male and female latrines to be closer together when the latrines are shared between families or extended family members. It is therefore very important to involve women and adolescent girls in the siting of facilities.</i>	TS3-D TS3-F TS6

Principle	Actions which have the potential to reduce vulnerabilities to violence related to WASH	Explanation	Further information
Principle 9. ... continued	<p>The following has been specifically considered in relation to the sanitation and bathing needs of people who are lesbian, bisexual, gay, transsexual or intersex (LBGTI):</p> <ul style="list-style-type: none"> ✓ How they can safely access toilets and bathing facilities (considering the possible risks if the toilets are split on a male-female basis). ✓ How the definition of the family unit may affect the allocation of latrines or other WASH related resources and how this might affect same-sex couples. 	<p>People who are LBGTI may face a high level of discrimination and violence including sometimes from the legal systems in the countries in which they live. They may face violence and abuse when trying to access sanitary or bathing facilities which are separated by the male / female distinction. It is therefore very important to find out what solutions they would propose themselves so that they will feel safe to access sanitation and bathing facilities.</p> <p>If organisations exist that involve people who are LBGTI or work with people who are LBGTI, these should be the first point of contact to identify challenges that may be faced and suggestions for ways to respond to their needs. This may be the safest way to reach this particularly vulnerable and marginalised group of people, particularly in circumstances where they face legal discrimination and where their lives may be at risk if they reveal their identity.</p>	TS1-E TS3-A TS3-C TS3-D TS3-F TS6
	<ul style="list-style-type: none"> ✓ Lighting for facilities (on the way to, in and around) are provided. If this is not possible, then families are provided with alternatives e.g. a minimum of two wind up or solar torches per family. 	<p>While having lighting to, in and around facilities or the provision of torches will not fully stop harassment or attack at night, these actions have the potential to reduce vulnerability. This is because the user will be able to see if someone is hanging around the facility and will also be able to see their faces, which should act as a deterrent to some would-be perpetrators. If torches or portable lights are provided, then a minimum of two should be provided per family so that while one family member uses one to go to the latrine, the rest of the family can still have light.</p>	

Principle	Actions which have the potential to reduce vulnerabilities to violence related to WASH	Explanation	Further information
Principle 9. ... continued	<ul style="list-style-type: none"> ✓ Units are installed with solid doors and <u>locks on the inside</u> (which should not be optional). 	<p>This ensures privacy and adds some security while the user is in the cubicle undertaking their sanitation or bathing task. Locks on doors are a critical safety related intervention and are not an extravagant issue as they are sometimes perceived. In emergency situations the locks may even consist of simple devices such as a loop and button arrangement or some rope with nails to allow the rope to be wound around them. These can allow the door to be locked when in use until more permanent structures can be built.</p>	TS1-E TS3-A TS3-C TS3-D TS3-F TS6
	<ul style="list-style-type: none"> ✓ Additional screening is provided for privacy in front of facility doors where women and girls feel this makes them safer and gives them more dignity when using the facilities. 	<p>This action adds a level of privacy and reduces the line of sight, which would allow a potential perpetrator to see which cubicle the user is in. The inclusion of a screen should be discussed with the women and adolescent girls to check that this element would make them feel safer, as there may be situations where they feel it adds risk by allowing a perpetrator to attack them without being seen.</p>	
	<ul style="list-style-type: none"> ✓ Adequate numbers of latrine units or cubicles are provided so that women, girls and boys are not forced to resort to open defecation. 	<p>If there are too few cubicles, people may be driven to continue open defecation after nightfall, which increases vulnerability to violence.</p>	
	<ul style="list-style-type: none"> ✓ Roofs are provided for the latrine or bathing facilities, particularly in areas with nearby buildings, trees or other structures that people can climb up. 	<p>Where facilities do not have roofs, men and boys can look down into facilities that are used by women and girls.</p>	
	<ul style="list-style-type: none"> ✓ The latrine facility allows for effective menstrual hygiene management (disposal for sanitary materials, water available, privacy etc.). 	<p>If the facilities do not allow for effective menstrual hygiene management, women and girls may not use the facility during their menstrual period, potentially increasing their vulnerability to violence.</p>	

Principle	Actions which have the potential to reduce vulnerabilities to violence related to WASH	Explanation	Further information
Principle 9. ... continued	Applicable to water supply facilities		TS3-F
	✓ There is adequate water flow so as to prevent long queues.	If there are long queues for water, this can lead to fighting between people collecting water, opportunities for abuse of power by the caretaker, and may lead to some potential users looking for alternative sources, which may be further away or unsafe.	
	✓ The supply of water for both the host and displaced communities has been considered and negotiated in displacement situations to ensure adequate access for all.	The use of water facilities by displaced populations can lead to conflicts with host communities where large numbers of displaced persons exist, such as in refugee or internally displaced persons camps.	
	✓ Wherever possible, household water connections are provided.	Household connections reduce vulnerabilities to violence related to collecting water at public points, including walking to them and due to conflicts over use.	
	✓ Fence the water collecting points to allow orderly collection of water at the tapstands.	When water collection becomes more disorderly the likelihood of physical violence and abuse increases and the most vulnerable become most at risk. Fencing will help to limit uncontrolled pushing and shoving at the water point.	
	✓ In front-end emergency or drought situations where water is provided by tanker or where it is particularly scarce, provide management of the water point and queues to reduce the risks of violence.	Where people are desperate to collect water, the risk of violence will increase. In extreme situations the involvement of the police or other institutions responsible for security may be required, but care will be needed to ensure that they do not use excessive force.	

Principle	Actions which have the potential to reduce vulnerabilities to violence related to WASH	Explanation	Further information
Principle 10. Pay particular attention to transparency in processes where non-food items are distributed in humanitarian contexts	✓ People know what they are entitled to and whether it is free of charge (where this is the case – it is usual for non-food items to be provided free as part of emergency responses). If a contribution is expected, this is clearly and openly advertised.	If people have information on what they are entitled to, it is more difficult for those involved in distribution to abuse their power by expecting favours of a sexual or other nature in return for goods.	TS3-F-2 TS3-F-3 TS6
	✓ Women are involved in the establishment of distribution lists and in the distribution process.	Problems can occur when only community leaders (often male) are responsible for identifying who should receive support. Demands for sexual or other favours may be expected in return for being put on the list. Involving women in this process can minimise these risks.	
	The following has been specifically considered in relation to people who are LGBTI and in relation to the distribution of NFIs: ✓ Whether government documentation is being used to register recipients for distribution of aid and if so, if anyone is being excluded due to the lack of documentation. ✓ How the definition of the family unit may affect the allocation of NFIs and how this might affect same-sex couples?	People who are LGBTI may face a high level of discrimination and violence including sometimes from the legal systems in the countries in which they live. In some circumstances that may not have government documentation because they do not fit the standard male / female categories. In these circumstances it may be difficult for them to register for support. In addition NFIs and other resources are often distributed on a family unit basis and often distributed to women in the family. If someone is LGBTI they may have been excluded from their family and live alone, or they may not have a woman in their household and hence they may not get the support they need. If organisations exist that involve people who are LGBTI or work with people who are LGBTI, these should be the first point of contact to identify challenges that may be faced and suggestions for ways to respond to their needs. This may be the safest way to reach this particularly vulnerable and marginalised group of people, particularly in circumstances where they are legally discriminated against and their lives may be in danger by identifying themselves.	

Principle	Actions which have the potential to reduce vulnerabilities to violence related to WASH	Explanation	Further information
Principle 10. ... continued	✓ Distributions are undertaken at safe times and locations, and a system is developed so that the most vulnerable are served first and can go home earlier.	<i>Vulnerability to violence can increase as dusk approaches and after dark. If women and girls and people from vulnerable groups have to walk long distances, their vulnerabilities to violence can be reduced if they are served earlier in the day and can return during daylight.</i>	TS3-F-2 TS3-F-3 TS6
	✓ Post-distribution monitoring of hygiene or other WASH items is undertaken.	<i>This provides an opportunity to identify any problems that have occurred related to abuse of power during the distribution process.</i>	
	✓ Distribution systems are designed that are orderly and avoid the likelihood of aggressive or violent incidents.	<i>Distribution systems that lead to uncontrolled groups of people trying to get access will make it more likely that violence will occur. Well-designed distribution systems reduce vulnerabilities to violence.</i>	

Notes

[illegible]

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.

VIOLENCE GENDER & WASH

A PRACTITIONER'S TOOLKIT

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

Checklist – with explanations for actions

Developed for WASH practitioners working in development, humanitarian and transitional contexts

VIOLENCE GENDER & WASH

A PRACTITIONER'S TOOLKIT

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

Toolset 1: Case studies Violence, gender and WASH

This toolset includes:

Case studies highlighting examples of violence, gender and WASH from a range of countries and contexts.



Matthew Fryer / University of Winchester

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

- TS1-A.** Sexual violence (rape, assault, molestation)
- TS1-B.** Psychological violence (harassment, 'eve-baiting' and bullying, which can lead to fear, stress, shame)
- TS1-C.** Physical violence (beating, fighting which can lead to injury, death)
- TS1-D.** Socio-cultural violence (social ostracism, discrimination, political marginalisation, forced behaviours, shame)
- TS1-E.** Cross-cutting case studies

Case studies on violence, gender and WASH

This toolset provides an overview of the different types of violence that may be related to WASH. The case studies aim to help illustrate in a more concrete manner the different forms of violence that can occur, while the collation of this data from many countries around the world highlights the universal importance of understanding violence in the context of WASH.

The case studies can be used as a resource for trainers or for advocacy purposes, as well as for self-learning by professionals who wish to understand more thoroughly the vulnerabilities that can occur.

The examples have been split into five categories, the last of which is a cross-cutting case study with examples across the other categories (see figure).

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.

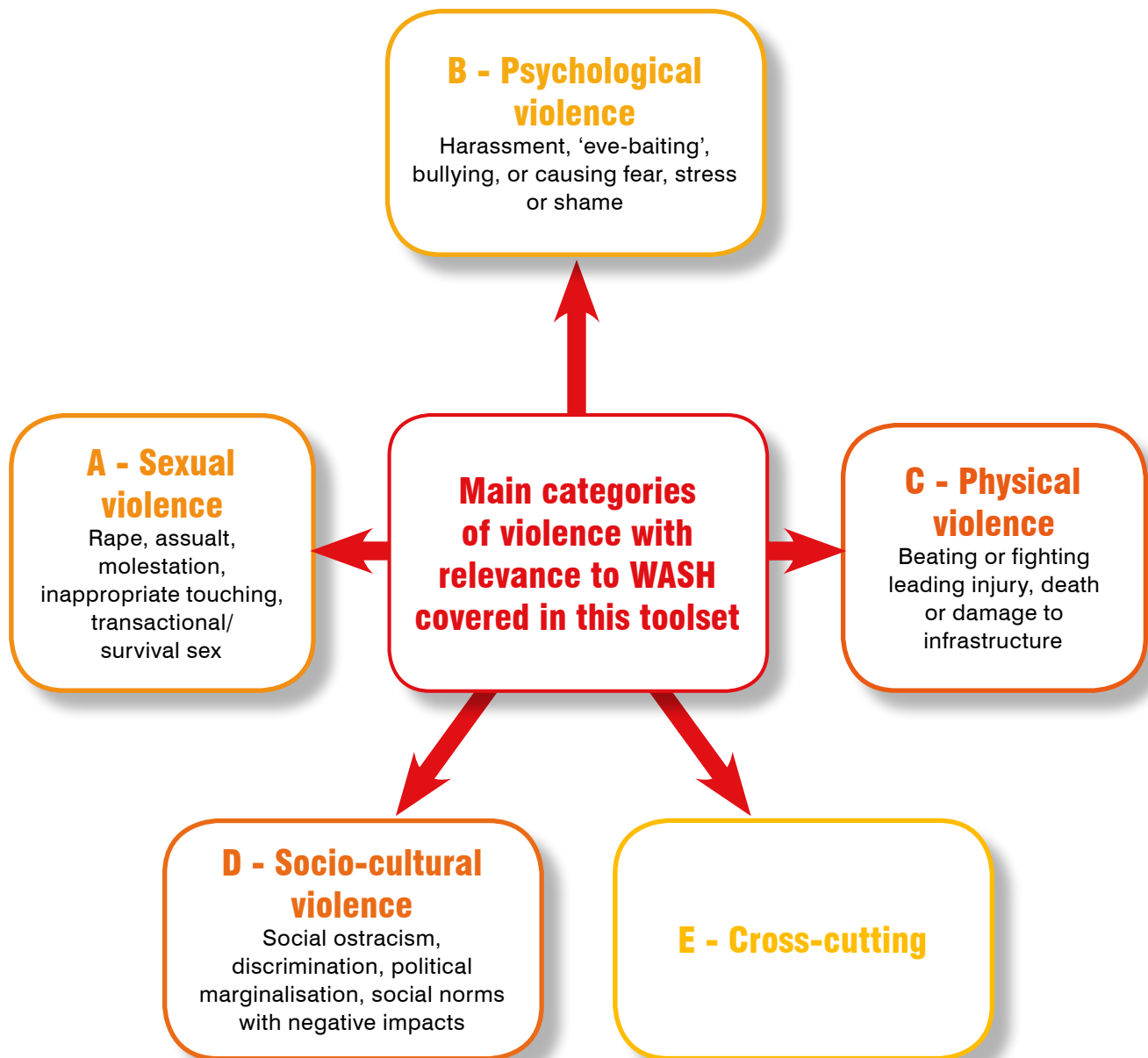
What 'violence' means in this toolkit

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).

Categories of violence with relevance to WASH



Other categories may also include: legal or institutional violence.

In this toolset, economic/material violence (damage to infrastructure or possessions, transactional or survival sex, denial of access to services) has been integrated into the categories A to E above.

TS1-A – Sexual violence (rape, assault, molestation)

Themes from the case studies in this section:

- Lack of, or poor access to, WASH services can lead to rape and assaults.
- Sexual violence can occur by rivers that are used for washing clothes and bathing, in the bush when being used for open defecation, and around toilets and bathing units in camps and in school toilets (with both girls and boys being vulnerable to rape).
- Fear of such assaults can prevent women and children using sanitary facilities outside of the home at night.
- Children can be vulnerable to sexual violence when they are left behind at the house while the mother leaves to collect water or undertake other tasks.
- Expectations for sexual favours in exchange for grades, jobs and other benefits through schooling, training and internships – hence the WASH sector needs to be aware of these risks, particularly for female trainees, interns and staff undertaking training, as well as in employment.
- Women and children with disabilities may be less able to fight off a sexual attack.
- Aid workers in positions of power can abuse that power in return for sexual favours.
- Rape and assaults can have long-term psychological impacts.
- Shame and threats can prevent someone who has experienced sexual violence from reporting the incident.
- Impacts from rape may include fear, shame, being mocked by the community, and not being believed by the husband or other community members.
- The wife and children of the perpetrator will also suffer if the perpetrator is arrested and put in jail.

TS1-A-1

Sudan

Eighty-two per cent of rapes occurred when undertaking daily tasks, including collecting water

(Médecins sans Frontières, 2005)¹

In West Darfur, between October 2004 and February 2005, MSF health clinics treated 297 rape victims: 99 per cent were women, while 62 per cent of the women who reported the cases were actually in a group when they were attacked.

Almost 90 per cent said that their rape occurred outside a populated village, and 82 per cent were raped while pursuing their ordinary daily activities, such as searching for firewood or thatch, working in their fields, while fetching water from river beds, or travelling to the market.

Eighty-one per cent of victims report that their rapists were militia or military who used their weapons to force assault.

TS1-A-2

Democratic Republic of the Congo

Girl gang raped when going to practice open defecation, suffers recto and vaginal fistula

(Langombe, A.O. et al., 2008)²

A 12 year old girl, is the fourth in a family of seven:

"I have worked since I was eight. I used to bring palm oil to the market. We would walk four hours on foot with our merchandise on our back. If I had no buyer, I would leave my jerry can there because the distance was so great. But when business was good, I would buy soap and bring the remaining money to my parents. One day when we were returning from the market with a group of women, I felt a need to open my bowels. Since the only place to go was in the forest, I told the others not to leave me. I entered to relieve myself and quickly returned to the path, fast on their heels. But my hour of darkness had come. Suddenly a group of men appeared behind me. One of them grabbed me by the hand. I screamed, but my frightened companions were already running away; the more I screamed the faster they ran."

“Abandoned, I was facing eight beasts who first robbed me of the money and packets of soap, then three of them dragged me into the bush, stripped me naked and raped me repeatedly. The other five did not seem to approve of their brothers’ brutality and tried to stop them, but only half-heartedly and unsuccessfully. The pain was like having knives plunged inside my body as they raped me in turns. I do not know how to forgive these people, or how to forget. When they were done they left me there bleeding, moaning in pain, until a group of women found me slumped on the ground. One of them carried me on her back until we reached a health centre. Her entire back was covered in my blood. Another woman from my village went to inform my parents. That night the entire village came to the health centre to see the damage: faeces and urine flowed out of the same opening in my body. After a week at the health centre, I spent another three weeks at home before being taken to the hospital in Goma for surgery. I can now control my bladder, but not completely my bowels.”

TS1-A-3

Solomon Islands

Fear, harassment, rape and physical challenges when collecting water and accessing the toilet

(Amnesty International, 2011)³

Amnesty International undertook a study specifically looking at violence in relation to sanitation, hygiene and water in Solomon Islands. They found the types of sexual violence expressed by the women below to be common, especially for unaccompanied women.

“I wake up around 4.30am every day. After my morning devotion, I begin preparing for breakfast and make my children’s school lunches. If there is no drinking water left, I have to walk to the pipe which is quite a long way away to collect the water. I always dread walking in the morning because some of the men in the settlement will be up drinking from the night before, and more often than not they will turn their attention to me and harass me. I know these boys well so I always tell them politely that they should have respect for me, as I am older than them. I am always very frightened when they harass me, as I know they have assaulted and raped some of the younger girls in the past... We share a pit toilet with another six households; it is about 60 metres from our house and it’s on a steep slope. When we go to the toilet, we have to be very careful so that we don’t slide down the hill and hurt ourselves. The toilet itself is very dirty, but what other choice do we have?”

(A 38-year-old civil servant and mother of two girls, aged six and eight)

“My friends and I are always worried that we will be punched or raped by the drunk men. Because they don’t have jobs, these men drink kwaso and look for girls to have sex with them. If we refuse, we can be beaten or raped. We have no other place to go to, so we don’t complain and just keep quiet about it. We are already in overcrowded homes living with relatives. If we cause trouble, we can be kicked out.”

(A 21-year-old unemployed woman in Kobito 4 settlement)

“About a year ago, while walking to collect water in the afternoon, I was gang-raped by six boys from the nearby settlement. They always drink kwaso by the roadside and when I walked past them, they started calling me to go and say hello to them. I didn’t say anything and kept on walking. I was also worried that it was going to get dark soon and I still had a long way to walk to the pipe. On my way back with the water, I met the same boys up the hill. It had gotten dark and they began to harass me. One of them said that they could carry the water for me. When I said no, he got angry and said that I had insulted him. He demanded that the only way to compensate for that was to have sex with him. I refused and he punched me in the stomach. The others then grabbed me and carried me to the bush where I was raped. They each raped me and then left me there after threatening to kill me and my family. I had a black eye and was sore. I was so ashamed for being raped. I vowed not to tell my family, because it would bring shame to them. I took the water home and didn’t tell my family anything. I couldn’t trust the police, because they will not help me. I have to live with this shame for the rest of my life. I still walk to the pipe to collect water, but this time I have a friend or relative that walks with me. I see those boys sometimes but they don’t talk to me and look down when I walk past them.”

(An 18-year-old woman from Kobito 4 settlement)

...continued

A woman was raped when she came home late after university classes in September 2008. She had gone for a bath at dusk in a stream about 100m from her home:

"The man came from nowhere", she said. "I was quite shocked! I did not have any undergarments and just had my sarong on. I couldn't scream because he warned me not to scream. It was very easy for him to rape me! Mifala crae crae nomo! [I just cried and cried]. I can't believe that it happened to me... I was so stupid to come alone. He was from a neighbouring settlement."

(A 23-year-old woman in Adiliwa settlement)

"The two men were standing by the beach when I finished [relieving myself in the sea]. I recognised them immediately from their voices. I knew they were drunk, because I saw them drinking in a dilapidated house close to the road in the early evening. They came and one of them grabbed my arm and one closed his hand over my mouth. They held me down and took my clothes off and raped me. They were very violent and I had bruises all over my body. I wanted to die desperately and I was crying and crying thinking of my children. After they raped me, they warned me that if I told anyone they would cut me up. I was so afraid, but couldn't do anything. I see them around the settlement, but I wouldn't dare tell the police."

(A 37-year-old woman who lives in Mamanawata settlement)

TS1-A-4

Liberia

Rape, harassment, fear and WASH

(Various, 2013)⁴

The following examples of violence or vulnerabilities to violence related to WASH were shared during meetings with a range of organisations working in protection, women's empowerment and WASH in Liberia:

- In Grand Gedeh, the town chief said to put the borehole next to his compound. When the NGO went back to monitor, they found that the women would not use the borehole because there were always men sitting outside the house of the chief and they were frightened of being harassed.
- Beating/harassment is common (for women and children) if someone stays away too long from home, including for collecting water.
- Girls who sell water are vulnerable to violence – there was a case of a girl who sold water to a household; the householder built up trust with her and then persuaded her to come inside where she was raped.
- When there are long queues to waterpoints this can cause violence-related problems. For example, a man [managing a pump or further up a queue] can offer to collect a girl or woman's water for them to prevent them queuing, but then after doing this several times may start to say "now you need to do something for me in return".
- Violence can also occur to a child left in the house of a relative. A child left behind while their mother goes out to do a task such as collecting water or going to the market can be vulnerable.
- Students studying for undergraduate degrees and on internships face approaches by lecturers/employers for 'sex for grades' or before being paid. [This has relevance to WASH in relation to female students who are studying core courses relevant to the WASH sector, and also who may be on internships with organisations implementing WASH programmes].
- Two girls with disabilities in Montserrado County were assaulted on their way to a waterpoint: disabled children are less able to fight back so are particularly vulnerable to GBV.
- In the urban slum area of West Point there was a situation where a woman with disabilities went to the beach to defecate. She was attacked and then left on the beach until morning.
- In Clara town, a man with disabilities said that he had been stopped going into communal toilets (by the people managing them) because they said he would defecate everywhere/badly.
- There is a fear experienced by women that if they use public toilets they will contract a disease known as 'ichyfish' from using public/shared toilets.
- There have been rape cases when women go into the bush to defecate.

In Liberia if someone is raped the following may occur:

- If a woman says she was raped at the river, her husband may not believe her and may say she went there for a relationship.
- Most people are frightened to report rape because others may make fun of them, laugh or point fingers at them. Others may blame the victim and say: “as you didn’t call out you were not raped”.
- Children may get fistula as a result of rape, and there are some cases of children who have been raped to death.
- Most perpetrators are relatives of the person who is raped, so rapes are not reported due to the implications on the family. It is also complex, because the woman and children may be economically dependent on the man and hence if he is put in jail for rape or other abuses then the woman and children suffer in another way – so how to deal with the perpetrator is challenging.

TS1-A-5

Kenya

Men face being mugged, women face being raped, when going to the toilet after dark in Kenya’s slums

(Amnesty International, 2010)⁵

Residents from Kibera, a large slum community in Kenya, highlighted different experiences of violence when accessing sanitation facilities at night:

“Women, more than men, suffer the indignity of being forced to defecate in the open, at risk of assault and rape. Women, generally being responsible for the home and for children and other dependents, are most affected by a lack of sanitation and by the indignity of living without sanitation...”

“The lack of sanitation facilities in Kibera affects women more than men... Men equally face the threat of violence, but women are at increased risk of sexual and other forms of gender-based violence. Women tell us regularly how they are at risk of being raped or assaulted after dark or at night if they were to attempt to walk even 100 metres to a latrine near their houses; what chance is there that they would use a facility that may be three times further, as is the dominant case here in Kibera?... Even a casual observation during the day reveals that men are not as hampered as women by the lack of toilet facilities... You would see men use the alleys and open places – such as the areas next to the railway lines to urinate... but women cannot do that because of wider public perceptions on decency and dignity...”

“Over half of us take five to ten minutes to get to the toilet. A few have toilets in their plots so it may be safe to go to the toilet at night. If you go out at night you will get raped and assaulted... For women this is unique, because it is not just the risk of an assault or mugging but sexual violence as well.”

“I always underestimated the threat of violence when regularly using the latrine which all 12 families who live on the plot where I live use. I would go to the latrine at any time, provided it was not too late. This was until two months ago when I almost became a victim of rape... You have to walk for about ten minutes to use the latrine. It was just about 7pm when I had reached the latrine, only to encounter a group of four young men – including one who was my neighbour and well known to me... Without saying anything two of them held my hands as one hit me on the face. I partly lost consciousness... I shouted asking them to leave me. I could feel that they were undressing me and one of them was saying that they would teach me a lesson on why I should not be out at that time... I am sure that they were about to start raping me, when a few people responded to my shouting and came to my rescue and these men ran away... I did not report the incident, because one of the four men who was well known later told me if I reported the incident to official authorities or the police they would look for and deal with me...”

“Whenever we are able to afford the costs of Kshs [Kenyan shillings] 5 (US\$ 0.064) per visit, we usually use the community toilet and bathroom unit constructed by public funds – the constituency development fund... However this facility only operates between 8am and 10pm... As a woman you cannot use these toilets say after 7pm, because for some of us they are a ten-minute walk away from my house and the area is insecure with a lot of violent criminal youth groups who would harm you, especially as a woman.”

“We have received so many reports of women and girls who have been assaulted and even raped while going to use this facility in the evening or after dark.... I do not have to wait for a similar experience in order to know that it is very dangerous for a woman to attempt to use the facility after 7pm. So I always try and use the facility, especially for bath, earlier in the evening – even if this always means that I have to disrupt my schedule, including the small-scale vending business that I do at the market...”

TS1-A-6**Liberia****‘Sex for grades’, women blamed for violence due to clothes, bathrooms felt unsafe**(Taylor, A., 2011)⁶

Young women attending universities in urban areas in Liberia face numerous safety risks, particularly related to sexual violence. Across the universities, perpetrators are most commonly former lovers, boyfriends or partners, professors and fellow male classmates. Transactional sex, or ‘sex for grades’, and sexual intimidation from teachers and faculty staff is a major theme across the universities. Women are most commonly blamed for violence committed against them, including rape, because of their dress and lifestyle choices. At one university the dormitories were separated by sex, though some women occasionally felt unsafe at night with male visitors and in the toilets. At another university, the presence of shared bathrooms was identified as being unsafe.

TS1-A-7**Guinea****Liberia****Sierra Leone****Girls and women vulnerable to rape, sexual exploitation and assault in refugee and internally displaced persons (IDP) camps**(UNHCR and Save the Children-UK, 2002)⁷

Children were found to be subject to widespread sexual violence and exploitation in IDP and refugee camps in the Mano River region. The majority of the children affected were girls from ages 13 to 18 years, as many men noted that younger girls were more desirable as sexual partners and some believed that having sex with a virgin could cleanse a man of an infection.

Girls reported abusers as people in positions of power including UN staff, peacekeepers, NGO workers, government officials, teachers, refugee leaders and people from the commercial sector.

Factors that contributed to exploitation included: poverty, lack of livelihood options and consequent inability to meet basic survival needs; insufficient supplies and rations; issues related to the management of humanitarian aid; and pressure from peers and parents.

Sexual violence was also committed in areas including:

- Around the camps, such as by streams where children were sent to wash their clothes and kitchen utensils, where children took baths, the bush when children were sent to look for food and firewood
- In toilets and latrines, particularly where male and female latrines were in close proximity.

Children reportedly experienced attempted rape mostly when they went to use the toilets or take a bath. The toilets and bathrooms were all located in the same place, and divided along gender lines. Children said adult males would lay watch for when a child was going to the toilet. They would then follow the child and try to rape them:

“Me and my friend went to the toilet and when I got in this man came and tried to sex me. I screamed and he got scared I run away with my friend.”

(Girl in Liberia)

TS1-A-8 Women watched and molested when defecating**India**(Bapat, M. and I. Agarwal, 2003)⁸

“Until now, we have used open land for defecating – men go on one side and women on the other. People passing by can see women squatting. The day before yesterday, an old woman went out to defecate at seven in the evening and a man came from behind and grabbed her. A few of us generally go together for the toilet. Men hide behind the bushes and watch women when they are squatting. If they see a woman alone, they creep in and molest her.”

TS1-A-9 Nearly 50 per cent of rapes in Bihar occur when women go to undertake open defecation**India**(Kumar, M., 2013)⁹

Senior police official Arvind Pandey from the Indian state of Bihar told the BBC that 400 women would have ‘escaped’ rape in 2012 if they had toilets in their homes. The rapes take place when women go outside to defecate early in the morning and late evening. These ‘sanitation-related’ rapes made up nearly half of the more than 870 cases of rape in Bihar in 2012. ‘Bad boys’ mostly target newlyweds and unmarried girls, as they are more likely to suffer silently:

“The newlyweds fear divorce, while parents of unmarried girls are worried about their daughter’s marriage prospects.”

TS1-A-10 Girl with disabilities raped in public toilet, a seven-year-old girl raped in a school toilet and a girl raped and murdered when she went to a toilet**India**

Newspaper articles in India document three reported rapes which were under investigation at the time of writing:

A girl who is hearing and speech impaired was taken to Chembur area of Mumbai into a public toilet and raped by two assailants. The accused are reported to be living in the area where the girl lives with her parents.

(Jai Maharashtra News, 2012)¹⁰

Hundreds of people took to the streets of Goa to protest against the rape of a seven-year-old girl in the town of Vasco, in a school toilet next door to the Principal’s office.

(Hui, L. (ed.), 2013)¹¹

A girl was raped and killed when she went to the toilet.

(National Daily, 2013)¹²

TS1-A-11 Concern in Cameroon for young girls collecting water in the night**Cameroon**(Thompson, J. et al., 2011)¹³

Youth expressed their concern for young people being out in the dark, and for the safety of girls in relation to sexual abuse and harassment:

“Some children remain out of the home into the ‘unholy hours’ of the night just to fetch water. These children, who most often are young girls, are exposed to vices such as rape.”

TS1-A-12 Democratic Republic of the Congo	Rape when fetching water, collecting wood or doing laundry (Kircher, S., 2007) ¹⁴ Assault and attack risks are not well documented. Women walking some distance alone or in small groups can be targets of attacks by humans and wild animals. For example, large proportions of rape victims in Eastern Congo described being attacked when fetching water or wood or doing laundry away from the household.
TS1-A-13 Kenya	Women's role as caretakers and in collecting water and firewood makes them vulnerable (ActionAid, 2013) ¹⁵ <i>"Women are many a times the breadwinners of the family. Even the water goes off the taps for days and they have to keep looking for water and it is a point of vulnerability. When the girls go to fetch firewood, they are attacked and violated."</i> (Elderly male in Mombasa, Kenya)
TS1-A-14 South Africa	Schoolgirls frightened to use school toilets due to sexual attacks (Abrahams, N. et al., 2006) ¹⁶ Schoolgirls in South Africa also reported a fear of using sanitation facilities due to sexual attacks in school toilets located far from the school building, as well as avoiding schools during menstruation.
TS1-A-15 Tanzania	Children reported that some sexual violence occurred when they were collecting water (UNICEF, 2011) ¹⁷ In order to better understand the context of sexual violence, females and males were asked to describe what was happening right before the sexual violence occurred. Most often both females and males reported that nothing specific was going on (54.8 per cent and 45.8 per cent, respectively). Respondents, however, did cite some common situations. Specific situations that females cited, but where there was insufficient information to produce national estimates, included farming or collecting water or firewood (18 of 294 females) and working or shopping (13 of 294 females). For males they noted that they were farming or collecting water or firewood (11 of 194 males). But because the survey did not ask respondents whether a specific situation occurred and many respondents cited no particular situation, the prevalence of these situations occurring before sexual violence are most likely underestimated.
TS1-A-16 Guinea	Aid workers ask girls for sex in exchange for employment (UNHCR and Save the Children-UK, 2002) ¹⁸ It was reported that agency workers asked girls for sex in exchange for employment, and continued to demand sexual favours even after the girls were employed. The girls said they were reminded that the salary they earned was payment for sexual favours: <i>"No girl will get a job in this camp without getting sex with NGOs workers."</i> (Agency workers in Guinea)

TS1-A-17

Uganda

Transactional sex for sanitary pads(McNeil, D.G., 2010)¹⁹

Much sex is what social scientists call 'transactional'. Young women from all but the wealthiest families are under constant pressure to trade sex for high-school tuition, for grades, for food for their siblings, even for bus fare. Ms 'Atwongyeire described a poor girl who *"found a sugar daddy"*, because she needed sanitary pads so her classmates would not tease her'.

TS1-A-18

South
Africa
Zambia**Refugee and returnee children's experiences of violence when accessing WASH services**(UNHCR, 2006)²⁰

In 2005, UNHCR conducted a qualitative study with refugee and returnee children to explore their perceptions and experiences of violence in Angola, South Africa and Zambia. Included in the themes examined were the activities that the children do in the camp, the forms of violence that children witness or experience themselves, the protection strategies they employ, and suggestions they have for preventing and responding to sexual and GBV. The findings from this study were submitted to the UN Secretary-General's Study on Violence against Children. Given the positive response to the initial study, a second phase of participatory assessments was planned for the UNHCR operations in Southern Africa. Phase 2 participatory assessments were undertaken in Botswana, Malawi and Mozambique.

South Africa:

School toilets are especially dangerous. All the girls in the younger group agreed that they did not use the toilets at school; they waited until they got home, as they were terrified of being raped. The violence in the toilets seems to be perpetrated by older boys in the school and by outsiders, and it includes the rape of boys as well as girls.

"Sometimes they rape the children in the toilet. A boy rapes a boy in the toilet. A big boy rapes a small boy in the toilet. Usually it is after school." (Boys 10–12)

"In our school men from outside hide themselves in the toilet and they come and catch you and rape you and you will go to the school crying. The other girl in my class [nine years old] had this happen to her. She was standing alone just after school. They raped her in the toilets." ... "They took her out our school because she couldn't do anything [any work at school]. When her mommy sends her to the shops, she said no she is scared and she doesn't want to be left in the house either." (Girls 10–12)

Zambia:

Girls and boys of all age groups told stories of rape.

"[Places that are not safe for girls include] ... when a girl goes to the fields alone, for firewood collection alone, and sometimes when they go for water fetching".

TS1-A-19

Haiti

Sexual assaults on women when using toilets in camps in Haiti(Amnesty International, 2011)²¹

Gender-based violence is one of the most serious protection issues facing displaced women and girls. Experience has also shown that the risks of gender-based violence faced by displaced women and girls living in camps increases over time, because of the disruption of family order, protection and coping mechanisms combined with the loss of income and livelihoods. However, according to international experts on situations of internal displacement, protection remains one of the most neglected areas in humanitarian responses and planning. Lack of respect for human rights and entrenched discrimination against women are among the factors that help create an environment in which gender-based violence is more likely. Another key factor in increasing the risk of such violence is the failure to bring those responsible for attacks to justice. In Haiti, those committing these crimes know that the chances of their being brought to justice are slim to non-existent. The prevailing impunity for violence against women is a symptom of the long-term failings of Haiti's justice and law enforcement systems in making the protection of women and girls and investigation and prosecution of these crimes a priority.

Women interviewed by Amnesty International identified the following factors as those increasing the risks of gender-based violence in the camps:

- The lack of security and policing inside the camps and the inadequate response by police officers to victims of rape;
- The lack of lighting at night;
- Insecure and inadequate shelters – tents, tarps and sometimes just blankets and sheets – available to displaced people;
- Inadequate toilets/latrines and washing facilities in and around the camps;
- The breakdown of law and order, with armed gangs carrying out attacks in the camps with total impunity;
- Overcrowding in the camps;
- The lack of access to any means of earning a living or generating income;
- The unequal distribution of humanitarian and emergency aid between and within camps;
- The lack of protective measures for survivors of sexual violence, putting them at risk of revictimisation; and
- The lack of information about the concrete steps a survivor of sexual violence needs to follow to report the crime to the police and the judiciary.

The following are two case studies where women have been raped when using toilets:

"One day, I went to the toilet. It was between 7pm and 8pm. A boy came after me and opened the door to the toilet. He gagged me with his hand and did what he wanted to do. After he finished he left and I cried and cried... It was a Friday night, in March... The boy was 16 or 17 years old. I didn't know him and I didn't see him again afterwards... He hit me. He punched me. After it happened, I went to see my mum and we looked for him but we couldn't find him. My mother took me to the hospital the next day... I don't know why he attacked me... My abdomen aches all the time. I didn't go to the police because I don't know the boy... it wouldn't help. He doesn't live in that neighbourhood..."

After that happened to me, I told my mum that I didn't like this country and that I wanted to live abroad, but I don't have a passport or a visa... I don't like to eat because after what happened I feel really sad all the time... I'm afraid it will happen again." A 14 year old girl lives with her parents in a makeshift camp for displaced people in Carrefour Feuilles, south-west of Port-au-Prince. *"At around 9pm on 3 May, I left my tent to go to the toilet [one of the plastic portable toilets near the Presidential Palace]. While I was in the toilet, the door opened – there was no catch to lock the door. At first I thought it was the wind, but in fact it was a man who opened the door. It was dark. There were two men: one came into the toilet, the other stayed outside as lookout. I tried to fight the man who came in but he pulled a knife and pressed it into my groin."*

...continued

After he'd raped me, he ran away. I called out for help immediately and a police car patrolling the area stopped. I explained to the police officers what had happened. They asked me where the attackers were, but when I told them they had run away, the officers told me there was nothing they could do. A member of the Commission of Women Victims for Victims (KOFIVIV) came with me to the Doctors Without Borders hospital the next day. I didn't go back to the police because they would not do anything for me."

A 39 year old's lack of confidence in the police is borne of experience. Just 48 hours after the earthquake that killed her husband and destroyed her home, Josette was raped. She told Amnesty International: *"Three men pulled out their guns and grabbed me. They took me to a tent on the square in front of Palais de Justice. They beat and raped me. Then they just dumped me in the street. I went to Cafeteria Police Station that same night to report the rape and file a complaint. The police officer on duty asked me for money to buy fuel for the police car, but he did not write anything down on paper!"* A 39 year old woman living under a tarpaulin with her four children in a camp for displaced people in Champ-de-Mars, Port-au-Prince. She used to earn a living as a street vendor in down-town Port-au-Prince, but after the earthquake all her merchandise was looted.

TS1-A-20

Liberia

Insufficient lighting and close proximity of male and female bathhouses in IDP camp increase the likelihood of sexual violence

(Ward, J. and M. Marsh, 2006)²²

A risk assessment carried out in 2004 in seven IDP camps in Montserrado County in Liberia concluded that overcrowded conditions, insufficient lighting at night, the close proximity of male and female latrines and bathhouses, and poor or unequal access to resources all conspired to increase the likelihood of sexual violence against women and girls.

TS1-B – Psychological violence**(harassment, ‘eve-baiting’ and bullying, which can lead to fear, stress, shame)****Themes from the case studies in this section:**

- Women and girls are subject to sexual harassment, assault and abuse in public service sites, as these are poorly designed and maintained.
- Women and children may be frightened to collect water from certain waterpoints due to fear of harassment or fights.
- Waterpoints near places where men gather (mosques, community leader’s houses etc.) are of particular concern.
- Lack of household toilets places more challenges on women and girls than men and boys, as it is felt that men and boys can go anywhere and men also sometimes get the opportunity to use toilets at work. By contrast, it is considered shameful for women to be seen going to the toilet.
- Poor design and location of toilets in the workplace can lead to harassment or may prevent women from using them.
- Men and boys can sometimes loiter around toilets or look down into toilet blocks, such as in urban areas where the block is not roofed.
- Pregnant women are particularly affected by concerns over using public toilets at night when the toilets are some distance from their accommodation.
- Women face shame and a range of practical challenges related to managing their menstrual period.
- Where gender-segregated bathing facilities do not exist, men bathing at waterpoints can lead to harassment when women and children collect water.
- A lack of access to water can lead to fights, and domestic violence in the family where the wife is beaten by the husband.
- Adolescent girls are particularly vulnerable to harassment and violence.
- Those who are most vulnerable include adolescent girls and young women who are or have been unaccompanied or separated from their parents. Also vulnerable are those who are or have been: out of school; living alone; living with a ‘foster family’; young mothers; who have a disability; domestic workers; trafficked into domestic and other labour; and trafficked into sex work.
- A lack of lighting increases risk of fear, harassment and assaults.
- Women who participate in WASH-related activities as the only female might face rumours of sexual misconduct just because they were the only woman present.
- In some contexts it is not seen as culturally appropriate for women to build up a rapport with male superiors, and similarly support of female staff by male colleagues can be portrayed negatively. It can be considered inappropriate for male staff to show interest in the advancement of competent female staff. Accusations and rumours of sexual liaisons can result.
- If women are in a minority in the workplace, then they can find themselves being marginalised, left out of discussions and having their views undermined.
- Women who support women’s rights or push for gender equity can themselves face a backlash of abuse.

TS1-B-1

Sexual harassment when using public toilets

India

(Women in Cities International, Jagori and the International Research Development Centre, 2011)²³

Women and girls are subject to sexual harassment, assault and abuse in public service sites, as these are poorly designed and maintained. Boys and men stare, peep, hang out and harass women and girls in nearby toilet complexes. Women and girls are afraid of collecting at certain waterpoints due to hostile and unsafe environments. Poor drainage and piles of solid waste narrow paths and lead to increased incidents of boys/men brushing past women/girls when walking along them.

TS1-B-2

Women police officers face harassment from colleagues when using toilets

Afghanistan

(Graham-Harrison, E., 2013)²⁴

“Women are often targeted by predatory colleagues while using shared toilets in isolated corners of stations”, said an international adviser to the police force.

“Those facilities that women do have access to often have peepholes or doors which don’t lock. Women have to go in pairs. Toilets are a site of harassment.”

The lack of basic facilities is just one part of a wider culture of disrespect that discourages prospective police officers. It also has wider, societal implications, because without female officers, there are concerns there may not be much progress on promises to tackle rampant violence against women.

TS1-B-3

Woman faces rumours on her sexual conduct when attending a training

Tanzania

(House, S., 2013)²⁵

A woman and a man were selected from a rural village to attend a training on manual drilling in a neighbouring district. The woman attended the training and participated fully. She was the only woman to take part, and when she returned to her village she had to face unpleasant rumours that she had had sexual relations with men while she was away.

TS1-B-4

Challenges to the employment and retention of women staff as identified in the National Solidarity Programme in Afghanistan

Afghanistan

(Azarbaijani-Moghaddam, S., no date, and House, S., 2013)²⁶

This example highlights learning from the National Solidarity Programme (NSP) in Afghanistan, which was one of the largest programmes in Afghanistan contributing to the WASH sector. The experiences of women under this programme are similar to women working in the sector on other programmes or with other organisations.

Interviewees highlighted the following issues as factors contributing to difficulties employing and retaining competent female staff on the NSP:

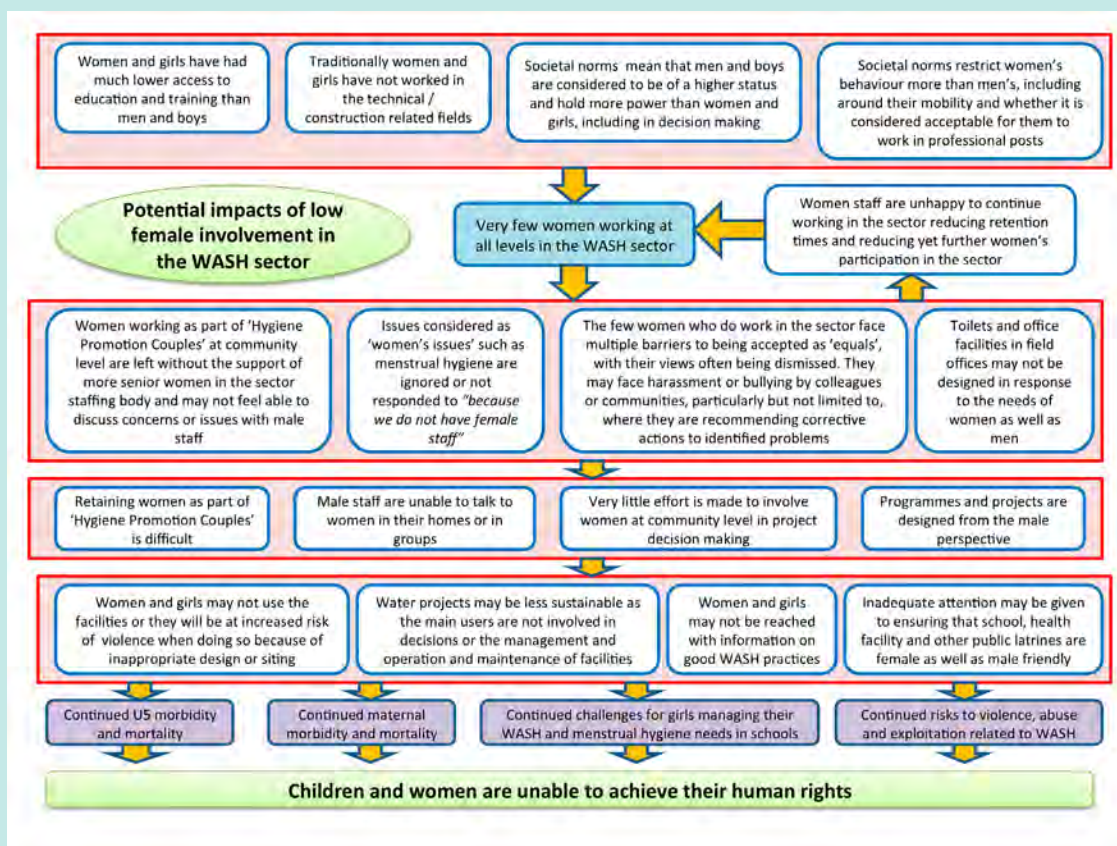
- Not all partners provide attractive salaries for female staff, and this can act as a deterrent. Women feel that they are underpaid and overworked in comparison to male counterparts.
- Local perceptions of women working in offices are still negative. The Department of Women’s Affairs (DoWA) head in Nangarhar explained that some men think that women have only been employed in offices for their use and pleasure. The Afghanistan Independent Human Rights Commission is recording cases of sexual harassment and assault in government and non-government offices.

...continued

- Even for partners with the best intentions, women still have difficulty accessing office equipment and transport facilities.
- Women are disadvantaged by the local culture, as their building up a rapport with male superiors and support for female staff by male colleagues can be portrayed negatively. Similarly, it is considered inappropriate for male staff to show an interest in the advancement of competent female staff.
- Families put pressure on women not to work, and many women still have the burden of housework in addition to their responsibilities in the office. Women cannot work if they do not have family support, especially from husbands who may help with housework and childcare. Some women cannot work because of lack of childcare facilities.
- Female staff should be allowed and encouraged to participate and inform themselves about the projects and activities of an organisation. Office layouts, e.g. putting women in small offices away from spaces where the main decision-making and management takes place, may marginalise female staff at work.
- Lack of respect and interest shown by male staff in the work of female colleagues can be discouraging.
- Sometimes female staff will be hired, but discouraged from voicing opinions or trying to achieve goals. They are 'window dressing'.

The above factors contribute to a demoralising environment for women, and pose challenges to the retention of women in the sector. The following diagram highlights the potential impacts of low involvement of women in the WASH sector in Afghanistan, as summarised in House, S., 2013.

Figure – Potential impacts of low involvement of women in the WASH sector in Afghanistan²⁷



Sarah House / UNICEF Afghanistan

TS1-B-5

Cambodia

Vulnerabilities to violence related to water, sanitation and hygiene for women who work in garment factories

(Taylor, A., 2011)²⁸

Research by Action Aid on combating violence against women in public cities investigated the safety of garment workers in Cambodia, including in relation to their water, sanitation and hygiene facilities. Findings are summarised below:

The urban space was very gender-imbalanced in that up to 90 per cent of garment factory workers are women, while the vast majority of perpetrators of violence as well as factory owners and individuals responsible for factors affecting women's safety, are men. Women experienced rape and other forms of violence, in addition to a range of infrastructural and service deficits such as extremely poor hygiene, inadequate lighting and policing, and overcrowding in rental areas.

The distance from rental rooms to toilets was between 30 to 100 metres, and there were no lights along the way to toilets. Women were therefore afraid to use the toilets at night, because they feared rape and other forms of violence. As one woman said,

"The lights are always turned off at 9:00pm and I am afraid to go to toilet at night time, because there are some men who are not good hanging around near the toilet."

Moreover, since most bathrooms were located outside of rental rooms, women reported that they did not have privacy or safety to bathe at night. The main lights were located in front of the factories, with smaller lights near each rental space. During the safety walk, women identified specific spaces and distances, and highlighted areas that were especially unsafe, dark and poorly lit. Pregnant women were described as most affected by the distances to toilets and bathroom facilities.

Unions and NGOs said that the number of clean toilets within the factories was inadequate, and that there was a lack of clean water and soap. Moreover, some toilets lacked lighting and had broken doors, denying women privacy. Women reported long waiting lines. One woman worker stated:

"I don't want to go to the toilet as I have to spend a lot of time wait[ing for] other people. Sometimes I have to wait [up to] half an hour."

In the rental rooms, there were frequent sewage blockages. During the focus group discussion women reported that there were many people using the toilets and that they were not cleaned. A house owner implied that women workers were at fault, commenting that the women did not clean the toilets properly. Water drainage and sewage were also poor, which was particularly problematic for women who lived in rooms near toilets that were not maintained. During the rainy season, sewage pipelines became blocked and could flood rental rooms for periods of 3 to 4 hours. In some areas, flooding during the rainy season lasted from 8 to 12 hours, requiring water to be pumped out.

See: <http://www.actionaid.org/publications/women-and-city-examining-gender-impact-violence-and-urbanisation>. The video that can be viewed at this link shows violence risks related to the WASH facilities of the women who work in the garment factories (3.22 min). The same video, which is by Action Aid, is included on the accompanying USB in [TS2](#).

TS1-B-6 Shame in performing sanitation and hygiene**Kenya**(Amnesty International, 2010)²⁹

Residents from Kibera, a large slum community in Kenya, highlighted feelings of shame when undertaking sanitation and hygiene practices because of lack of privacy and threats of violence:

“We have to suffer shame and indignity when using our [mostly one-roomed] houses, as every time we have to shower you need to tell the kids or adults to leave the house... At times this is not possible – kids or adults leaving the house... So you have to contend with the reality that you have to shower in their presence. Our moral values and culture do not allow this – showering in front of people, especially one’s own children.”

“There is the issue of privacy when you have your menstrual periods and your male neighbours and relations are there waiting as you have to use the bathroom or toilet to change and clean-up. Because it is usually a single room latrine/toilet or bathroom, you have to queue often and people are always knocking on the door rushing you.”

TS1-B-7 Women not eating so they don’t need to use a toilet until night time**India**(Bapat, M. and I. Agarwal, 2003)³⁰

“There is no toilet in this whole area. Men and women from the settlement squat along the road. Women do not go after six in the morning. They wait for the cover of darkness. We even eat less so that we do not need to relieve ourselves during the daytime, because we do not have proper toilets.”

TS1-B-8 Exclusion from toilets and verbal abuse**India**(Bapat, M and I. Agarwal, 2003)³¹

“There were municipal toilets for residents of a chawl (tenement) not far from our slum. They didn’t allow us to use them, saying, ‘...slum people are dirty; they dirty our toilets’. They used to lock the toilets. We would sneak in, pretending to be from the chawl, and if they recognized us they used to swear at us.”

TS1-B-9 Verbal assault and humiliation when collecting water**India**(Bapat, M. and I. Agarwal, 2003)³²

“Men used to wash clothes near the taps and make us wait for a long time before we could fill our handaas [containers]. Men bathing near the taps would soap themselves and deliberately shake their heads vigorously so that the soap lather used to fly all around and fall in the water as we filled our handaas. They used to say all kinds of vulgar things to us. It was so humiliating! We would ask them to move aside and let us fill our handaas, but they never listened. In order to avoid having to face this, I used to go much further to another housing area to get water.”

“We have to fill up drinking water in one of the buildings around here. This we must do stealthily. If anyone allows us to fill the water, the others shout at that person.”

TS1-B-10

Anxiety and feeling tense about being able to use toilets

India

(Bapat, M. and I. Agarwal, 2003)³³

"I live in Kamgar Putala slum. Our settlement is on the bank of the river. We used to have very few toilets. I was very anxious and tense about going to the toilet. There used to be very long queues, sometimes 20 or 30 women in front of you. If you have diarrhoea, it is impossible to hold back. That is why the problem of toilets always made me tense. If you went to the toilet very early in the morning, there would be a slightly shorter queue. If you were late, then it took a long wait."

TS1-B-11

Perception of women's safety in urban areas, Mumbai

India

(Jagori and UN Women, 2011)³⁴

Forty-four per cent of women, 40 per cent of men and 43.2 per cent of common witnesses³⁵ find the lack of clean and safe public toilets to be a major hindrance in the way of women access public spaces. Women respondents complained about the absence of safe, clean spaces more than men and common witnesses.

The study interviewed 3,816 women, 944 men and 250 common witnesses.

Figure – Percentage distribution of factors that contribute to women feeling unsafe

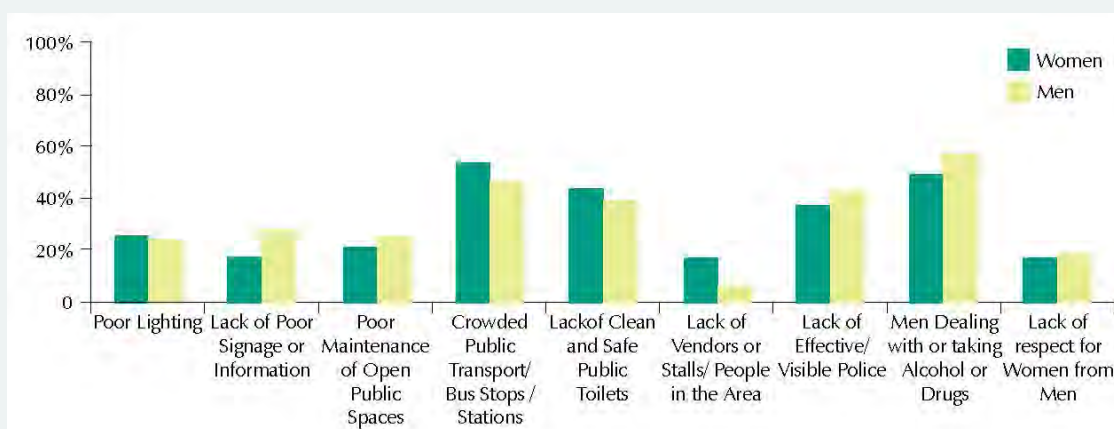
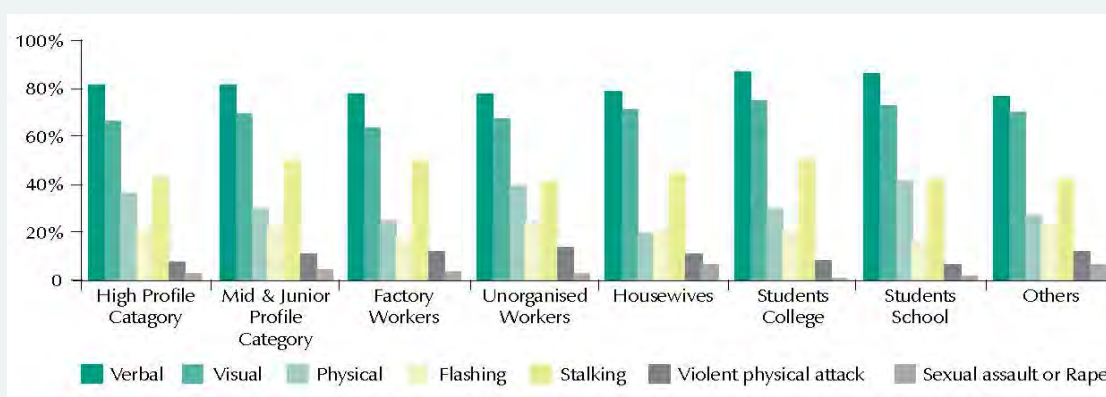
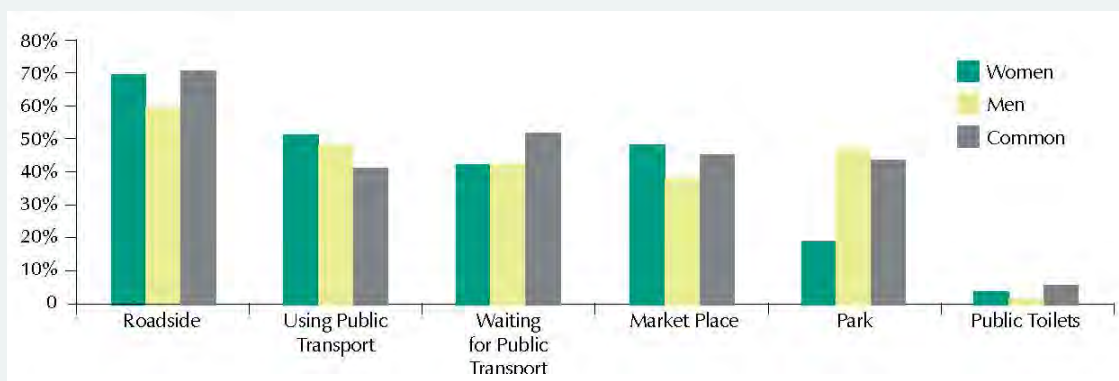


Figure – Percentage distribution of forms of sexual harassment faced by women, by occupational category



...continued

Figure – Percentage distribution of specific public spaces women have faced sexual harassment/assaults in the past year**Notes:**

- The reports by men and common witnesses were where they had seen women sexually harassed or assaulted in the past year);
- In the final graph, the percentage of women who had experienced sexual harassment/assaults in the past year (or men or common witnesses reported that they had seen the same) related to public toilets were: 4.2 per cent (women); 1.4 per cent (men); and 5.5 per cent (common witnesses).

It is useful to note that there is a significant difference in the perception of violence related to public toilets and what was actually reported/experienced or seen in the previous year. Around 40 per cent of women/men/common witnesses (people who have seen others being affected by violence) noted that a lack of clean and safe public toilets contributed to women feeling unsafe; but in the past year 4.2 percent (women); 1.4 percent (men); and 5.5 percent (common witnesses) had faced or seen women face sexual harassment or assault in the past year in public toilets.

TS1-B-12**Ethiopia****Water scarcity causes stresses, opportunity costs, quarrels and shame**(Stevenson, E.G.J, 2012)³⁶

Women in Ethiopia reported the following stresses related to water scarcity:

Direct stresses of water collection – The sun and dust during the day, the cold during the night; the risk of accident/assault/rape en route to the water source; lengthy queues at the water source.

Opportunity costs of water collection – Constrained time for other family responsibilities (e.g. cleaning, cooking, breastfeeding, planting/harvesting); constrained time for communal events (e.g. weddings, funerals); sleep deprivation; children missing school to help with water collecting (especially girls).

Relationships with husbands and neighbours – Domestic disputes over time use; domestic violence: *“If he can’t wash his face and feet, he will beat me”*; disagreements over priority in access to water: *“We fight each other in the water queue”*; ‘Loans’ of water to/from neighbours; accusations of theft of water by neighbours; avoidance: *“We are becoming aloof with people”*.

Shame – Shame at appearing unclean to others: *“When our children go to school, we send them with dirty faces”*; shame at wearing soiled clothes; shame at being unable to fulfil normal expectations of hospitality (e.g. offering drinking water to guests).

...continued

The study provides percentage data for the number of women (from a total of 324) who had experienced particular stresses in the past 30 days. Examples included: quarrelled with husband over not completing housework (18.4 per cent); quarrelled with neighbour over issues related to water stress (11.5 per cent); slept very few hours because of having to go out to collect water (34.3 per cent); and went to sleep thirsty (12.7 per cent).

TS1-B-13

Ethiopia

Somali girls' perceptions of safety in refugee camps in Ethiopia... fear of harassment and attack by "hyenas, lions, snakes... and men"

(Women's Refugee Commission, 2012)³⁷

A study of the perceptions of adolescent youth in a refugee camp in Ethiopia found the following challenges to the safety of adolescent girls:

Girls lack opportunities and support in the camps – to safely develop their social networks, participate in community activities, move about the camps freely to build their social and economic assets, and to meet their needs and those of other children, disabled parents or elderly family members who may depend on them.

Girls of all ages have experienced and are at risk of GBV – including sexual harassment, verbal and psychological abuse, female genital mutilation, rape, abduction, early and forced marriage, early pregnancy, exploitative domestic work, labour trafficking and sex trafficking. Girls also sometimes used transactional sex to obtain items – such as food, income, clothes, medication and transportation – to meet basic needs.

Girls identified specific profiles of girls who are disproportionately at risk – and who have access to the least social and economic support. These profiles include adolescent girls and young women who are or have been unaccompanied or separated from their parents, as well as those who are or have been: out of school; living alone; living with a 'foster family'; young mothers; those who have a disability; domestic workers; those who have been trafficked into domestic and other labour; and those trafficked into sex work.

Girls feel safe almost nowhere, while boys feel safe mostly everywhere – Girls said that insecure shelters and lack of lighting at night leave them feeling like *"easy prey to anyone who wishes to do them harm"*. Boys said they feel safe mostly everywhere and at all times of the day and night in the camps. By contrast, girls said they feel safe almost nowhere or at any time, especially at night. Girls said they fear – and many have faced – all forms of verbal, psychological, physical and sexual violence during the day and night. During the day, they fear harassment and attack by *"hyenas, lions, snakes... and men"*, particularly when collecting water and firewood.

Location of harassment – Girls consistently indicated in the safety mapping exercise that waterpoints near mosques and on sports fields are concentrated sites of repeated harassment and abuse by men and boys, who gather in these areas. Girls said they try to walk in groups for greater safety, but that they cannot always do so.

TS1-B-14

India

Fear and anger – women's perceptions of vulnerabilities to sexual violence linked to water and sanitation in Delhi(Lennon, S., 2011)³⁸

The dominant theme that reverberated through the women's words in the focus group discussions in two urban resettlement areas, was that of fear. Their main fear was of sexual violence, both to themselves and to female relatives. Women were fearful of sexual violence when using public toilets, when defecating in the open and in public spaces in general. In all localities, women felt that going out during both the day and night was dangerous.

"During (the) night we are in constant fear."

Many incidents of rape are said to have happened in all localities. In Bhalswa, a woman said it was common to be physically assaulted and raped. Women in both Bhalswa and Sunder Nagri reported specific incidents of girls under ten being raped while on their way to use a public toilet. The toilets themselves were associated with fear in Sunder Nagri and New Seemapuri. In both slums, boys were said to loiter around the toilets at night. In Sunder Nagri there were cases of boys hiding in the cubicles at night waiting to rape those who entered. Women were also scared of drug addicts, who were said to hide in the toilets at night. When women in New Seemapuri went to defecate in the open at night, they reported boys shamelessly staring at them, making threats, throwing bricks and stabbing them.

"... if we shout, they will kill us. They stab and then run away."

In Bhalswa, women and girls faced lewd remarks, physical gestures and rape when they relieved themselves in the bushes. Some women in Sunder Nagri had attempted to build toilets in their homes due to such fears.

"It is very common over here to be physically assaulted, and raped."

Fear of not obtaining sufficient clean water was another daily problem, followed by fear of having to negotiate the squalor of their streets and toilets. Furthermore, when women from all slums went to collect water they feared there would not be any water or enough of it to go around.

"At night we have to go to the gutters and we feel afraid."

Women felt angry that they lacked control over their situation and lacked protection from those who were supposed to safeguard them – their local government and the police. Women told stories describing the lack of legislative and judicial protection. Women were angry with local politicians, who they perceived to be corrupt and unsupportive. In Sunder Nagri, a woman was angry that a shop was issued a licence to sell alcohol, thereby exacerbating the existing problem of drunken, aggressive men.

"We don't have any support from law-makers, from police, from the public, from our husbands and family members. Where will we go?"

In New Seemapuri, the women said government officials were incompetent and not interested in protecting their health or safety (feelings echoed by the women in Bhalswa, who also referred to issues of corruption). They described existing infrastructure as poorly designed and maintained, as well as a lack of infrastructure. They had unsuccessfully resubmitted applications for improved water and sewage facilities to their local government official. Their toilets were falling apart and they feared the walls would collapse.

"Many men who do such things are not caught."

Additionally, the women said that the police did not respond to emergencies or take action afterwards. These women were hesitant to share stories for fear of reprisal, as perpetrators of crimes were said to make death threats to their victims and their families stop them from going to the police.

"We have had one-on-one fights with thugs in order to save our daughters from getting raped. It then becomes a fight that either you (the thug) kill me to get to my daughter or you back off." She questioned why God had put them in this situation: *"Why has he landed us in this hell?"*

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The following box shows a map indicating the sense of danger felt by women in their vicinity. See the key below indicating where incidents of violence had occurred in the previous two years.

Figure – Map showing sense of danger felt by women in urban spaces

The map shows an overall sense of danger and risk felt by the women.

Although not all incidents referred to were associated with lack of water and sanitation facilities, defecating in the open was frequently associated with sexual violence against women.

The community toilet blocks were not mentioned as dangerous in themselves by this particular group of women but the routes to the toilet blocks were associated with sexual violence.



Source: Translated copy of map produced by women from Bhalswa slum

Incidents taking place at each numbered location within the last two years:

1. Sexual harassment occurs (vocal and physical).
2. Sexual harassment (vocal and physical); a lady was abducted, raped and murdered; men shine lights on women when they defecate in the open and on other occasions men hide by the sewers to watch them. One woman, while defecating, was raped and murdered.
3. Sexual harassment and rape in the bushes and depressions in the land; chains are snatched from women's necks; men hide and tease passing girls and men peep inside the girls' toilets.
4. Girls face sexual harassment on the way to school; groups of men tease or abuse passing girls.
5. Sexual harassment.
6. Women face sexual harassment when defecating in the open.
7. An old woman was forced to drink alcohol before being murdered.
8. Sexual harassment; late at night women face many problems such as robbery
9. A four year old girl was run over and killed by an auto-rickshaw driver.
10. Many incidents have happened here, including rapes.

TS1-B-15

Uganda

Insecurity and shame, the impact of the lack of sanitation on women in the slums of Kampala, Uganda(Massey, K., 2011)³⁹

Women in slums in Kampala, Uganda, discussed the problems they face due to lack of or poor sanitation, and identified the different impacts on women and men.

Toilet facilities lack things such as rubbish bins for the disposal of used menstrual pads or water for washing. Coupled with poor maintenance, these factors resulted in facilities that were dirty, disgusting and demoralising to use. Women also reported that the toilets were often locked at night, meaning that anyone needing to use the toilet would be forced to resort to other options – such as using buckets or plastic bags as makeshift toilets inside their homes.

The women felt that they were at risk of physical violence when travelling to a latrine after dark. Women reported fear of being outside of their homes after nightfall, due to what they perceived to be a high probability of attack and rape. This concern was a strong and consistent theme throughout the study population.

“There are two main difficulties for women when it comes to toilets in our community. The first one is money, and the second is that at night men can easily rape and murder us.”

While investigating the actual incidence of attack and rape was beyond the scope of this study, the possibility of it occurring was clearly a very real threat in the minds of the participants, strong enough to discourage women from leaving their homes during the night. The women also reported that it was not uncommon for potential assailants to hide inside the latrines, particularly after dark. This possibility added to the women’s fear of using communal latrines after nightfall.

“A woman would not feel safe walking to the toilet. Men rape women from there at night. The most dangerous time is the night.”

The combination of disgust with current facilities, prohibitive cost and fear of illness or attack strongly discouraged women from using the few latrines available in their communities. As an alternative, study participants reported a wide use of what they termed ‘home toilets’ – buckets or plastic bags used as toilets inside the home. However, this solution carried with it its own set of consequences, central to which was a deep sense of shame. This sense of shame came from two sources, the first of which was related to culture. The natural universal need to keep defecation private was added to by a need for absolute secrecy, whereby even being seen going to use a communal latrine was embarrassing; having to defecate inside the home was similarly humiliating.

“When somebody knows that you defecate in the house, your household is hated and people do not want to visit because they cannot eat or drink anything from that household.”

The women also reported a sense of shame in relation to the use of home toilets, because they felt that they ‘dirtied’ their homes when they defecated inside them and exposed their families and neighbours to disease. This sense of shame produced an interesting coping mechanism. Even though it was common knowledge that home toilets were widely used, a façade of secrecy surrounding the behaviour was constructed and carefully maintained. This behaviour was isolating, preventing women from openly discussing the impacts of inadequate sanitation on their lives and community. The sense of shame extended to menstruation, the presence and management of which was also expected to be kept secret. Unfortunately, this was almost impossible to accomplish with the existing sanitation facilities.

“It’s a secret and even shameful for others to know that you are having your period.”

Additionally, study participants spoke of shame as a consequence of rape, explaining that a victim of rape was unlikely to report the crime due to the stigma associated with the event.

“He can even rape you, but you do not talk due to fear of being shamed. You just keep quiet.”

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In general, women in the study felt that inadequate sanitation put a greater burden on them than on men. It is the women who are responsible for managing scant household finances, meaning that they have to decide whether to spend money on toilets for their family or to resort to other options such as 'home toilets'. Men were more likely to leave the community for work during the day, and thus potentially had access to more or better toilets. The women also felt that men needed less privacy, as a woman required a toilet both to urinate and to defecate while a man could urinate in the open without any sort of negative stigma. This meant that men needed the use of a toilet less, and so were not faced as often with the problem of high latrine user fees or with the grim prospect of using a dirty communal latrine.

"The toilets are far from our homes and by the time you get there it is too late. A man can just go anywhere to pass urine, but a woman has to walk all the way to the toilets."

Study participants expressed their feeling that a man would be more able to resist an attack, making them less vulnerable than a woman when travelling within the community after nightfall. In addition, women felt that they were at greater risk than men because they were not just in danger of being attacked and robbed, but also of being raped.

"It is more dangerous for a woman than a man because an attacker can take money from you and rape you, and there are so many risks from rape, you see, like AIDS and other things. But a man will only be robbed of money."

In relation to the issue of violence, women reported little confidence in the willingness of the police, either to protect them from attackers or to take incidents of attack and rape seriously. Also discussed was the low likelihood that a fellow community member would come to the rescue of a woman who was being attacked. Essentially, the women felt as though they were without a defender. They felt helpless.

"The girl really shouted, 'Please help me! Please save me!' But no one was coming out, because you can come out and bump into trouble. That's the kind of situation we are in."

TS1-B-16

Abuse when collecting water from private wells

General

(Shah, A., 2002 in Sorenson, S.B., 2011)⁴⁰

Women sometimes face abusive treatment when they need to fetch water from private wells on the land of wealthier farmers.

TS1-B-17**General****Initial increase in GBV against women and women human rights defenders before longer-term reduction in GBV risks**

(Department for International Development; MacDonald, M. et al., 1999; House, S., 2005)⁴¹

Experience across countries has demonstrated the potential for the threat and reality of violence increases when gender norms are called into question, and when women have a greater sense of their entitlement to safety. In particular, there can be resistance or backlash against women organising at the community level, because they pose a direct challenge to the status quo.

Women human rights defenders and women's rights organisations, in particular, might face direct threats of violence as a result of their activism in support of women survivors and their efforts to prevent violence against women and girls.

Negativity towards gender activists

As the gender debate often provokes heated discussion, there can be a lack of interest in becoming the champion or person who is seen to be pushing forward the debate. Becoming this person can often mean receiving the negativity that appears to be integral to the raising of this subject.

Talking about gender inevitably reminds us at some level of our own – usually uneasy – position on the gendered power scale, and the double binds involved in analysing that position and acting accordingly. We need to realise that the extreme reaction of 'political correctness' or defensive dismissal of gender issues highlight the emotional risk to which people feel exposed when discussing power relations of which they are part.

TS1-B-18**Somalia****Phillipines****Haiti****Threat of attack and rape when using the bush to bathe or using communal WASH facilities in refugee or internally displaced persons camps**

(Hayden, T., 2012)⁴²

The threat of attack and rape is also an important issue. Some women said that they do not go to the bush to bathe as it is too risky; other comments highlight the risk of attack in and around the communal toilet facilities, especially at night. With adequate facilities the risk of sexual violence reduces, as women/girls do not need to use the bush or facilities after dark to manage their needs where they are easy targets for sexual abuse.

Women are also restricted in using sanitation facilities due to financial constraints. In some camps, local landowners and government agencies charge for use of sanitation and water facilities. Women have to prioritise resources for the family's survival, and use of toilet facilities is seen as a lower priority behind water, food and shelter.

There was a considerable amount of discussion related to the quality and quantity of toilets among the groups. The main consensus in all the camps was that toilet and washing facilities were not adequate to support the menstrual hygiene management (MHM) needs of women. Toilets are often broken and/or located in areas that are not safe or have poor access. It was also stated that there is insufficient room within the toilet to conduct washing and drying of reusable sanitary items, or even adequate room for changing. Disposal was another issue identified by women in the groups: disposable pads and worn out pieces of cloth are discarded on top of rubbish piles or placed in sanitary facilities, making the facilities unusable.

TS1-B-19

Nigeria

Women, sanitation and security in Nigeria

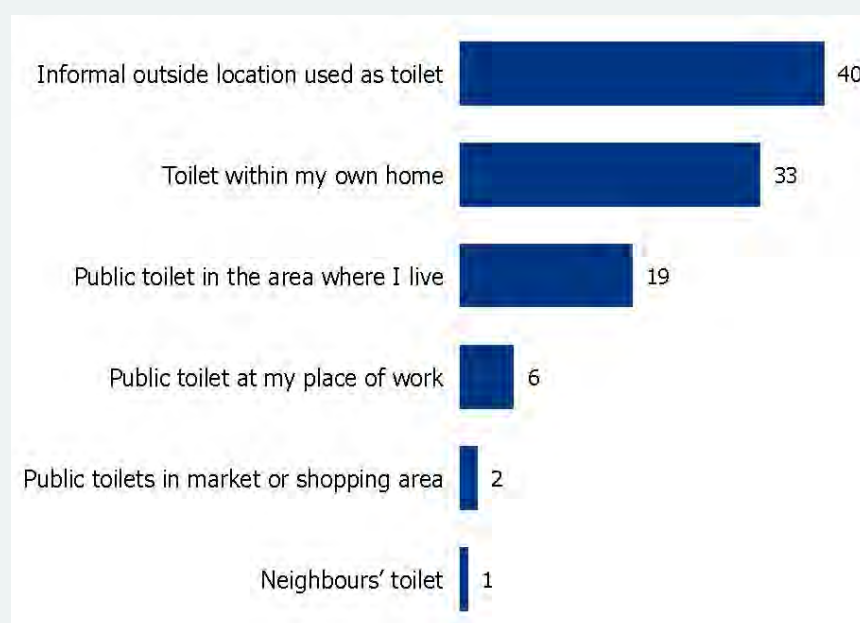
(Globescan and WaterAid, 2012)⁴³

WaterAid commissioned this study of women in Nigeria relating to access to sanitation and levels of concern around violence and intimidation towards women in this context.

The research was undertaken in October 2012 using purposive sampling among a sample of 500 female adults aged 18–54 years. Face-to-face interviews were conducted in the urban slums of Ajegunle, Ijora Badia, Oko Agbon and Otto-Oyingbo, in and around Lagos.

The following graph shows the facilities commonly used by the women interviewed:

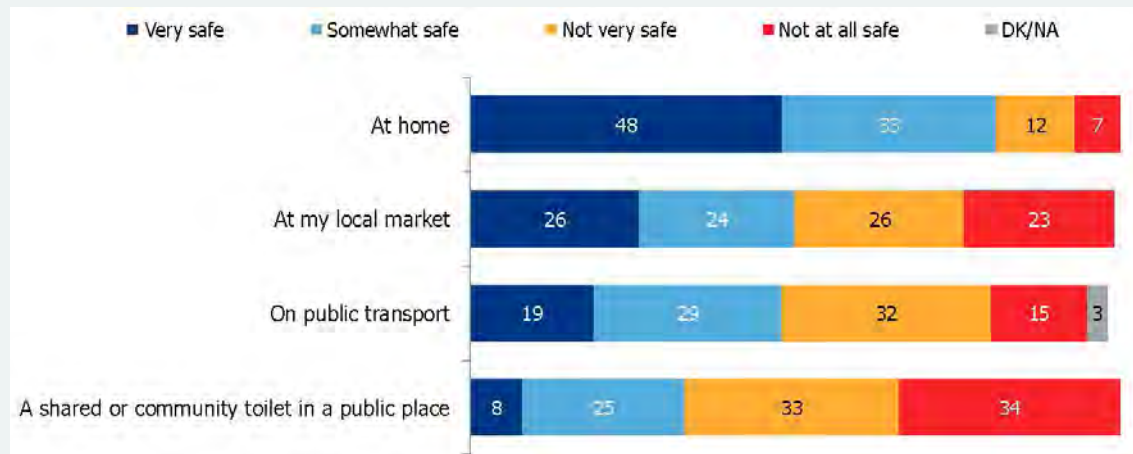
Figure – Facilities commonly used for defecation



Women noted that they feel unsafe when using communal facilities. Seventy-seven per cent reported feeling unsafe when using public facilities, in contrast to toilets in their own homes where only 19 per cent felt unsafe.

The following graph indicates how the women reported feeling more unsafe when using public toilet facilities than when at local markets or on public transport:

...continued

Figure – Feelings of safety when using public facilities and services

Other lessons from the research:

- Despite not feeling secure when using public facilities, fewer than one in ten women report incidents of actual harassment and abuse.
- In cases where harassment is reported, the majority consists of verbally abusive statements.
- Non-physical abuse is the second most common form of harassment. When asked to comment on this, some women reported incidents of having their privacy violated by men.
- Eight per cent reported physical abuse, but few of these chose to comment on their experiences.

TS1-B-20**Violence in schools and fear of using school toilets**

Ethiopia

Afghanistan

Ghana

Mozambique

Various

The following examples highlight the levels of violence found in schools in a number of contexts, and examples of fear and abuse associated with use of school toilets.

Example 1 – Violence in schools in 12 countries:

(ActionAid, 2004)⁴⁴

ActionAid undertook a study in 12 countries in Africa and Asia of the violence that girls encounter in and around schools and on the way to school. They concluded that much violence against girls goes unreported and the scale of the problem has been underestimated.

What is the impact of violence against girls?

ActionAid's initial research has found that violence against girls takes place in schools, on the way to school and around schools, and that the violence itself takes many forms. It includes sexual violence, sexual harassment, intimidation, teasing and the threat of violence.

In Uganda, in a group of 203 respondents, 65 per cent said that: *"The main form of gender violence for girls is sexual violence."*

In South Africa, Human Rights Watch found that: *"South African girls face the threat of multiple forms of violence at school. This includes rape, sexual abuse, and sexualised touching or emotional abuse in the form of threats of violence. Girls also encounter constant highly sexualised verbal degradation in the school environment"*.

The impact of the violence is immeasurable and includes loss of self-esteem, depression, anger, risk of suicide, unwanted pregnancy, HIV infection and fear of victimisation. Combinations of these factors cause many girls to drop out of school.

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Who is affected?

ActionAid found that violence affects all girls regardless of age, race, class, caste or location: *“Violence against girls... is not limited to a specific age group. According to project officers working in the area of education and child protection... every girl is at risk of being violated”*. (Kenya)

However, in all countries the problem peaks in adolescent girls. For example, in Pakistan the peak age for sexual violence against girls was between 12 and 18.

The studies also show how poverty, war and conflict expose girls to sexual violence and exploitation, as well as other abuses: *“Girls became pregnant because there was no food and money during the war here in Bundibugyo. Our parents would tell us that we are the ones to feed the family so we would go to soldiers in the camp and get money to buy food”*. (Uganda)

Girls are also very vulnerable when they have to walk long distances to school, particularly in rural and poor urban areas. In Pakistan, girls in secondary school become more vulnerable because secondary schools are few and situated far from villages. In rural areas of India, girls who have to walk long distances to school are at risk of kidnap and trafficking.

Case study

A case study included in this report related to exploitation by a male teacher while using the bathroom. In Uganda, one female student gave testimony about how a male teacher abused his powers and exploited female student's sexually: *“[A male teacher made female students] wash his feet, take water to the bathroom for him, but sometimes he would be naked and ask you to help him as a man”*. (Female student, focus group discussion, Kawempe, Kampala, Uganda)

Example 2 – Violence against girls in schools, Ethiopia:

(B&M Development Consultants PLC, 2008)⁴⁵

Save the Children undertook a detailed study in Ethiopia on violence against girls in primary schools and its impact on their education. One of the specific recommendations from this report is ‘to make sure that schools have separate toilets for girls and that the toilets are not located in a remote part of the school compound’.

The report does not discuss where violence happens within a school, rather focusing on whether it happens in school, on the way to school or at home. This data has been included here to provide a picture of the general levels of violence experienced by girls in and on the way to school.

A range of violence was investigated in relation to sexual abuse and violence, including seduction, sexual harassment and rape/attempted rape. These figures relate to the school environment, on the way to school and at home:

- The most common type of violence experienced by girls involves the use of verbal abuse by members of the school community aimed at undermining their self esteem. The level of this type as experienced by the interviewed girls varied from 3 per cent to 29 per cent across different national regional states.
- The second most frequent type of violence experienced by girls involved the touching of their private parts. This varied from between 0 and 29 per cent across the various national regional states.
- The third highest was punishment for refusing sexual requests.
- The fourth was uninvited kissing.
- Also ranked high was attempted rape – which varied from 0 to 15 per cent across the national regional states.
- Actual rape was reported by 7 per cent of girls from the Somali region, 6 per cent from Afar and 6 per cent from Gambella. No girls from Benishangul Gumuz, Harari or Addis reported experiencing actual rape.

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The report notes (p.29) that only the first of the above can be linked to the school setting, but it later gives data that indicates otherwise (p.31–32):

- Twenty-four per cent of students, 53 per cent of teachers and 35 per cent of parents reported that sexual harassment occurs in the school setting.
- Thirty-six per cent of students, 77 per cent of teachers and 54 per cent of parents believed that on the way to and from school is the place that sexual harassment against schoolgirls takes place.
- Different members of society perpetrated sexual harassment against school girls. These included members of the school community with whom they interact frequently (school boys, teachers, administrators, guards, counselling officers). This group often sexually harassed school girls in and around schools, though they also had opportunities to continue their harassment on the way to and from school. Sexual harassment in school by students included making indecent or provocative remarks or writing letter as an expression of interest.
- Some key informants interviewed indicated that acts of sexual harassment by teachers included asking girls for a date, touching their body parts, giving persistent remarks on physical appearance and body size (body attractiveness, fat, boring), threatening by marks (i.e., some teachers threatened girls with low marks if they refused a date). FGD participants indicated that teachers sexually harassed school girls by giving low marks if she refused a sexual request of a teacher. According to the discussants, most teachers – particularly the young ones – looked for young school girls. In one case, a seventh grade school girl who refused to have sexual intercourse with a teacher was made to fail in all subjects. She used to be one of the students with an outstanding academic performance, but unfortunately she then lost interest and discontinued her schooling. Even teachers who were married and highly respected by students sometimes participated in the sexual harassment of school girls.
- Student respondents were asked if they ever encountered sexual assault or rape in school (8 per cent said yes), on the way to and from school (23 per cent) and at home (15 per cent). The school environment appeared to be relatively safer for school girls compared to on the way to and from school and at home. It would appear that the home is not as safe for the school girls as the school, implying that school girls are more vulnerable to rape and sexual assault at home than in school. Comparison of student responses with those of parents and teachers also showed similar patterns; however, these two groups' (especially teachers) assessment of the risk of sexual assault and rape were found to be higher, as both were asked about their perceptions, not actual sexual assault and rape.
- To gather data on rape actually experienced, female students were asked if they ever encountered rape in school, on the way to and from school or at home. Of those who were asked, 19 (2.5 per cent) admitted that they actually had experienced rape in different settings. Most rape cases occurred in and around schools. School girls within the 10–19 age group were most affected.
- However, there appeared to be a major difference in how incidents of rape were perceived in the different regions and the concrete experiences reported by the girls. For example, the highest percentage of reported rape by girls was found in Somalia, although the perceived rate of incidence was relatively low. On the other hand no concrete experiences of rape were reported by girls in Benshangul-Gumuz and Dire Dawa, but attempted rapes were reported to be high. The perceptions of rape were high in both regions. In Addis Ababa, where the perception of rape was also high, there were no reported cases by the girls – neither of attempted nor actual rape incidents.

Example 3 – Primary school girls fear to use toilets in schools, Afghanistan

(Gawade, V., 2010)⁴⁶

Girl children in primary grades feared that somebody would kidnap them from latrines or poison them in latrines. Children preferred to have latrines near their classrooms. They preferred to go to the latrine in pairs. Such feelings had their history in kidnappings in Afghanistan. Such fears were observed in those schools, where latrines were located in corners.

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Example 4 – Fear over attack on the journey to and from school and where there are no toilets(Parkes, J. And J. Heslop, 2011)⁴⁷

The journey to school was often seen as unsafe, with girls in Mozambique saying that roads were not safe, and girls in Ghana referring to the risk of being attacked on the way to the bore hole, and especially when going to the toilet where they were concerned that men might grab them and force them to have sex. Girls in Kenya also spoke of the dangers of being attacked by men and boys when they go to the toilet, and of the risks of sexual attack. Often incidents involving school boys happened outside school, and girls, particularly in Kenya, spoke about their vulnerability when having to go to the toilet in the bush or on the walk home:

“Sometimes girls are grabbed by boys and taken to the bushes. I don’t know what they do to them. Sometimes boys touch the breasts of Std 6 girls” (9-year-old girl, Kenya)

“One day a boy approached me from the back and touched my breasts. This happens to other girls in school and in the village. Sometimes they touch other girls’ buttocks and thighs on our way to school. They hide in the bush and scare us, sometimes they also approach us and we run away” (13-year-old girl, Kenya)

Girls in Kenya and Ghana talked of the risk of wild animals on the journey to school, snakes in Ghana and lions and buffaloes in Kenya. In Kenya they feared attack by bandits in the area, though parents felt this risk had subsided in recent times. In Ghana, a legacy of tension between the two local ethnic groups was viewed occasionally as generating mistrust. Parents in Kenya and Ghana also feared for their daughters’ safety in the bush, either on long journeys to school or when the lack of toilets meant they had to go to the bush to relieve themselves.

Example 5 – Rape of girls in schools, South Africa

The following references highlight sexual violence in South Africa including in schools. Where other studies have been referred to please refer to the document referenced below for further details.

5A - Human Rights Watch Report – ‘Scared to go to School; Sexual violence against girls in South African schools’ (2001)⁴⁸

This report provides a detailed qualitative overview of the scale of sexual violence in schools in South Africa.

Human Rights Watch found that sexual abuse and harassment of girls by both teachers and other students is widespread in South Africa. In each of the three provinces visited, we documented cases of rape, assault, and sexual harassment of girls committed by both teachers and male students. Girls who encountered sexual violence at school were raped in school toilets, in empty classrooms and hallways, and in hostels and dormitories. Girls were also fondled, subjected to aggressive sexual advances, and verbally degraded at school. We found that girls from all levels of society and among all ethnic groups are affected by sexual violence at school.

Human Rights Watch found that sexual violence has a profoundly destabilizing effect on the education of girl children. All the rape survivors Human Rights Watch interviewed reported that their school performance suffered. All of the girls told us it was harder to concentrate on their work after their assaults. Some girls reported losing interest in school altogether, many girls transferred to new schools, others simply left school entirely.

Human Rights Watch learned that sexual assault occurs in prestigious predominantly white schools, in impoverished predominantly black township schools, in schools for the learning disabled, and even in primary schools. Privilege often does not protect a girl against sexual violence, while poverty may render her more vulnerable to assault.

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South African girls face the threat of multiple forms of violence at school. This includes rape, sexual abuse, and sexualized touching or emotional abuse in the form of threats of violence. Girls also encounter constant highly sexualized verbal degradation in the school environment. These forms of gender violence are largely committed by other students, and in some instances by teachers or other school employees. Even strangers to the school environment target young women in schools, or on their way to and from school.

Girls have been attacked in school toilet facilities, in empty classrooms and hallways, in hostel rooms and dormitories, and in other “no go” areas on school grounds, which girls repeatedly described to us as virtually any place. Sexual assaults were often attempted during class breaks and recess activity times. Human Rights Watch found that boys who commit acts of sexual violence against girls rarely act alone. All of the girls we interviewed who were raped or sexually assaulted by their male classmates said that they had been attacked by two or more boys. We learned of only one case of rape at school committed by a student acting alone.

Nine-year-old LB was raped in the school toilets at her primary school in Guguletu, a township near Cape Town, by two students aged twelve and fourteen in March 2000. She was on her way to the girls’ toilet when the two boys intercepted her and took turns raping her in the boys’ toilet.

5B – Women’s Legal Centre Communication to the Commission on the Status of Women on Women in South Africa (no date)⁴⁹

Amnesty International found, when interviewing in relation to the 2008 report on rural women and HIV, that the majority of the women interviewed had experienced, witnessed or were aware of incidents of violence in the home or rapes occurring in the wider community, including in schools or while en route to school, or on farms.

The South African Human Rights Commission concluded after hearings on school based violence in 2006 that schools were *“the most likely place where children would become the victims of crime, including crimes of sexual violence”*. 2008 statistics reveal that a young girl born in South Africa has a greater chance of being raped than learning how to read.

5C – Hirschowitz, R et al - Quantitative research findings on rape in South Africa. Pretoria: Statistics South Africa⁵⁰

This study documents a range of studies which provide statistics on rape in South Africa, both larger and smaller studies. Those of particular relevance to schools include:

- Victims of Crime Survey, 1998 (4,000 respondents):
 - Younger women, aged 16 to 25 years, tend to be most vulnerable to rape (2.7% of all women in this age category said that they had been raped in the five years prior to the interview of March 1998, compared to 1.8% of women aged 26 and 45 years during this time period), although rape occurs in all age groups; and
 - 2% of the rapes were reported to have occurred in school/college/university.
- South African Police statistics on the incidence of rape in 1996 -
 - Approximately 40% of all reported rape cases are rape of children under the age of 18 years (120 per 100,000 population in 1996).
- South African Demographic and Health Survey, 1998 (using a survey for women of ages 15 to 49 years, total 12,327 women selected with 11,735 interviewed)
 - Nationally 4% reported having been ever raped at some stage during their lives (N=471);
 - 65.6% did not specify their relationship with their attacker; and
 - Among the women who specified a relationship with their attacker (N= 162), 19.8% said the perpetrators were strangers of recent acquaintances, 37.7% said they were their school teachers or principals and 29.6% said the perpetrator was a relative or someone close to them.

...continued

- Rape surveillance data through district surgeon offices in Johannesburg, 1996-1998:
 - Most rape incidents where victims came to the medico-legal centres took place in open spaces or alleys. Close to 43% of total rapes occurred within the home, of which 29.1% took place at the rapists home. Other places include hotel rooms, public toilets and transport terminals.

Refer also to the following studies for further information on fear or experiences of violence related to school latrines:

- TS1-A- 6, 10, 14, 18
- TS1-D- 7, 10

TS1-B-21 Afghanistan

Experiences of children collecting water and their assessment of the most dangerous places, Kabul

(de Berry, J. et al., 2003)⁵¹

Experiences of children collecting water in Kabul

The lack of infrastructure and the physical destruction in Kabul makes children's daily tasks and journeys dangerous and complicated. They are less well able to fulfil their responsibilities because the physical environment hinders them. For example, the shortage of water increases the time and travel children have to put into fetching water. Children's seventh most commonly stated 'Sad Day' story was one concerning the difficulties of fetching water, which is hard for children in Kabul because they have to walk a long way to get it and because they have to cross dangerous and damaged places or busy roads to reach water sources and then, often, the water sources are not working. When children are responsible for helping sustain their families by getting water, facing problems in fetching it can be of huge concern for them and make them feel they are failing their families.

Most dangerous places as assessed by children, Kabul

A children's mapping activity resulted in a list of 37 most frequently drawn places of danger. Numbers 11, 12, 16 and 17 related to waterpoints and rivers, and number 18 was toilets.

TS1-C – Physical violence (beating, fighting which can lead to injury, death)

Themes from the case studies in this section:

- Physical violence may occur in the household due to arguments over the availability of water, or when women or children return home late from collecting water.
- Physical fights can occur at waterpoints, particularly where long queues have developed.
- Sometimes physical fighting can result in damage to WASH services infrastructure.
- Adults, both women and men, can prevent children from collecting water before them at waterpoints, and may beat the children in the process.
- Children can also sometimes be verbally abusive to adults and the caretaker when collecting water.
- Fear of being robbed may prevent people using public facilities during the night, but also sometimes during the day.
- Physical fighting can occur between people of different livelihood bases – for example, pastoralists and farmers over access to water and land.
- Women who take on what are perceived to be traditionally male roles may be vulnerable to harassment, and also in some cases physical violence.
- Women and children, who are usually allocated the role for water collection, can be particularly vulnerable to accidents and physical injury when collecting water over rugged terrain or when defecating near roads or railway tracks.
- Activists supporting the rights of the poorest people to be able to access gender-friendly WASH services have sometimes faced physical violence or threats of physical violence.

TS1-C-1

Domestic violence due to water collection requests

Pacific Islands

(Willetts, J. et al., 2010)⁵²

When women requested assistance from their husbands to fetch water, often such requests were refused and at times men responded with violence:

“My wife used to tell me to get some water. I would say it's too much work and I would get angry, we would fight and I would hit her.”

TS1-C-2

Violence against a woman technician and domestic violence

Zambia

(House, S, 1998 and House, S., 2014)⁵³

A woman who was a team leader on a large food-for-work project in an urban infrastructure programme in Zambia (roads, drainage, toilets, solid waste management) was badly beaten when she returned home late from work. Another was promoted to a paid position of assistant technician. She was very badly beaten by a male candidate, who applied for the same post and was unhappy that a woman had got the job over him.

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The following text provides further information on the second incident from the perspective of a young female engineer working on the project at the time:

"I was working as an implementation and training engineer on my first development-related assignment when these instances of violence occurred, and I was at the time unaware of issues related to gender and the impacts that these issues had on the women and men who worked on the project or how I should be considering them in my work. The incidents led to a steep learning curve."

"We were supporting large workforces on a food-for-work urban-upgrading programme. This involved thousands of people from the townships, the large majority of whom were women, working for food for half-days, five days a week, to clean up their living environments and improve the infrastructure. The workforces were divided into gangs, each with a gang-leader, and then each group of gangs supervised by a senior gang-leader. Several senior gang-leaders were then supervised by a number of technicians, and then by engineers in a pyramidal structure. All technicians and all but two engineers were men. At one point in the programme, it was decided to appoint an additional level paid post. This was the assistant technician-level post and we invited applicants from the general workforce, and particularly from those working at the senior gang-leader level currently working on food-for-work."

"For one of the posts, three people were interviewed. Two were men and one woman, all working at senior gang-leader level. The woman was clearly the strongest candidate, and highly respected by both the women she supervised and the programme staff alike. She was appointed to the post."

"One day some months into her new post, I arrived in the township where she was working and came across colleagues and workforce members looking highly concerned. The day before she had been attacked by one of the men who had also applied for her post. He had taken her into the community centre and locked the door, and proceeded to kick and beat her head in. It was a very serious attack and, had a female community development worker not broken down the door, we believe she may have been killed. During the night that followed, she disappeared and no one was able to find her – hence the high level of concern as to what had happened to her."

"As the engineer responsible for the site and for employing the female technician, I was also highly concerned and went to try and find her. My mind was jumping all over the place because of what had happened to her, concerned – as was everyone else – that maybe she was lying dead in a field somewhere. I was also questioning myself, whether I had been wrong to employ her. Had I by default been responsible for the beating she had received and, if she died, for her death, because I had employed a woman to undertake a job that traditionally in many cultures is still undertaken by men?"

"As I approached her one-room mud brick house, two of her six children, who must have only been around three or four at the time, were standing with tears falling down their faces – not having seen their mother all night and knowing that she had been badly hurt. As I walked up to the house, their mother turned up with her head and face all battered and swollen, hardly being able to see through her eyes. I said something to her that in hindsight was very inappropriate, but it is what came out of my mouth on the shock of seeing her, and it led to one of the most important lessons in my life and career and hence my, and the female assistant technician's, willingness to document and share this incident."

"After an initial exclamation of shock, I asked her if she wished that she hadn't been given the job? She looked me in the eye, raised her voice and said: 'How dare you ask me that! Especially you! I got this job on the basis of my ability and that man was wrong in what he did. I am a widow. What would my children have done if I had died?'"

"And she was so right! In the confusion of the moment I had started to wonder if I had nearly killed her, because I had wanted to impose my beliefs on women and men having an equal right to jobs and opportunities in life, and that men and women can both be good at such jobs. I wondered if I had imposed a Western [way of] thinking on a society that was not ready and hence my guilt in this incident. But what I had not understood, and had not considered

... continued

until she responded to me, was that women all over the world are already fighting hard for their rights on a daily basis. We may not always be able to see these efforts, but many women and men are regularly struggling for and pushing forward changes in gender relations all of the time. It is our duty to listen to the people we are supporting, and to support them in the way they want to live their lives and go forward – and not limit their decisions by our own limitations. I also learnt that, as an engineer, ... I did not know enough about the complex environment in which I was working, and that the violence by this man was due to power differences between men and women. I learnt that, as an engineer, it was very important for me to learn about gender and other equity-related issues – so I could make sure [the] programmes I support would be more effective and equitable, and would not increase vulnerabilities to violence by my lack of understanding, and that other technical staff needed to understand the same.”

“As we were standing by her house talking, the wife of the man who beat her came to plead with her to not put him in jail, as then how would she and her children eat? This also highlighted how complex violence is [and] ... how many people it affects.”

“I took the assistant technician to the hospital to be checked out and also to the police station. The police in Zambia did not have many vehicles, so I had to pick up the policeman with his gun and take him and the assistant technician back to the township to identify the perpetrator. He was arrested, and I then had to drive the whole group back to the police station. I had not been trained in what to do to respond to violence when it occurred, so could only act on the basis of my own humanity at that time. [However, I am] now very happy to have this new toolkit, which provides some of the ‘dos and don’ts’ – so that if anyone else is faced with a similar incident they will be clearer on what they should and should not do.”

“The assistant technician went on to continue her post. ...[In] later years after I had left the programme, she was given a post with the International Labour Office and became a paid supervisor on a major rural road construction project and she and her family moved into a concrete house with multiple rooms with water and electricity. She told me that after a long time waiting for the case against the man who attacked her [to come to court], the case in the end did not progress to a charge, although I am not clear why. But ... she said she was satisfied, because the man who perpetrated the attack from that point onwards was always very respectful of her and she faced no more problems with him.”

TS1-C-3 Risk of being injured or killed by trains and other vehicles**India**(Bapat, M. and I. Agarwal, 2003)⁵⁴

Residents of urban slums near roads or railways lines in India noted:

“In Govandi, we used the railway tracks as toilets. We used to go between midnight and four in the morning, because at other times there were people around. Men would go in the daytime also, but women could not do that. We sat between railway tracks and, if a train came, we used to jump onto the other track. There were frequent accidents and, every week or so, someone used to get hit by a train and got killed on the tracks. So many times we used to find pieces of flesh outside our doors.”

“There is no open area nearby where we can go for defecating. So people go and squat along the highway. And there have been many accidents because of that.”

“There used to be lots of fights for filling water. We had to queue for as long as an hour and we had to leave our children behind. Once, my small daughter walked out of the house and sat on the railway track. I saw a train approaching as I walked back with water. I threw the handaa down and ran towards my daughter. I managed to pick her up just before the train roared past.”

TS1-C-4 Fights at waterpoints where water volumes are inadequate**India**(Bapat, M. and I. Agarwal, 2003)⁵⁵

“We have public standposts in the settlement, but the water is available for only two to three hours a day. In such a short period of time, it is not possible for all of us to fill water. There is always a long queue and frequent fights. Women come to blows, because some try to fill many handaas or jump the queue. Those who do not get their turn before the water is turned off have to walk 20 to 30 minutes to fetch water.”

TS1-C-5 Girl crushed by the wheel of a water tanker when collecting water**India**(Bapat, M. and I. Agarwal, 2003)⁵⁶

“When the tanker comes there is a scramble for water. There is always a big commotion. We had an awful accident two years ago. A young girl got crushed under the wheel of the tanker as she hurried to get her turn to fill the water before the tanker came to a halt.”

TS1-C-6 Risks from road transport and poor terrain**General**(Sorenson, S.B. et al., 2011)⁵⁷

Road casualties are an important risk. Transportation infrastructure is poor in developing countries, especially in rural areas. Fetching water often involves walking on poorly designed and chaotic roadways (often the only place to walk), with pedestrians sharing the roadways with vehicles and cyclists. Injuries and death can result: more than 90 per cent of the world's roadway fatalities occur in low- and middle-income countries, and a substantial portion are pedestrians and other vulnerable road users (WHO, 2009).

In addition, the condition of the terrain can require sustained vigilance. For example, when carrying water over very uneven, steep hillsides, falling is always a risk. Where there is a road, water fetchers will use it despite being at risk from vehicles. Post-disaster (landslide, tsunami, earthquake etc.) areas pose numerous challenges to water fetchers, whether they are walking or cycling.

TS1-C-7

Conflicts over water between agriculturalists and pastoralists

Tanzania

(WaterAid, 2003)⁵⁸

When water, land control and access issues become serious they can lead to conflict. In Kiteto these conflicts have even led to the occasional fatality. In one situation there was a problem of a water source that bordered Kiteto and another district. This large body of water had been used for many years by farming communities in one district and pastoralist communities in Kiteto. Slowly the agricultural community started to move into and farm the area of land in Kiteto previously used by the pastoralists. At first the pastoralists did not react, as in Tanzania people are free to live anywhere. But after the problem became more serious and large areas of land were taken, they asked the authorities to stop the invasion of their land. At this point the agriculturalists tried to stop the pastoralists using the water source for their cattle and a violent conflict started. Police forces and district officials from both districts were mobilised to help solve the problem. However, before it could be resolved, women were raped, one person and a number of cattle were killed, and court cases led to some people being put in jail. The people needing to use this water source still remain vulnerable. Water is the difference between life and death, and between poverty and economic development. It is therefore worth fighting for and this makes it a precious, but sensitive, commodity to work with.

TS1-C-8

Health problems, deaths, verbal attacks and fighting while collecting water

Uganda

(Asaba, R.B. et al., 2013)⁵⁹

A study on the burden of water collection on women, men and children in rural Uganda identified a number of implications for the health, life and well-being of community members. These included:

- **Health problems** – Particularly chest pains, reported most frequently by women and female youths; also fatigue and headaches among children and youth. Nasal bleeding was reported, as well as back pain and spinal problems, although these were reported less frequently than chest pains, fatigue and headaches.
- **Deaths and accidental injuries** – These occurred around unimproved water sources in particular. There were cases of children drowning at open wells or in ponds in the villages of Makondo, Wajjinja and Kiganjo; one of these (Kiganjo) happened when data for the study was being collected. The victim from Wajjinja Village slipped when trying to retrieve a 5l jerry can that had slipped out of her hand into the middle of the open pond when she was filling it up.
- **Verbal attacks** – Children sometimes exchanged socially or culturally unappealing language of vulgar words, which made adults in their presence uncomfortable. Many of the child participants, particularly girls, admitted that boys insulted them a lot while queuing and drawing water from the waterpoints. There were also a few incidents of verbal attacks between adults and children, including one on a caretaker of the shallow well in Misaana Village, who was verbally attacked by a young girl of about ten years when he tried to caution her about misusing the pump.
- **Fighting** – Sometimes children's playing at waterpoints (particularly improved waterpoints) degenerated into verbal exchanges, quarrels or physical fights. In one of the sessions, a boy and a girl tussled with each other because the boy wanted to overtake the girl in the queue. Some respondents revealed that their children sometimes returned from the protected spring and pumps with minor cuts or swellings on their hands or various parts of their heads or faces.

"Our children fight a lot at the protected spring and many times they do not tell us. Sometimes they fight with each other and get seriously hurt... A child may sustain a swollen ear or cheek and keep quiet. It is only when he/she gets worse after a day or two that he/she informs us of the injury and that he/she is sick. When you ask him/her what happened, he/she says, so and so beat me when we were collecting water at the protected spring..."

(Men's focus group discussion [FGD], Makondo Village)

- **Rape and attempted rape** – There were reports of both rape and attempted rape against women and children.
- **Animal attacks** – There were also risks of animal attacks, particularly at unimproved water sources, such as from 'big snakes', as well as concerns over blood-sucking leeches.

TS1-C-9 Quarrelling or fighting at tapstands, leading to infrastructure damage**Cameroon**(Thompson, J et al, 2011)⁶⁰

When water is flowing at particular standpipes, there are long line-ups as women and children bring a great number of containers for household use, as well as for income-generating activities. People get frustrated about long waiting times, which sometimes produces tension or conflict among the waiting people including quarrelling or fighting. Sometimes fighting at the taps causes damage to the infrastructure – taps and pipes are broken as water collectors scuffle for access.

TS1-C-10 No water sources available for people living on the streets**India**(Bapat, M. and I. Agarwal, 2003)⁶¹

People who are living on the streets in Mumbai described how they struggle to find water from any source possible, as there was no provision for people who live on the streets; however they were sometimes refused. Sometimes there have been fights at taps.

TS1-C-11 Murder of water and sanitation crusader and head of the Orangi Project**Pakistan**(BBC, 2013; International Resource Centre, 2013)⁶²

Parveen Rehman was killed by four gunmen while travelling in her car near the Western Orangi area of the city. Ms Rehman was head of the Orangi Project, one of Pakistan's most successful non-profit programmes, which helps local communities escape from poverty.

The BBC's M. Llyas Khan in Pakistan says her death reflects the increased level of violence in the country's largest city, where scores of people had been killed in 2013 in ethnic, sectarian and criminal violence.

Ms Rehman's associates say that while she had no enemies, her work on land grabbing and illegal water hydrants in and around Karachi may have angered elements involved in this illegal, multi-million rupee business.

Ms Rehman had complained in the past that she had received death threats. At one point some armed men stormed her offices and ordered her staff to leave.

One article⁶³ noted that the police suspected Tehreek-e-Taliban Pakistan militants of being behind the killing. The Express Tribune reported that Ms Rahman had also worked in a Taliban-controlled area in Karachi.

TS1-C-12 Women too frightened to leave the house to use the toilet**Tanzania**(Cavill, S., 2013)⁶⁴

Women in slum/low-income areas in Dar es Salaam, Tanzania, reported that they were too scared to go to the toilet at night, because of fear of sexual or physical assault. In case no one else could go with them, they keep a potty or a bag in the bedroom. Women also reported that they were too scared to leave the house during the day in case their house was robbed by their neighbours while they were using the toilet.

TS1-C-13

Angola

Malawi

Refugee and returnee children's experiences of violence when accessing WASH services(UNHCR, 2006)⁶⁵

In 2005, UNHCR conducted a qualitative study with refugee and returnee children to explore their perceptions and experiences of violence in Angola, South Africa and Zambia. Included in the themes examined were the activities that the children do in the camp, the forms of violence that children witness or experience themselves, the protection strategies they employ, and suggestions they have for preventing and responding to sexual and GBV. The findings from this study were submitted to the UN Secretary-General's Study on Violence against Children. Given the positive response to the initial study, a second phase of participatory assessments was planned for the UNHCR operations in Southern Africa. Phase 2 participatory assessments were undertaken in Botswana, Malawi and Mozambique.

Angola:

"We go with our buckets to the well and the owners of those wells say this is my grandmother's well and if you try to disagree with them they beat us. We try to go very early but otherwise we wait and wait until they have collected. Yesterday I waited from 05:00 until 12:00. These people live in the area next to us and they say they own the wells because they have been here longer." (Girls 13–18)

"At the river we are beaten by the owners of the wells, the women. They shout at us: 'Why didn't you come with your own wells from Zambia?' They beat us with hands, but they also beat us with bottles and sticks. Once I went to collect water and they said: 'You are rude, you are talking as if it is your well', so I was slapped with hands. The other women had to stop them beating me." (Girls 13–18)

Malawi:

Younger children also described a general lack of respect from adults in the camp. This was often related to water collection and food distribution.

"Someone will say 'I have to get water before you' ... even if it is your turn to get water, an adult will come and tell you he has to get the water and you denying will result in you being beaten." (Girls 10–13)

"On the borehole, I have drawn a woman fighting with a child because of water. Me I can say that most of the women think they are more powerful than a child, so if a child wants to fetch water, a woman will say that 'No, you have found me here; you will not fetch water before I fetch', and then the woman starts fighting with the child." (Girls 14–17)

TS1-C-14

Risks of conflicts over drinking water and water for animals

Afghanistan

(Co-operation for Peace and Unity, 2010; Centre for Policy and Human Development, Kabul University, 2011)

*“Many conflicts take place among community members; the families furthest away from waterpoints usually come here to get water, but there is not enough water for all households. This creates conflict, and, once, three people were injured by others with knives because of disputes over water.”*⁶⁶ (Man interviewed in an IDP camp)

The village of Chenar Gai Payan consisted of 400 households but, because of a water shortage, 200 to 250 households migrated to other places in Afghanistan or to Pakistan. The following is the account of a man from the village about the issue:

“We had one spring in our village, but the upstream village dug a deep well that caused our spring to dry up. We don’t have a well, and now the spring is also dried up. During droughts, people who had money migrated to other places. We remained in the village and, with great difficulty, life goes on. One of our villagers went to the neighbouring village, which is two hours away on foot, to fetch water. He was not given water. He came back and told us. We and several elders went to the neighbouring village. A man from that village said that they do not give water to Taliban and that we should dig our own deep well. At this we all became angry and we almost fought with them, but we could not fight with them because, if we did, they would not give us water the next time. The elders intervened in the dispute and made arrangements that we should pay AFN [afghani] 10 per sheep or AFN 100 per hour for water from the other village. The arrangement did not always work, and sometimes they [the people in the other village] refused to give us water, and we were thus forced to drink the same water our livestock drinks, from the kandas.⁶⁷ Our children go to the [neighbouring] village early in the morning and fetch water and then go to school. It takes at least two hours to reach home after fetching water. Sometimes, the children do not want to go for water. They bring three containers of 20 litres in one trip on a donkey, and they go two times a day: once before going to school and then once after school.” (Man from Chenar Gai Payan village)⁶⁸

TS1-D – Socio-cultural violence**(social ostracism, discrimination, political marginalisation, forced behaviours, shame)****Themes from the case studies in this section:**

- Dalit women may face a range of violence when accessing WASH services, including verbal abuse, physical violence and sexual violence, with women from other castes often being the main perpetrators of much of the violence.
- Lack of access to WASH services for marginalised groups can lead to harassment and stigmatisation of children in schools or adults in work over their poor hygiene.
- When water is scarce, the use of water by men for bathing and hygiene is often prioritised before any being available for women or children.
- Domestic servants living in slave-like conditions may be marginalised from accessing WASH services – they may not be able to use the same toilets as their masters, and may not be permitted to participate in community-based hygiene promotion activities or be allocated hygiene-related items when distributions are occurring in humanitarian contexts.
- Traditional norms and stereotypes might deem it shameful, demeaning or ‘unmanly’ for men to collect water.
- Cultural restrictions may mean that women and girls do not feel comfortable using household latrines when the entrance is near to the entrance to the courtyard or is located near to where male members of the family gather.
- A range of taboos and social norms influence what women and girls are allowed to do or not allowed to do during their monthly menstrual period. They may have to sleep outside in the animal shed during their period; they might not use the household latrine due to fear of staining it with blood, leading them to practice open defecation; while some may not wash their bodies for the whole of their menstrual period, leaving them more prone to poor hygiene and infections. Girls are sometimes too embarrassed to stay in school during their periods, because they do not have adequate access to protection materials and facilities.
- People with disabilities may be forced to practice open defecation because public facilities are not designed to be accessible. Otherwise, facilities might be unhygienic making it difficult for someone who has to move across the floor to use them. This puts them at increased risk of violence, or they may try to not eat or drink during the day if they are at school so that they don’t have to use the latrine at school.
- People whose work involves the collection of human excreta from bucket or vault latrines, sometimes known as ‘scavengers’, are often stigmatised and face harassment from other members of the public because of their job, their caste or the smell that is sometimes difficult to get rid of when undertaking the task.
- Refugees, returnees and internally displaced persons may face violence because they are new to an area, and host communities are not happy with them using the water sources they previously used alone or because of their ethnic status, particularly where displacement has happened due to conflict.

TS1-D-1**Sixteen-year-old girl raped, thrown out of her home, then beaten and arrested by police****Sudan**(Médecins sans Frontières, 2005)⁶⁹

“I am 16 years old. On day, in March 2004, I was collecting firewood for my family when three armed men on camels came and surrounded me. They held me down, tied my hands and raped me one after the other. When I arrived home, I told my family what happened. They threw me out of home and I had to build my own hut away from them. I was engaged to a man and I was so much looking forward to getting married. After I got raped, he did not want to marry me and broke off the engagement because he said that I was now disgraced and spoilt. It is the worst thing for me...”

“When I was eight months pregnant from the rape, the police came to my hut and forced me with their guns to go to the police station. They asked me questions, so I told them that I had

...continued

been raped. They told me that as I was not married, I will deliver this baby illegally. They beat me with a whip on the chest and back and put me in jail. There were other women in jail, who had the same story. During the day, we had to walk to the well four times a day to get the policemen water, clean and cook for them. At night, I was in a small cell with 23 other women. I had no other food than what I could find during my work during the day. And the only water was what I drank at the well. I stayed ten days in jail and now I still have to pay the fine, 20,000 Sudanese Dinars (65 USD) they asked me. My child is now two months old."

TS1-D-2

India

Dalit women discriminated against when collecting water and face harassment when defecating

(WaterAid and National Confederation of Dalit Organisations, 2013)⁷⁰

Research was undertaken in 2013 with 10,000 Dalit households across five states. The findings for four of the states are indicated below - Uttar Pradesh, Andhra Pradesh, Madhya Pradesh and Bihar. Selected findings:

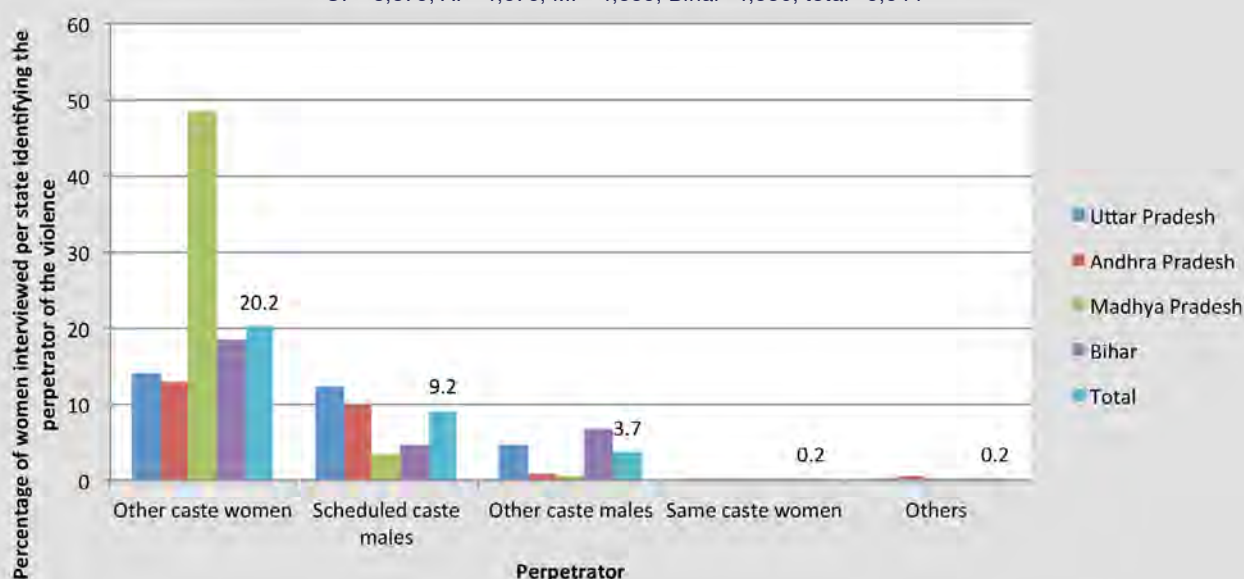
- Women from other castes were the most likely perpetrators of discrimination or violence against Dalit women, then same caste men and then other caste men.
- Violence linked to water collection reported varied from abusive language, vulgar moments, sexual harassment, scolding / threats and physical violence.
- Problems faced due to the delay in fetching water include: physical violence by family members; scolding by family members; small children remain at home alone for long periods of time and risk facing accidents.
- Dalit women also face a range of problems by not having toilets in their premises. These include humiliation and insults; sexual harassment; health problems; painful situations during illness, particularly for stomach-related diseases; risk of accidents when defecating on roads or railway tracks; risk of snake and insect bites; risk of attack by wild animals; and difficulties and pain during their menstrual cycle.

The graphs which follow highlight some of the above issues in more detail. Please note that the data below is provisional data for the study which had not been formally published at the time of inclusion in this case study.

Percentage of Dalit women facing violence related to water collection and use: indicated by perpetrator (multiple options allowed)

(WaterAid and National Confederation of Dalit Organisations, 2013, provisional data)

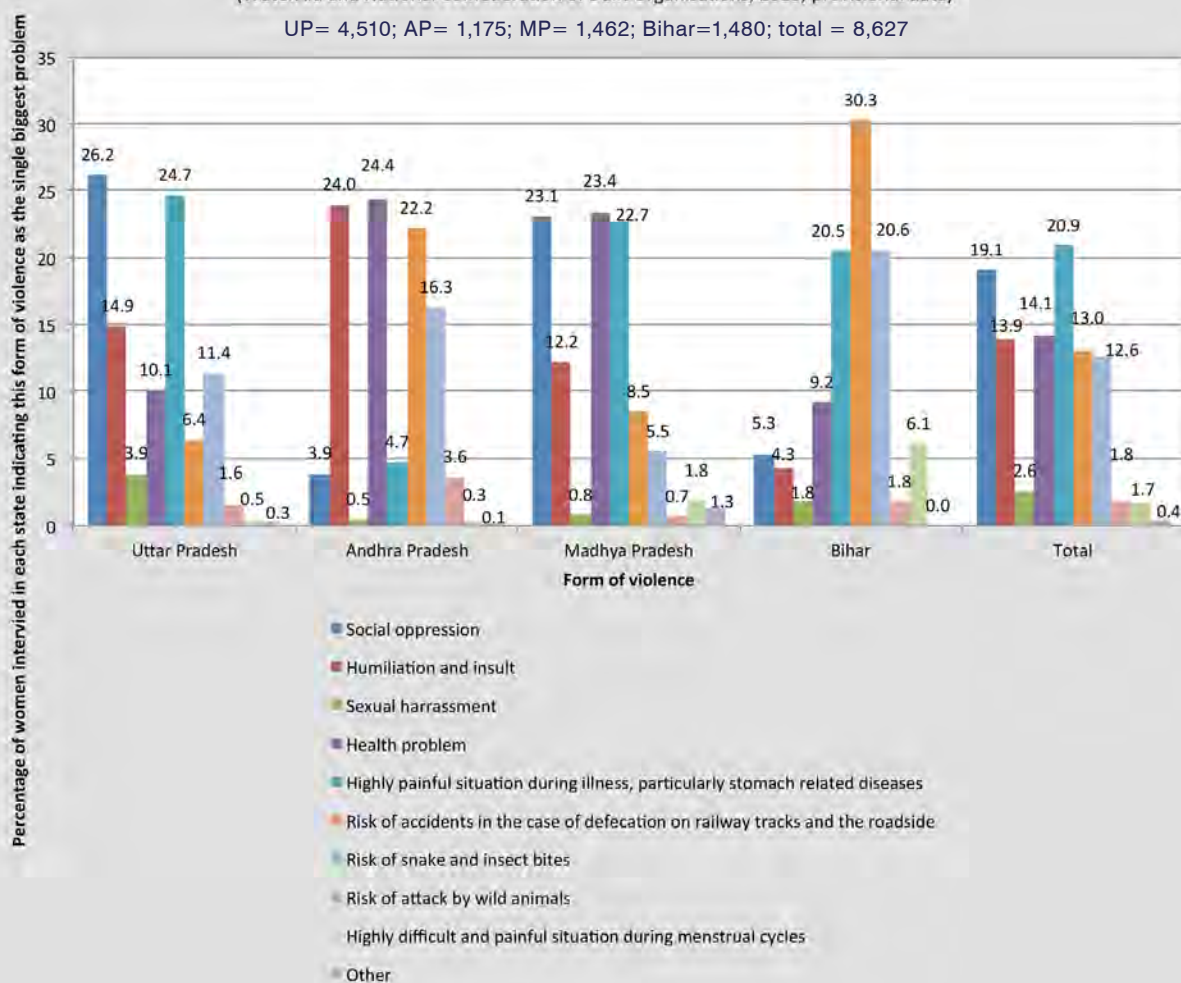
UP=8,879; AP=1,676; MP=1,559; Bihar=1,530; total=9,644



Problems faced by women because of open defecation (the single most important problem)

(WaterAid and National Confederation of Dalit Organisations, 2013, provisional data)

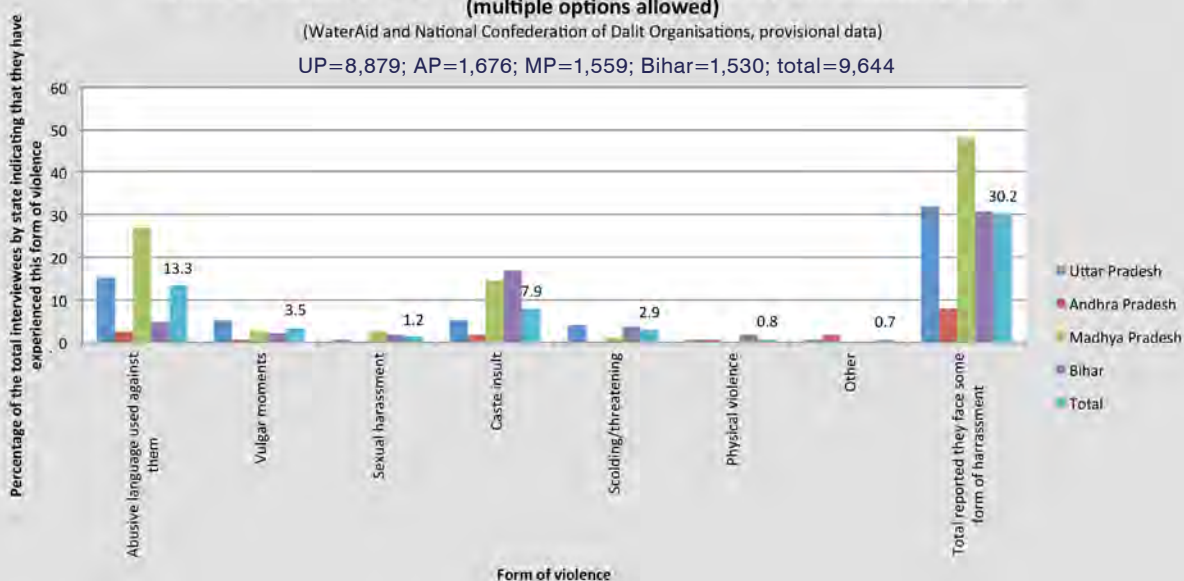
UP= 4,510; AP= 1,175; MP= 1,462; Bihar=1,480; total = 8,627



Forms of violence faced by Dalit women when they are collecting water (multiple options allowed)

(WaterAid and National Confederation of Dalit Organisations, provisional data)

UP=8,879; AP=1,676; MP=1,559; Bihar=1,530; total=9,644



TS3-D-3

Discrimination against the Roma in Slovenia leads to challenges relating to WASH including bullying of children in school

(Amnesty International, 2011)⁷¹

Amnesty International undertook a study specifically looking at the housing and living conditions of the Roma in Slovenia, including their access to water and sanitation facilities. The following highlights the issues they face due to widespread discrimination against Roma communities.

Under Slovenian law, citizens can only obtain access to services if they own or hold other legal claims over the land on which they live, along with requisite planning permission. Due to their lack of security of tenure, many Roma are therefore unable to access even minimum essential levels of water and sanitation. Although a number of municipalities have waived these requirements for informal Roma settlements some, particularly those in southeast Slovenia, have failed to take adequate measures to provide these essential services. Some communities are forced to collect water from petrol stations, cemeteries and polluted streams. Amnesty International found that some people are only able to collect 10–20 litres a day for drinking, bathing and cooking – below the minimum recommended even in humanitarian emergencies. Very few of the settlements are connected to the public sewage system. The main options for residents are to construct outdoor toilets — holes in the ground that are covered with mud when they are full, sheltered by basic wooden structures — or use nearby wooded and other open areas.

The denial of the rights of Romani communities to adequate housing, water and sanitation negatively impacts their rights to education, work and health, and feeds into a cycle of poverty and marginalisation. For instance, in most of the settlements visited while conducting the research, Amnesty International heard frequent reports of Romani children stigmatised as “*smelly*” and “*dirty*” by other students in schools. The lack of water and sanitation also particularly affects Romani women, who bear the responsibilities for washing and cleaning children and clothes and struggle to find privacy for their own hygiene and sanitation needs. Following her mission to Slovenia, on 28 May 2010, the UN Independent Expert on human rights obligations related to safe drinking water and sanitation, issued a statement saying:

“The consequences of this lack of access to water and sanitation are devastating for these communities”, and also: “The implications of the lack of access to water and sanitation for hygiene are particularly serious. Many people explained how their children went to school, but eventually dropped out because they were ashamed of not being able to wash and were therefore teased by other schoolchildren about their odour. Similarly, adults faced difficulties in finding work when they had no way of maintaining minimum standards of hygiene. Women face particular issues when they are menstruating, and those interviewed expressed a feeling of shame for the conditions in which they had to practice their menstrual hygiene.”

She also noted:

“The situation is reminiscent of situations I have witnessed in much poorer countries and astonishing to observe in a country where so much has been achieved for the vast majority of the population.”

Roma women and children noted:

“I don’t go to school because I’m dirty and I smell. Other children make fun of me because of that and call me names and that’s why I hate going there.”

(A 12-year-old girl living in the informal Roma settlement Žabjak in Novo mesto, which is without water, electricity and sanitation facilities)

The girl and her family live in the informal Roma-only settlement of Ponova vas in Grosuplje municipality. Twenty-three people live at Ponova vas Roma settlement, which has no water, electricity or sanitation. They moved to this settlement about ten years ago after they had been evicted from the land where they were previously living. The girl told Amnesty International:

“We have to use the water from the stream, which is very dirty. Children vomit and get diarrhoea very often. They don’t allow us to take water from the pipe at the cemetery and at the petrol station – they say that Gypsies should go away.”

...continued

The mayor of Grosuplje said that the municipality could not provide the settlement with water, since their dwelling is built illegally on agricultural land. They also have no sanitation facilities.

“My boy, who is 11, is ashamed to be washed in a plastic basin in front of everyone. I cannot wash myself in front of my husband or my sons. If men are not home, we women wash ourselves in the stream. In the winter we can only wash our hair and face. We cannot be naked in front of our children. We go to the toilet behind the house – as far away from the house as possible, to the trench. Children go nearer, especially in the dark, because I’m afraid they would fall into one of the trenches. When we had floods we couldn’t go anywhere since water was all around. In the dark I must take the torchlight to go to the toilet, in the daylight we have to check all the time that there is no one around who could see us.”

A resident of the Roma settlement of Goriča vas in Ribnica Municipality, told Amnesty International:

“We have no water. Every day we have to go fetch water from the nearest gas station, from the cemetery or from the water spring which is three and a half kilometres away. Since it is far away we end up paying more for the petrol than we would pay for the water itself. By the time we get home the water is already too warm to drink. In the summer we go to wash ourselves in the local stream; however the police chase us away. In the winter we don’t wash ourselves, except the face. The stream is frozen and the water we bring from the cemetery or spring has to be saved for drinking and cooking. It is normal that we smell and that people avoid us. How do you think our children feel when they make fun of them in school because they smell?”

TS1-D-4

Men ridiculed for collecting water

Uganda

(Asaba, R.B., 2013)⁷²

Adult male involvement in fetching water for household consumption in the parish was uncommon. Traditional norms and stereotypes deemed it shameful, demeaning, ‘unmanly’ and unusual for a man to collect water, especially on a daily basis. Some survey respondents and women in focus group discussions supposed that men who collected water were ridiculed by other men, who urged them to stop or else they risked fetching water in their homes for the rest of their lives. Men also ridiculed other male water fetchers, saying they may have been ‘charmed’ by their partners to be submissive. A female survey respondent from Kanyogoga village alleged: *“Some men tell their [male] friends who collect water that you... you must be bewitched, how do you collect water every day as if you do not have a wife?”* Also, some female FGD participants alleged that a man who fetched water daily was deemed to be *“emotionally unstable”*, *“having something wrong in his head”* or *“nearly mad”*.

“If a man fetches water every day and yet he has a wife and children, we might suspect that he has something missing in his head; he may be mentally challenged.”

(Female FGD, Makondo Village)

TS1-D-5 Taboos and restrictions relating to menstruation**Afghanistan**(Various documented in House, S., et al., 2012)⁷³**India****Iran****Nepal****Tanzania****Ghana****Kenya****Ethiopia****Malawi**

A range of taboos and social norms construct what women and girls are allowed to do or not allowed to do during their monthly menstrual period. The following are examples of social norms which may have negative implications (with approximate percentages of those interviewed who reported that they face the particular restriction), as well as some additional challenges that women with disabilities face in managing their menstruation:

- Women with disabilities in Tanzania spoke of the challenges they faced when menstruating. Women or girls who cannot stand or see, often have to crawl or sit on dirty latrine seats to change their pads or cloths, which not only makes them dirty and soils their clothes but may also put them at greater risk of infection. They also noted that some ethnic groups in Tanzania have taboos around menstruation. For example, menstruating women – even those who are disabled – may have to sleep on the mud floor, which is resurfaced afterwards.
- Women and girls have to sleep separately from family members, sometimes in an outbuilding or animal shed (Nepal, 28 per cent).
- Women and girls are not allowed to wash their bodies/shower/bathe during their menstrual cycle (Afghanistan, 70 per cent; Gujarat, India, 98 per cent; Iran, 52 per cent).
- Girls miss some time or are absent from school during their menses (Ghana, 95 per cent; Nepal, 53 per cent; Kenya, 53–86 per cent in two different contexts; Afghanistan, 29 per cent; Iran, 15 per cent, Ethiopia, 51 per cent; Malawi, 7 per cent).

TS1-D-6**The impact of social norms – women and girls unable to use latrines in the household****India**(O'Reilly, K., 2010 in D. Joshi, no date)⁷⁴

O'Reilly (2010; 53–54) describes that complex gender-space relations influence the fact that while having an individual household latrine may eliminate men's concerns about providing safety for women... for women the need for privacy in public was replaced by the need for privacy at home...; or that the provision of toilets at home did not easily eradicate gendered, social conventions around women's modesty.

Presenting examples from Rajasthan, O'Reilly explains how a sanitation unit built near the entrance to a family courtyard meant that women did not feel comfortable using it, since such spaces opened to public lanes and were also the spaces for men to congregate when they were at home. In strongly patriarchal cultures, these situations are common – in joint family settings where certain men of the same family group need to be secluded from certain women members, as well as in single family households where local culture demands a social segregation of adolescent daughters and fathers.

TS1-D-7**Ethiopia****Sanitation and menstrual hygiene-related challenges affect school attendance and performance**(WaterAid, 2005)⁷⁵

Female students indicated that they often missed classes during menstruation, because cultural restrictions combined with poor hygiene and lack of privacy prevented them from using the school latrines. Certain ethnic groups may fall back a year or even drop out altogether due to the practice of menstrual isolation. Many girls will not use latrines in the daytime, because they are culturally limited to relieving themselves only during darkness. Female boarding school pupils mentioned their fear of using latrines at night due to poor lighting. All studies show that girls' performance, attendance and retention rates are lower than boys, and poor school sanitation is one of the multiple difficulties that girls have to struggle with.

Gender considerations do not form part of latrine construction or maintenance

In many of the schools studied, the latrines were situated badly, such as close to a public road or to the classrooms, and in the majority of cases doors were missing or broken. Although most schools nominally separate male, female and teachers' facilities, male students often ignore the signs. Concerns about privacy overwhelmingly affect girls and women, but women play no part in the planning or design of school latrines, although they may occasionally provide unskilled labour.

TS1-D-8**India****Verbal abuse of scavengers and inhumane working conditions**(Sulabh International, 2013)⁷⁶

Scavenging is the practice of manual cleaning of human excreta from service/dry latrines. The scavengers, mostly women, crawl into dry latrines and collect the human excreta with their bare hands. They then carry it as a head-load in a container to dispose of, often with the muck trickling down over the face and body. Passers-by avoid such persons. If a scavenger comes in close proximity, he or she is showered with a hail of abuse. Scavenging is a caste-based and hereditary profession, which is handed down as a legacy from one generation to the next. These people are the most oppressed and suppressed class of Indian society – they are hated, ostracised, vilified and avoided by all other castes and classes.

TS1-D-9**Ghana****Men's hygiene needs prioritised over those of women or children**(Sorenson, S.B. et al., 2011)⁷⁷

Priorities in water use may be important. Drinking and cooking are the first priorities in domestic water use; water consumption for personal hygiene (for example, handwashing) and sanitation is likely to be sacrificed when the supply is low. Status within the household can affect allocation; for example, in a qualitative study in Ghana, women reported that when water is scarce men have priority for bath water.

Women's health, as well as their dignity and sense of personal worth, can be affected by their experiences while collecting water and, particularly for sanitation-related diseases and illnesses, by the within-household allocation of water itself.

TS1-D-10

Lack of access to girl-friendly WASH facilities leads to them missing school

Malawi

(Emory University and UNICEF, 2013)⁷⁸

Timor-Leste

Hygiene education has been identified as one of the factors that affect girls' drop-out and retention rates. UNICEF Malawi conducted a study more than a decade ago to investigate why girls were dropping out, despite efforts to improve girls' education (Chimombo, et al., 2000). The report noted that female students 'need more time and privacy to take care of themselves. This is not always possible if the girls have to queue for the toilet. As a result, girls may get discouraged with the situation at the school and decide to remain home where they are more comfortable, especially during menstruation periods'.

One student in Nkhatabay District shared her challenges in managing menstrual hygiene in school with the current case study, and spoke about spotting on her uniform:

"Other learners had noticed. I felt so ashamed and embarrassed that I could not return to school until my period was over". Other times, she stated, she would simply leave school during the day and would not come back because she did not have access to water to clean herself or a place to change. She would miss class time due to the lack of WASH facilities, and when she would arrive back at school, the class would have already moved on to a new topic. Because of this, *"I could not do well, no matter how hard I tried, and could not answer any of the questions during the oral exams. I would peep at the other students' work to try to pass the written tests".*

A study conducted in 2011 by Bee, Saneamentu no Ijiene iha Komunitade (BESIK), the Australian Government-funded rural water supply and sanitation programme in Timor-Leste, found that many girls do not attend school during menstruation. The reasons for this were varied, but most were related to a lack of WASH facilities at school; there were often no clean, private or suitable latrines, nor were there places to wash. For girls who use sanitary pads, there was no method for disposal, and for girls who use cloths, there was no water or space for them to wash and dry their cloths. For all girls there was often a lack of private, gender-separated facilities, which led to feelings of insecurity.

TS1-D-11

Lack of access to accessible WASH facilities leads to children with disabilities not drinking or eating during the day

Malawi

(Emory University and UNICEF, 2013)⁷⁹

During the key informant interviews with students with disabilities and their guardians, many students gave examples of restricting their drinking and eating in order to avoid using school facilities. Teachers also spoke of the need to stop class so they could assist students with disabilities to use the latrine, thus disrupting the whole class. Excerpts from the interviews are included below:

"My parents told me to stop drinking water or porridge during the school day, so that I do not need to use the latrine at school. It is dirty and so I will wait to use the latrine when I go home."

(Student, Grade 6)

"When I need water or to use the latrine at school I ask my brother or a friend."

(Student, Grade 6)

TS1-D-12

Kenya

Exclusion from community services due to cost for multiple family members

(Amnesty International, 2010)⁸⁰

An Amnesty International study looking into the issues of violence in Kibera, an urban slum in Kenya, identified the cost of services as prohibiting use:

“We [women] are the ones primarily responsible for ensuring that our children and dependants can access these community toilets and facilities... The main hindrances to using them are the costs involved, and the fact that the community toilet facility here closes by 9pm until the next morning at about 6am. How would you afford paying Kshs 5 (US\$ 0.064) each and every time a child and yourself uses the toilets? Most of us here have at least three or more children and dependants, and can you imagine how much you would spend on toilet use alone...?”

“There is a community toilet run by a co-operative society where I live... However, I am unable to use this toilet because I cannot afford it. One has to pay Kshs 2 (US\$ 0.025) every time you use it and you may have to use the toilet so many times. My neighbours and I have no solution, but to use flying toilets [where people defecate into a plastic bag and then throw it out of their compound, often into a public area] as Kiandaa [on the edge of Kibera] is one of the areas where it is rare to find pit latrines – even of poor quality – within the plots...”

TS1-D-13

Tanzania

Power and access to water

(WaterAid, 2003)⁸¹

Water is power, particularly where it involves the use or control of money. This is especially true where certain groups in the community, such as women, have limited control over monetary resources. The very poorest may also be excluded due to lack of funds. In the design of one community borehole project, women were to be given domestic water for free and cattle owners had to bring diesel to pump water for their cattle. This was the management strategy designed and agreed by the community representatives at the time. However, this translated into women sometimes being expected to sit for the whole day while a few owners of large cattle herds watered their animals. If at the end of the day, when the cattle had finished drinking, there was water left over then the women were able to take the water for domestic use.

Likewise it was reported in another community that, at the traditional wells, if the women did not reach there by four o'clock in the morning, then the cattle and their owners would arrive and the women would have to stop collecting water and wait until the cattle had finished drinking.

To prevent exclusion, and/or particular groups taking control of a community resource, project staff have to try hard to develop methodologies which are inclusive, and work with the men and women of the different social groups to help them identify and respond to these problems. This is neither easy nor quick work, and both patience and persistence are necessary. Societies do not change overnight, but when difficult issues are faced and the people concerned are given support, positive change can happen. For example, to overcome the problem of women having to wait for their 'free' borehole water, the community decided to organise a separate fund, managed by the women, to purchase diesel specifically to pump domestic water.

TS1-D-14

Mozambique

Refugee and returnee children's experiences of violence when accessing WASH services (UNHCR, 2006)⁸²

In 2005, UNHCR conducted a qualitative study with refugee and returnee children to explore their perceptions and experiences of violence in Angola, South Africa and Zambia. Included in the themes examined were the activities that the children do in the camp, the forms of violence that children witness or experience themselves, the protection strategies they employ, and suggestions they have for preventing and responding to sexual and GBV. The findings from this study were submitted to the UN Secretary-General's Study on Violence against Children. Given the positive response to the initial study, a second phase of participatory assessments was planned for the UNHCR operations in Southern Africa. Phase 2 participatory assessments were undertaken in Botswana, Malawi and Mozambique, with workshops planned for Namibia and Zimbabwe in 2007.

Mozambique:

The main problem identified by children in all the groups was fighting (boys' groups ranked it as the biggest problem and girls ranked it, after rape, as the second biggest issue). The younger children drew many pictures of children fighting, and described how children often fought at the water pump, at school, at the football field and around the camp. The younger boys described the conflict simply as 'fighting', but when the younger girls were asked what people said or did they described verbal abuse related to ethnic differences as the main characteristic of the fighting.

"The Congolese they used to tell us at the pump that we don't have to get water here because we are a Burundian."

"They can beat us by saying you are Burundian you are bad, go back to your country."

One older girl described how she and her family collect water at night, because the abuse from neighbours is so bad.

"We draw water when all the people are finished. Me and my father and my family we collect water at night because they chase us away and say you are Tsutsi and you are causing the problems in Congo." [she cried]

"Yes, there are problems maybe they say you are a Hutu, you killed my family, this is why I had to flee my country because of you people." (Girls 14–17)

TS1-D-15

Malian
refugees
in Burkina
Faso and
Mauritania

Domestic worker slaves facing multiple challenges to access WASH

(Duch, P. and S. Carter, 2013)⁸³

The Malian refugee population in Burkina Faso and Mauritania is composed by a variety of ethnic groups such as the Touaregs, Arabs, Peuhls, Bambara and Sonrhais. Their particular social structure includes the existence of a marginalised group that work as domestic servants in conditions of slavery or semi-slavery. This is the case of the 'Bellas' among the Touareg and the 'Haratin' among the Arabs, the two majority groups in the camps. The question of 'slavery' is considered to be a highly 'sensitive' issue, and has not been addressed openly by the different humanitarian actors in the camps. These vulnerable groups are therefore not included in the group of persons with special needs by the UNHCR.

The OXFAM programme identified that the slaves/domestic servants face multiple challenges accessing WASH, including some that put them at increased vulnerability to violence. The challenges they faced included:

- That the slaves/domestic servants were not allowed to use the latrines by their 'masters', creating a risk of violence for women in particular [who may have to resort to open defecation];
- Distribution of non-food items was not done equitably, and it was hard to reach domestic workers – when items were given to the slaves/domestic workers they would often have to hand them over to their masters;
- Lack of presence of all groups in hygiene-promotion activities [leaving themselves and the family they worked for at more risk of WASH-related diseases]; and
- Lack of information received from domestic workers on their needs, as they did not take part in participatory activities set up for the general community.

Refer to further details including how the programme was adapted in: [TS3-B-3](#)

TS1-D-16

India
Pakistan
Bangladesh
Nepal
Sri Lanka

Women professionals in the WASH sector, South Asia

(SaciWATERs, 2011)⁸⁴

This study was exploratory in nature, and was undertaken to understand the profiles, numbers and constraints of women water professionals (WWPs) in the South Asia region. This group includes women working in water resources, irrigation and water supply. Most of the women studied were working in water bureaucracy (i.e. in government structures), but some views were also gathered from women working in NGOs and academic groups such as gender water advocates. The following provides a summary of key aspects of the findings.

Low numbers of women working in the water sector – All of the countries (noted in the left hand column) showed a very small number of women working in water in South Asia. With the exception of three departments in India and Bangladesh, the percentage of women in technical posts was not more than 5 per cent. In some departments – like the irrigation department in Maharashtra, India, and Nepal – it was as low as 1.9 and 1.5 per cent respectively, while in Pakistan the percentage of women in technical posts was just 2.3 per cent. In some countries, non-technical experts from the social sciences are not formally employed in the permanent structures of most bureaucracies in the water sector. When they are employed, this does tend to open up more spaces for women in the sector as, in the current scenario, women are more likely to be social scientists than civil or water engineers.

There is a clear glass ceiling – Looking at employment, there were few women working at the more senior levels. No women in any country were found at the chief engineer level and in some countries, including India, no women were found even at the superintending engineer level. In some countries, a few women were found at the superintending engineer level, with a few also at the executive engineer level.

Main constraints determining women's low participation in the water sector – In discussions with more than 100 WWPs in the region and several focus group discussions with a diverse set of people, the two major constraints that determine women's low presence in the water sector as professionals are: a) constraints that come from the type of work women do and are expected to do; and b) the related but distinct category of content and structure of engineering science itself.

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Challenges in attracting women to engineering studies – Examples of issues that discouraged women from undertaking engineering studies include being told that engineering was a course only suitable for boys, and that it would require site works that a woman cannot do. Women were more likely to take on courses considered to be more ‘feminine’ such as architecture, which has more deskwork than fieldwork. Such courses are seen to better suit women’s biological responsibilities to be a mother and caretaker of children.

Most women engineers and associated technical staff were restricted from undertaking fieldwork and ended up doing deskwork – Of the 100 or so women interviewed across South Asia, a majority of them, especially those from the engineering field, were involved in deskwork of varying kinds. They found this work unchallenging, but agreed that it was a choice that they had made for several reasons beyond their control. The data showed that most of the women in technical posts were either working as sectional engineers or assistant engineers in different departments. Almost all of them felt that their skills were highly underutilised due to the unchallenging nature of their jobs. Most of them were stuck in administrative work and felt that their knowledge and understanding was not being put to good use. In making choices of the kind/type of work they do once in the department, women cited domestic responsibilities as the major reason for not opting for site work. However, this was not always true: some women sought site-related experience early in their careers, but were deliberately kept away from it. This convenient labelling of women never wanting site work was used to keep women away from a rich learning experience, and also away from the corrupt politics of the organisation/sector. A deputy executive engineer said, *“There are more women who joined as executive engineers, but they don’t have any work in the department right now. Therefore, they are assigned the tasks like drafting letters, correspondence that has no relation with their education, so most of the new employees are very disappointed with the job”*. A deputy engineer shared her experience: *“Few years back, I had asked for subdivision office, because I was interested in doing engineering work. But my boss, as well as my colleagues, were very unco-operative. Though my boss gave me an opportunity to work on sites, he told me to go there alone. They were at very interior places and even male engineers used to go in pairs. I had to face so many problems that I finally had to give it up”*.

Women excluded from informal decision-making processes after hours – Usually most crucial decisions were taken after office hours. This point was voiced strongly by the assistant engineers in Andhra Pradesh, who said that women found no time to be part of these informal collectives. They were too busy with their household responsibilities and also found it uncomfortable to interact with men in these informal decision-making spaces.

Different expectations of men and women – Several of the young professionals spoke of their struggle to get jobs of their liking, and shared how they were continuously under pressure to prove their mettle without falling prey to various tactics: *“If a man is doing something wrong, then nobody tells him so. But similarly if a woman does, there are so many people who point it out. So women are always under pressure if they do anything wrong”*. Another contributor noted: *“Many times I’m not involved in important decisions just because I’m a woman. If there is some problem in the village and we organise a meeting to solve it, my role is limited to organise the meeting, facilitate people to attend, control the people gathered and start the discussion; in short preparing the groundwork. Later when the decisions are taken, my opinion as an expert is not considered. Then it becomes a male issue”*.

Normative behaviour expected of women – Most women, whether engineers or otherwise, enter so-called gender-neutral organisations, and here normative behaviour is expected of them. In Pakistan, for example, women said that they couldn’t shout or laugh loudly in offices, that they should be good looking, smart and well dressed, and caring as well. Politeness is valued. *“I was shocked when during the interview one of the members of the interview committee asked me not to apply make-up or dress up the way he thinks unsuitable”*. In addition, if a woman is dynamic she is seen to be egoistic and stretching herself too far.

Lack of gender-segregated toilets, facilities for transport and security in the field – In all of the countries, what came out clearly was that basic facilities like clean, separate toilets were missing or in locations that could be a hindrance to their use. Most of the offices continue to be housed in old buildings, which were constructed at a time when it was not conceived

...continued

that women could be employed in the water sector. In Pakistan, all of the women employees mentioned a significant lack of facilities for fieldwork for women such as transportation, lodging and boarding facilities. Evidence showed that women themselves have to pay for fuel and transportation, although this is refunded at a later date. Another striking problem that most women face in the field is the lack of security. This was voiced by women from all the countries, but more so in Pakistan and Bangladesh.

Challenges in taking maternity leave and childcare – In an office in Pakistan, women were not entitled to maternity leave with pay and it was a herculean task to get approval for leave. In this office, women were not considered to be acting as professionals if they asked for leave for maternity/reproductive health problems or if they refused to work late hours. Most offices do not have childcare facilities. There are no facilities for bringing in infants or for breastfeeding them on the office premises. Such a condition not only affects the mother's health, but also has an adverse effect on the child. In Bangladesh, of the 32 women interviewed only seven said that their office had daycare.

Women in leadership – Most men find it difficult to accept women in leadership roles. They are usually more comfortable in brotherly, fatherly roles with women. Women had a mixed response to women bosses. Some were sensitive to women's outside responsibilities and allowed for more flexibility in work hours, but some were rigid and refused to budge on the rules. In fact, women said that sometimes male bosses were more considerate in this regard.

Women need to prove themselves more than men in the same roles – *"As a woman I had to struggle to prove my mettle. Whereas my male colleagues were encouraged to take on new responsibilities, they got more exposure and so they matured faster. They easily get sites, but for me I got it late. There is a protective attitude towards women which is not always positive". "At office level, I continuously have had to prove myself. The seniors always seek opportunities to find faults. [The] smallest of ... mistake[s] is not spared".*

Other socio-cultural challenges in addition to being female – Caste is also an important factor for the basis of ill treatment. One of the social scientists said: *"I have suffered due to caste discrimination. Some people refuse to accept that I can speak well, write well, so they try to find opportunities to point out my mistakes. One of my male colleagues used to call our driver by my surname, although his surname is different. He meant to convey that Dalits only deserve to be [in] such posts. He used to do such things to humiliate me".*

Sexual harassment – Most of the women were not forthcoming when discussing sexual harassment in the work place. Very few women shared their personal experience: they said that they had heard there were problems with other women, but that they themselves had never actually faced this. However, the following examples were shared:

- In Pakistan, women were extremely articulate and narrated their experiences regarding men's behaviour towards them. A majority of women here reported cases of harassment, and some of them left their jobs for that reason: *"Yes we are asked by male bosses to dress in a particular way. In fact many appointments too are done looking at women's faces rather than their work expertise ...". "Often men ask us to come to their cabins when some of their male friends come to visit them". "We are also asked to perform their personal tasks not related to office jobs. For example writing/preparing assignments of their children or writing personal papers/articles/book chapters for them".*
- In Maharashtra a woman employee said, *"During the Gadgebaba Swatchata Abhiyan (Total Sanitation Programme) one woman sanitation expert had made a complaint to us about the chief executive officer (CEO) of a district who would often call her to his cabin after the office hours. She was on a contractual employment, so was scared to give a written complaint ... We sympathised with her, and suggested that she should take a drop until [while] this CEO is in charge, and when he is transferred we will recruit you back. But then she got same work in [a] different district".*
- A community development expert said, *"A lot of harassment is done in subtle ways – like transferring a woman to a difficult field area, allocating her tedious tasks not related to her brief".*
- *"As I'm the only one who opposes malpractices here, I've faced [a] lot of harassment. Some people used to make comments about my character, suggesting I [am having] an affair with a male colleague. That is the most common form of harassment women have to face".*

...continued

- Although there were a few women who said that they experienced sexual innuendos, most women did not recognise subtle forms of sexual harassment. For example one said, “... *there were times when comments and remarks were made when we were attired in trousers. This made us feel uncomfortable*”. Yet the response of this woman had been to give in to the harassers and stop wearing trousers to office, although she admitted that wearing trousers was easy and safe for her as she had to travel by train.

Contributions that women bring to the sector – These were also shared by the women professionals in the study. Examples included:

- The ideal officer was described as not one with technical competence alone, but also one who has the ability to communicate with people and establish a rapport with communities. These are largely the voices of social scientists in the sector, but also increasingly of sensitive women engineers.
- In a focus group discussion in Pakistan, women said, “*There are differences in the way men and women think, because they experience different realities based on different types of attitudes they face in society. Women’s interests are usually discounted in their absence in decision-making. Apart from this, women bring [a] different set of values and perspectives to work*”.
- In the Sri Lankan experience, women engineers from the Irrigation Department who worked in the field stated that they had the ability to communicate better with both men and women farmers and that they were accepted in the community and at field level. For example, in walk-through surveys women responded better to women engineers than to men, as they could discuss their problems with them. In projects that demand women’s participation in large numbers, such as the community water projects of the Water Supply and Drainage Board, the community actually preferred to have women engineers and technical assistants deal with them.

For a wider variety of experiences and findings refer to the main report.

TS1-E – Cross-cutting case studies

Themes from the case studies in this section:

- Women and girls are frightened to use public services at night, because of fear of harassment or rape.
- Sometimes men hang around public facilities or sit and play cards with the caretaker, which prevents women and girls from using the facilities.
- A lack of locks on latrine doors and lighting on the way to and in public facilities can make women and girls less likely to use them at night.
- Boys can look down into public sanitary facilities in urban areas where the facilities are not roofed.
- Sexual harassment of young girls is not reported, because of fear of damaging the family's image in the society.
- Filing water from tankers can be dangerous, as a result of harassment as well as physical violence.
- Girls report not eating and drinking in the mornings before going to school, as they have to queue for long periods to collect water.
- Poor drainage and solid waste piled up on paths to/from facilities can lead to men brushing by women's bodies as they walk pass one another.
- Waste blocking drainage channels can also become the source of physical fights between neighbours, particularly when water becomes stagnant in front of their homes.
- Poorly designed public facilities and those that are poorly maintained may be difficult to access for people with disabilities.

Violence related to urban services including WASH services in Delhi

(Women in Cities International, Jagori, International Development Research Centre, 2011)⁸⁵

The following case study provides learning from an in-depth study with two communities living in resettlement areas in Delhi, Bwana and Bhalswa. It provides a useful insight into the range of violence-related challenges that are being faced in these areas.

Title	Violence related to water and sanitation in Delhi
Context	<p>In Bawana, there are community toilet complexes (CTCs) which include latrines, showers and locations for washing laundry. These are under the jurisdiction of the Municipal Corporation of Delhi and the Delhi Development Authority, which have a mixture of charges for use at different times and for men, women and children. Some are subcontracted to private management and these all close by 10pm, leaving people to defecate either in open areas or in home-based toilets with septic tanks (where they exist). Water standpipes are out of action and hence water has to be collected from further distances away. Drains are often blocked, and although there are designated locations for collection of solid waste they are deemed too far away and hence garbage is disposed of on vacant plots, in parks and on street corners. In Bhalswa, most people bathe and wash laundry in the street outside their homes. They often use leachate from a local landfill for bathing, cooking and sometimes even for drinking. Most residents rely on tankers for water, which come to the area every ten days or so.</p>
Gender based violence and WASH	<p><i>"A pucca [good quality] road has been constructed there. Men keep coming and going. One is embarrassed to defecate there. I dare not go alone or send my daughter alone there. One feels scared... it is so unsafe that in the summers, four or five women go to the toilet in a group at 11–12 in the night. Boys keep standing there, and often they snatch and hurt us for money. Women or girls who don't have money are molested and sexually harassed."</i></p> <p>(Interview with Sunita from Bawana, 60 years old)</p>

...continued

“Cases of sexual harassment against very small girls do take place, but often they are not reported for the fear of damaging the societal image of the girl and her family.”

(Interview with Anuba in Bhalswa, 16 years old)

Gendered time in the context of essential services:

- Filling water from the tankers is often a violent process, during which women and girls face sexual harassment.
- Some women have to take water from their work places, and face heckling on public transport from bus conductors and fellow passengers for taking up more space.
- For women who have to take water from 2–3km from their homes, this reduces the time they can spend on livelihood or childcare activities.
- Between one and two hours of the day are spent collecting water, or longer when the supply is irregular, and more time is spent queuing to use public toilets or to reach areas for open defecation. Girls have reported not having time to eat in the mornings before going to school due to queuing.

Violence in the context of essential services:

- Women and girls are subject to sexual harassment, assault and abuse in public service sites, as these are poorly designed and maintained. Boys and men stare, peep, hang out and harass women and girls in nearby toilet complexes. They are afraid of collecting at certain waterpoints due to hostile and unsafe environments.
- The design of the CTCs is such that there is an open roof which allows men/boys to look inside. In Bhalswa, boys from neighbouring homes keep their pet birds on the roofs of the CTC and therefore constantly seem to loiter around the rooftops. There are broken latches/doors in the toilets and washing spaces. Large numbers of boys play cricket, hang out in groups or play cards with the caretaker. Their constant presence violates the privacy/space that girls/women need for the use of the toilets and for bathing.
- The spaces for open defecation have shrunk. Women use these spaces primarily after dark, and because of risks of harassment and rape women have had to come up with adaptive measures. These include going out into open fields in groups, eating and drinking less during the evening hours so that they won't need to relieve themselves, and/or hurriedly relieving themselves – all adding to anxiety and potential health problems.
- Younger/adolescent girls are not allowed to go to some sites where fear of harassment is more likely, such as where groups of men and boys hang out.
- Poor drainage and piles of solid waste narrow paths and lead to increased incidents of boys/men brushing past women/girls when walking along them.
- Drainage passing by the houses can also be a source of serious arguments/fights between households, especially when one tries to stop waste and ponding in front of their own house leading to backing-up of water to another house.
- When electricity fails the water pumps stop working, while lighting in the CTCs is also cut. The caretakers have generators, but will not put them on until someone pays for them to do so. Women may have to enter the men's complex to get water and face being stared at or followed to their homes. Returning home after open defecation without lighting is also frightening. Women have reported increased groping when there is no electricity.
- Women feel a loss of dignity in using the toilets, particularly when menstruating, as there are no disposal bins for sanitary protection materials and so the waste can just lie in the complexes.
- Women with disabilities and who are pregnant also face challenges in using the facilities, as the toilets do not have seats or support and they find it difficult to balance.

Key risk areas

- Water which is far away from the home, intermittent or located in places where men and boys gather can lead to harassment, rape, long time periods spent collecting water, and fights at queues for water.
- Toilets which are not lit, which have broken doors or locks, the interiors of which can be viewed from the outside, where boys or men loiter outside, or which are not accessible 24 hours a day – can all lead to harassment and rape and hence anxiety in their use.

...continued

- Toilets which are unhygienic, do not have menstrual hygiene disposal bins, and do not have seats or hand-rails for women and girls who are pregnant, elderly or have disabilities – can be a challenge for access and dignity.
- Solid waste blocking pathways and drains and poor and stagnant drainage – means less access and space for women and girls to walk without being brushed up against by men and boys.
- Lack of street lights and light in and around facilities – can hinder use of the facilities by women and girls at night.

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- Jagori, Video: first of three videos, 'Our Lanes Our Lives'. Available at: <http://jagori.org/category/video/> (video length 21.30 min) [accessed 11 October 2013]. This video highlights the problem of harassment for women when walking through unlit lanes at night in urban areas. See [TS2-B-3](#).

Endnotes

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

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Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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**VIOLENCE
GENDER
& WASH**

A PRACTITIONER'S TOOLKIT

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

Toolset 1

**Case studies –
Violence, gender and WASH**

VIOLENCE GENDER & WASH

A PRACTITIONER'S TOOLKIT

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

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

This toolset includes:

1. Links to videos which highlight examples of vulnerabilities to violence in relation to WASH
2. Links to videos which show examples of good practice in programming with the potential to reduce the vulnerabilities to violence related to WASH



Matthew Fryer / University of Winchester

The following videos can be used for training and awareness raising on violence and WASH and on good programming practices:

- Videos – Set A – Examples of violence, gender and WASH
- Videos – Set B – Good practice in programming and services with the potential to reduce the vulnerabilities to violence related to WASH

Video TS2-A-1 – ‘As safe as toilets?’

This video has been developed specifically for the toolkit as an introductory video on violence related to WASH, prompting the audience to reflect on whether they should be considering these issues in their work.

Some of the videos are available on the USB associated with the toolkit; otherwise they can be accessed through the web link provided.

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).

Videos – Set A – Examples of violence, gender and WASH

Code	Focus	Notes	By whom	On USB / size
TS2-A-1	‘As Safe as Toilets?’	<p>Introductory video to the toolkit on violence linked to WASH which can also be used as a stand-alone for trainings.</p> <p>Purpose of the video:</p> <ol style="list-style-type: none"> 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. <p>It poses questions to viewers on their responsibilities as WASH practitioners in reducing vulnerabilities to violence.</p> <p>Refer to the: Facilitators’ notes for the video: ‘As Safe as Toilets?’, for more information, tips on how to use the video and notes by scene</p>	<p>(6.41 min)</p> <p>Available from http://violence-wash.lboro.ac.uk</p> <p>SHARE / WaterAid / University of Winchester</p> <p>Funded by: DFID / UK Aid</p> <p>Co-directed by: Matthew Fryer Harry Fishwick</p> <p>Edited/Animated by: Matthew Fryer</p> <p>Animatics by: Harry Fishwick</p> <p>Written by: Sarah House Suzanne Ferron Dr Marni Sommer Dr Sue Cavill</p>	<p>On USB</p> <p>High resolution: 386.6 MB (MP4)</p> <p>Low resolution: 40.1 MB (AVI)</p>
TS2-A-2	‘Woman’s Song Against Open Toilets’ India	Song reflecting the fears, insecurities and difficulties women face around safe access to sanitation.	<p>http://www.youtube.com/watch?v=OuHlg9MQuA</p> <p>(3 min)</p> <p>Asha Pandey for Waqt Ki Awaaz radio service</p>	<p>On USB</p> <p>18.8 MB (AVI)</p>
TS2-A-3	‘1 in 3’	Campaign video from 2012 highlighting dangers for women in accessing safe sanitation using a high-income country context.	<p>http://www.youtube.com/watch?v=Z4aHy49waoE</p> <p>(2.08 min)</p> <p>WaterAid, UK</p>	<p>On USB</p> <p>8.5 MB (AVI)</p>
TS2-A-4	Impacts on women and girls of a lack of WASH, including violence	Video for International Women’s day 2012, including a section on violence linked to WASH.	<p>http://www.youtube.com/watch?v=4Qec2EKCCkM&feature=player_embedded</p> <p>(3.59 min)</p> <p>WaterAid</p>	<p>On USB</p> <p>41.3 MB (AVI)</p>

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Code	Focus	Notes	By whom	On USB / size
TS2-A-5	'Slum Stories: Kenya – Going to the Toilet in a Slum'	<p>Video about sanitation in the Kibera slum, including toilets, bathing and solid waste, with some references to violence linked to WASH.</p> <p>Refer to the associated publication on the USB stick.</p>	<p>http://www.youtube.com/watch?v=h65tGO2tojQ</p> <p>(6.06 min)</p> <p>Amnesty International</p>	On USB 71.8 MB (AVI)
TS2-A-6	'The Bucket'	<p>Short video about vulnerabilities to violence faced by women and girls in Indian slums when they do not have access to safe sanitation.</p>	<p>http://www.youtube.com/watch?v=CDXSazePq2s</p> <p>(<1 min)</p> <p>Video Volunteers</p>	On USB 7.6 MB (AVI)
TS2-A-7	'Beyond the Factory Floor'	<p>Video documenting vulnerabilities to violence linked to WASH facilities when women and girls are living in accommodation provided by the garment factories in which they work in Cambodia.</p>	<p>http://www.actionaid.org/publications/women-and-city-examining-gender-impact-violence-and-urbanisation</p> <p>(3.22 min)</p> <p>ActionAid</p>	On USB 17.5 MB (MP4)
TS2-A-8	Case study from Kenya on girls using transactional sex for sanitary pads	<p>Minutes – 6.16 to 10.21 of a longer video.</p> <p>Video by the Salamander Trust on Florence Kilonzo, who was at the time working for ActionAid. It describes her experience of using Stepping Stones process in Malindi in the Coast Region of Kenya.</p> <p>She explains an issue of girls not telling their parents when they started menstruating, because of a misunderstanding that they must be having sex, as well as their missing school as a result. In addition, it tells of how the girls turned to transactional sex to pay for sanitary pads. The programme carried out an advocacy programme to overcome these issues, building on learning about the issues from the girls.</p> <p>Refer to TS3-E-1 for further information on the Stepping Stones participatory tools.</p>	<p>http://www.salamandertrust.net/index.php/Resources/Video_Resources_2_-_Stepping_Stones_in_Kenya?video=Florence.flv</p> <p>(4.05 min of a longer 17 min video)</p> <p>Salamander Trust</p>	On USB 547 MB (M4V)

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Code	Focus	Notes	By whom	On USB / size
<u>TS2-A-9</u>	<u>'Dalit Women Demand Sanitation Dignity'</u> India	Video documenting dangers and harassment faced by Dalit women due to a lack of adequate access to sanitation.	http://www.youtube.com/watch?v=SN0PNR6Tf30 (2.05 min) Video Volunteers	On USB 15.3 MB (AVI)

Videos – Set B – Good practice in programming and services with the potential to reduce vulnerabilities to violence related to WASH

Code	Focus	Notes	By whom	On USB / size
<u>TS2-B-1</u>	<u>'Safer Cities: Fear Holds Girls Back'</u>	This video includes sanitation-related case studies, plus participatory safety walks and mapping involving adolescent girls. Refer to <u>TS3-A-2</u> for further details of the participatory processes utilised.	http://plan-international.org/girls/stories-and-videos/-safer-cities-fear-holds-girls-back.php (7.30 min) Plan International on their safe cities work	On USB 46 MB (MOV)
<u>TS2-B-2</u>	<u>'Making Work Safe: Safety Mapping Tool'</u>	Animated video explaining the steps in undertaking safety mapping. It outlines the tool being used to consider the risks to a refugee in terms of her livelihoods. It also has lessons relevant to accessing WASH services. Refer to <u>TS3-A-3</u> for further details of the safe-scaping participatory safety mapping processes.	http://womensrefugeecommission.org/resources/video-gallery/making-work-safe-safety-mapping-tool (2 min) Women's Refugee Commission Also see: www.womensrefugeecommission.org/resources – for a publication on the safety mapping tool	On USB 31.6 MB (MP4)

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Code	Focus	Notes	By whom	On USB / size
TS2-B-3	'Our Lanes... Our Lives'	<p>A series of three videos on processes facilitated by Jagori and partners to develop solutions to reduce violence related to urban services. These are available through the weblink (please note that there are three videos on the web and two on the USB):</p> <p>A – Public services video - Showing women being harassed (cartoon) and then how the harassment was reduced by installing lighting.</p> <p>B – Our Lanes...Our Lives - The video(s) (this video is in two parts on the web) discuss how Jagori and partners worked with a community to undertake advocacy. They show how they undertook a safety walk involving local officials, women and other community members. The process helped them to understand their rights in relation to garbage and water and sanitation, and to undertake lobbying by working together as a group.</p> <p>Refer to TS3-A-1 for further details on the work of Jagori and partners on safety related to urban services.</p>	<p>http://jagori.org/category/video/</p> <p>(Public services video = 1 min)</p> <p>(Our lanes... our lives USB = 21.30 min)</p> <p>Jagori</p>	<p>On USB</p> <p>A = 5.6 MB (AVI)</p> <p>B = 124 MB (MOV)</p>
TS2-B-4	'The Scavengers – India'	<p>Video about the lives of scavengers in India who clean up waste from the streets and their role in sanitation. It also discusses the work of Sulabh International in supporting their livelihoods and raising their status through sanitation, so providing an example of good practice.</p> <p>Refer also to TS3-D-2 for further information on the work of Sulabh International.</p>	<p>http://www.youtube.com/watch?v=mCecQrh8AZo</p> <p>(20.19 min)</p> <p>Journeymanpictures</p>	<p>View through webpage link</p> <p>112.8 MB</p>

... continued

Code	Focus	Notes	By whom	On USB / size
TS2-B-5	'W of Women = Will'	Video about women's collaborative action and leadership to get safe and hygienic toilets in their vicinity in an urban slum in India. It shows poor and unsafe toilets in the slum and the joint action of 200 women to get the authorities to build safe toilets. It highlights the leadership by the women to make this happen.	http://www.youtube.com/watch?v=WMBMwsMSjtE (2.16 min) Video Volunteers	On USB 15 MB (AVI)
TS2-B-6	'Through Our Eyes'	Using community video to promote discussion on violence-related issues at the community level. This participatory communication initiative aimed at addressing issues on: violence, HIV/AIDS and 'harmful traditional practices within conflict-affected communities'. The video summarises positive outcomes of an initiative in Liberia, including footage from a workshop, and includes case studies on GBV. Whilst the video is not specifically on violence related to WASH it has useful lessons which are relevant. For more information on good practices for community video please refer to TS3-E-2 and the Community Video for Social Change: A toolkit. http://www.arcrelief.org/site/PageServer?pagename=videoforsocialchange_toolkit (on USB stick)	http://www.arcrelief.org/site/PageServer?pagename=VideoThroughOurEyes (8.07 min) American Refugee Committee	View through the web link
TS2-B-7	'Stepping Stones Revisited: Stories from the village of Buwenda, Uganda'	A clip is available through this link of the 'Stepping Stones Revisited: Stories from the village of Buwenda, Uganda' process. It includes the use of role play and then play back to the wider community for discussion and debate. This is a clip from an entire DVD of the same name, which is available to buy directly from the Strategies For Hope website at: http://www.stratshope.org Refer to TS3-E-1 for further details of the 'Stepping Stones Revisited: Stories from the village of Buwenda, Uganda' processes and links to further videos.	www.stratshope.org/resources/dvds_item/stepping-stones-revisited (7.52 min) Strategies for Hope	View through the web link

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Code	Focus	Notes	By whom	On USB / size
TS2-B-8	'Boys Show the Way'	<p>A short video on boys being involved in the 'We Can' Campaign in Asia to stop violence against women. This video does not focus specifically on WASH, but shows boys engaging on the issue of violence against women and through understanding the issues making changes in their own lives at home, such as sharing the housework with their sisters, as well as undertaking advocacy activities in their schools and communities.</p> <p>Refer to TS3-E-3 for more information on the We Can Campaign and working with men to prevent violence.</p>	<p>http://wecanendvaw.org/we-can-videos (8.31 min)</p> <p>We Can Campaign, South Asia</p>	<p>On USB 472 MB (VOB)</p>

Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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.

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.

**VIOLENCE
GENDER
& WASH**

A PRACTITIONER'S TOOLKIT

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

Toolset 2

Videos on violence gender and WASH

VIOLENCE GENDER & WASH

A PRACTITIONER'S TOOLKIT

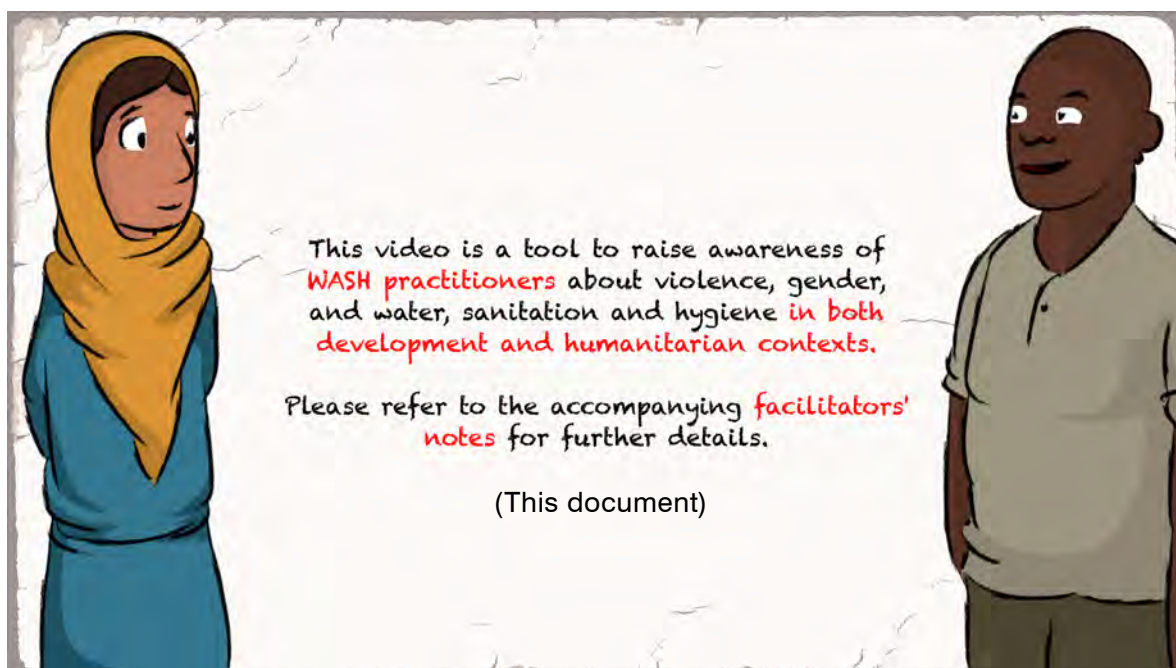
Making water, sanitation and hygiene safer through improved programming and services

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.

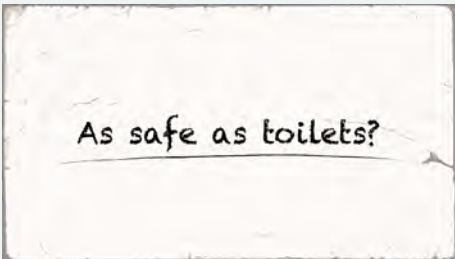



The table that follows provides an overview of the text as the video progresses and also some notes on what is depicted in each scene. This can be used for preparation of translation and also for the facilitator to explain any elements that may not be clear for the participants.

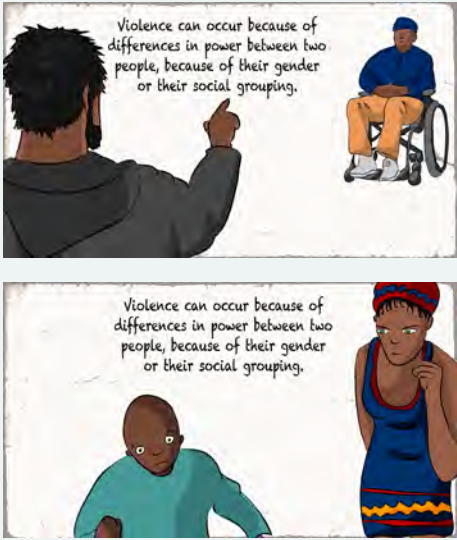

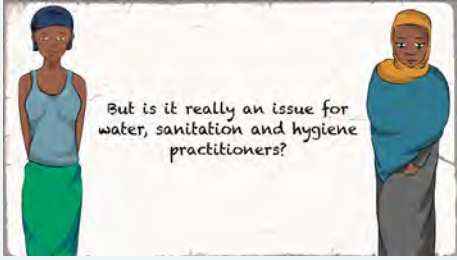

While the explanation of what is being portrayed in the various scenes is noted below, people viewing the video may also be prompted to consider and discuss other issues which can then be developed further through continued discussion within the group.

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 WASH practitioners about violence, gender, and water, sanitation and hygiene in both development and humanitarian contexts.</p> <p>Please refer to the accompanying facilitators' notes 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>One in three 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 70 per cent 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"> • Man towards a woman; <p>... continued</p>


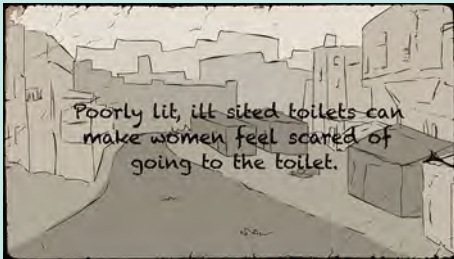
Mins	Text	Scene on the video	Explanation / notes
	... continued		<ul style="list-style-type: none"> • Man towards a man with a disability; and • Woman towards a child.
0.46	It is a daily reality for many women, girls and sometimes boys and men in many contexts around the world.		The woman is walking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

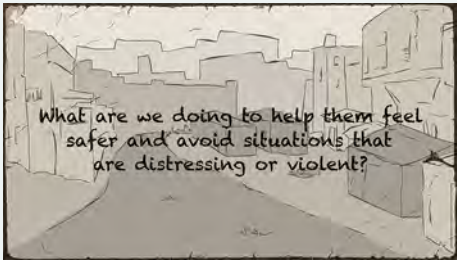


Mins	Text	Scene on the video	Explanation / notes
1.21	Can we have a toilet like our neighbours?	 	A young woman asks her husband if they can have a toilet like their neighbour's toilet.
1.25	Can we have a toilet like our neighbours?		She points at the neighbour's toilet.
1.30		 	<p>The husband looks 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"> • Fistula • Fear • 'Honour' killing by family members • Rejection by the family • Pregnancy • Shame • Depression • Accusations of adultery • Mockery by the community • STIs – HIV, Hepatitis etc. 		<p>Refer to the toolkit (BN2) 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	Poorly lit, ill-sited toilets can make women feel scared of going to the toilet.		Summarises the previous slide.

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?		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. Two women and four men are seen in a community meeting discussing WASH.
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	Female WASH professionals, committee members or pump mechanics as well as those from minority groups may face a number of challenges, for instance: <ul style="list-style-type: none"> • Their views and skills may be dismissed • They may face harassment or be bullied • They can be perceived as taking jobs away from men 		

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>How well do we support women and people from minority groups to take on these roles?</p>		Possible implications.
5.06	<p>Inadequate access to water and sanitation can also lead to conflict.</p> <p>How can we help to address this risk?</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	Control over resources can lead to the abuse of power. How can we make sure this power is used responsibly?		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.
5.40	Do these kinds of situations happen in the communities we or our organisation works in or within our organisation itself?		Prompts viewers to consider if these are issues in the projects or organisations in which they work. The image indicates the role of men and women in considering and reducing vulnerabilities to violence.
5.50	Are these issues that as WASH practitioners we should be considering?		Revisits the key question from the beginning of the video. The image indicates the role of men and women in considering and reducing vulnerabilities to violence.
6.02	This video is a tool to start the conversation on violence that can occur linked to WASH. The next step is to consider what we can do in practice ...		The image indicates the role of men and women in considering and reducing vulnerabilities to violence.

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>“Violence, Gender and WASH: A Practitioner’s Toolkit – Making water, sanitation and hygiene safer through improved programming and services”.</p>	 <p>For practical guidance on reducing vulnerabilities to violence related to WASH, see the:</p> <p>“Violence, Gender and WASH: A Practitioner’s Toolkit – Making water, sanitation and hygiene safer through improved programming and services”.</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>Written by: Sarah House, Suzanne Ferron, Dr Marni Sommer, Dr Sue Cavill</p> <p>Co-directed by: Matthew Fryer, Harry Fishwick</p> <p>Edited/Animated by: Matthew Fryer</p> <p>Animatics by: Harry Fishwick</p>	 <p>Written by: Sarah House, Suzanne Ferron, Dr Marni Sommer, Dr Sue Cavill</p> <p>Co-Directed by: Matthew Fryer Harry Fishwick</p> <p>Edited/Animated by: Matthew Fryer</p> <p>Animatics by: Harry Fishwick</p>	
6.34	<p>Logos: UKAid; SHARE; WaterAid; University of Winchester</p>	 <p>UKAid</p> <p>SHARE</p> <p>WaterAid</p> <p>THE UNIVERSITY OF WINCHESTER</p>	
6.41	End		

Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

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](#).

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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.



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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).

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.

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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

<u>TS3-B-1</u>	Linking water, sanitation, hygiene, health and protection Democratic Republic of the Congo	<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>
<u>TS3-B-2</u>	Linking WASH and protection teams Democratic Republic of the Congo, Yemen, South Sudan	<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>
<u>TS3-B-3</u>	Ensuring safe and equitable access to marginalised Malian social groups in refugee camps Mauritania and Burkina Faso	<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

<u>TS3-C-1</u>	Adolescent girls designing school WASH facilities Papua New Guinea	<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>
<u>TS3-C-2</u>	Women's WASH Platforms Bangladesh	<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>
<u>TS3-C-3</u>	Considering protection in water supply and hygiene promotion in humanitarian responses Bangladesh and Sudan	<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>
<u>TS3-C-4</u>	Innovations in WASH in emergencies to improve dignity and reduce violence against women	<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

<u>TS3-D-1</u>	Community-Municipal Corporation-NGO partnership for slum infrastructure improvement Tiruchirappalli, India	<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>
<u>TS3-D-2</u>	Community-managed sanitation supporting the emancipation of scavengers Sulabh International, India	<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>
<u>TS3-D-3</u>	Community-designed and -managed latrine blocks and women's savings co-operatives in urban areas Pune, India	<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

<u>TS3-F-1</u>	Strategic framework for women's safety Delhi, India, 2010	<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>
<u>TS3-F-2</u>	WASH Accountability Resources – Ask, Listen, Communicate, Global WASH Cluster	<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>
<u>TS3-F-3</u>	Sphere Humanitarian Charter and Minimum Standards for Humanitarian Response	<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>
<u>TS3-F-4</u>	IASC gender and GBV guidance for humanitarian response	<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>
<u>TS3-F-5</u>	International Rescue Committee, Environmental Health Sector Framework	<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

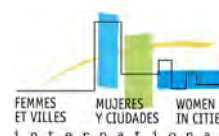
<u>TS3-G-1</u>	Code of conduct for technical and vocational training schools Liberia	This code of conduct was developed to support the placement of women and girls in technical and vocational training in Liberia. The WASH sector relies heavily on the skills of technicians and engineers to ensure good 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.
<u>TS3-G-2</u>	Supporting and empowering girls and women studying engineering and technical trades TUSEME Club, Liberia	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.
<u>TS3-G-3</u>	Standards for professional conduct International Rescue Committee	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.
<u>TS3-G-4</u>	Gender equality policies Plan International and the International Save the Children Alliance	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.
<u>TS3-G-5</u>	Child protection policies WaterAid and the International Save the Children Alliance	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.

Table TS3-H – Advocacy materials and activities on violence, gender and WASH

<u>TS3-H-1</u>	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.
<u>TS3-H-2</u>	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).
<u>TS3-H-3</u>	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 <u>TS3-A-1</u> . This involved research into violence against women related to urban services in Delhi, India, and the subsequent actions proposed.
<u>TS3-H-4</u>	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 <u>TS3-A-4</u> for further details on the research and associated resources.
<u>TS3-H-5</u>	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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Making water, sanitation and hygiene safer through improved programming and services

Toolset 3

Case studies – Good practice in policy and programming

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

Toolset 3-A

Participatory tools to assess and discuss safety and services

TS3-A-1 – Integrating women's safety into urban services, Delhi

Context	<p>WASH and violence</p> <p>During the 1970s, the poor working class living in Delhi's slums were regularly relocated to colonies on the periphery of the city by the government. Around a quarter of Delhi's citizens live in formal and informal settlements with inadequate civic amenities. These include inadequate access to water supplies and toilets, blocked drains, as well as inadequate waste collection. Women, meanwhile, face new insecurities since moving to urban areas and into the new colonies where access to services may have also decreased, including increased vulnerabilities to violence when in public spaces.</p> <p>For example, women and girls face harassment and rape when collecting water, when using communal toilet facilities or undertaking open defecation in the evenings. Interruptions to electricity make the situation worse, both inside the communal toilet and bathing blocks and when walking to and from them. Men and boys hanging around facilities, combined with poor understanding by caretakers, have contributed to harassment and anxiety for women and girls. Poor design of facilities, such as no roof on the toilet blocks, lead to boys looking inside when the block is in use. Other poor design features pose problems for access for women and girls who are pregnant, elderly or have a disability. Blocked drains and limited solid waste collection lead to less space in lanes, more opportunity for harassment and also increases the risk of fights between men and women living in neighbouring households.</p> <p>For more details on the violence-related risks for women and girls in Bawana and Bhalswa colonies, refer to TS1-E on cross-cutting case studies.</p> <p>The project</p> <p>The project 'Action Research on Women's Rights and Access to Water and Sanitation in Asian Cities' was implemented between February 2009 and July 2011. This action/research was undertaken by Jagori and ActionAid in two Jhuggi Jhopri (JJ) [slum tenements] re-location sites in Delhi: Bawana and Bhalswa respectively.</p>
Implementing organisations	<p>Women in Cities International (WICI), Jagori, and the International Development Research Centre (IDRC).</p> <p>With partners: Action India, Centre for Budget Governance Accountability (CBGA), Kriti Resource Centre, One World Foundation, Women's Feature Service.</p>
Description of good practices	<p>The basic principles of the action/research and subsequent implementation of recommendations were to address the 'gender service gap', and as a first step to test the Women's Safety Audit methodology. This methodology looks to identify issues related to safety and security with reference to essential services and then generate a concrete model for engaging resettled women with their local government agencies and other providers. The aim is to begin to redress the gender service gap in water, sanitation, hygiene, solid waste management, drainage and power supply.</p>

Community women provided the main source of strength in the core research team, while capacity building and leadership development continues to be an ongoing process in the work of Jagori and Action India.

Activities undertaken:

- **Rapid situational assessment** – Undertaken to map the details of the services and to identify problem areas.
- **Focus group discussions** – Undertaken with women, girls, men and boys to gain insights into their experiences of using services.
- **Safety audit walk** – Undertaken involving women, adolescent girls and government officials responsible for the public services, to identify problem areas where women and girls feel less safe. During the walk they also discussed the problems being faced with people in the vicinity.
- **In-depth interviews with women** – This was particularly valuable to gain insights into the specific problems of women and girls with disabilities and pregnant women.
- **Capacity building programme** – Undertaken with 43 women and 11 youth. Four young women and seven young men formed a core team of residents who could then organise to mobilise others to create the necessary changes in the communities. The trainings aimed at: enhancing community women's knowledge and political perspectives in the context of urban settings; leadership development and building self-esteem and identity; challenging power relations and subverting patriarchy; deepening understanding of women's health and hygiene; and learning from others who were similarly organising in Delhi and around the country.
- **Study on the opportunity costs of water and sanitation** – Undertaken in the two areas, along with an analysis of budgets to look at the gendered aspects.

Results

- A new relationship has developed between the women, communities and sanitation workers, with an increased understanding of the responsibilities and limitations of each.
- There has been a reduction in the level of harassment of women and girls on the way to and at the community toilet complex. Since the safety walks and the many conversations among younger and older residents, as well as conversations with the community toilet complex caretakers, understanding of the behaviours that make women and girls uncomfortable and unsafe has increased substantially.
- A core team of community members are now confident to mobilise for action.
- Women have developed a new design for the community toilet complex, which includes:
 - A covered roof and small windows instead for light and air circulation, and a tap inside each toilet;
 - A separate section for children, with toilets and sinks appropriate for the height of children where either women or men carers can support the children to use; and
 - The provision of hand bars in toilet stalls for pregnant and elderly women to hold on to, with the toilet wall being high enough for privacy and safety.
- There has been engagement of young women and men in the process, deepening their understanding about access to essential services and safety. They made 15-minute radio programmes which were broadcast locally and nationally, and they worked with the Jagori team to organise meetings in the lanes to listen to the programmes with residents and to discuss and debate the issues raised in the broadcasts. This has raised awareness for many more residents of the issues and their gender implications.

	<ul style="list-style-type: none"> • In Bhalswa, a small motorised solid waste collection scheme is now underway and potable water access has been increased through additional tanker deliveries and increased piped networks. Women have formed monitoring committees to ensure that there is no wastage of water from the piped schemes. • Women's safety has increased with police patrolling the area in the day and the evenings, including when girls are leaving school. • The staff and community have learned a lot more about essential services, their rights to these services and about the gendered implications of such services. The staff, women and youth have learned how to identify, lobby and advocate for their rights with officials, and have built up good relationships with officials in the area.
Challenges	<ul style="list-style-type: none"> • Even though relationships between men and women and the solid waste service staff were much improved in the area of Bawana, problems remained with sustaining garbage collection and keeping drains clear. The drains had been badly designed and installed after the residents moved in and were built with limited capacity. • In Bhalswa, although new piped networks were installed and a monitoring system was established, service providers have not provided taps as they tend to get stolen or damaged; instead they just switch the water on or off at set times. The women have devised a system with wood and cloth to prevent the loss of water from the pipes before it is turned off by the provider.
Lessons	<ul style="list-style-type: none"> • Inadequate services affect the safety and security of women and girls. • It is essential to include women and girls in decision-making processes regarding the provision, location, design and technology of water and sanitation facilities in the community and household, so as to not inadvertently increase their gender-specific burden. • The safety audit walks uncovered subtle forms of harassment that are faced by women/girls in accessing services, and helped to break the silence for men and boys on issues of violence against women in their communities. • See the handbook on <i>Women's Safety Walks</i>, which can be found in the folder of supporting and further information on the USB stick.
References/links	<ul style="list-style-type: none"> • The material and quotations above have been taken from the following resources: • Jagori, Research reports. Available at: http://jagori.org/category/research-reports/ [accessed 11 October 2013]. • Women in Cities International, Jagori, International Development Research Centre (2011a) <i>Gender and Essential Services in Low-income Communities, Report findings of the action research project: Women's Rights and Access to Water and Sanitation in Asian Cities</i>. Montreal, Canada, Delhi, India: Women in Cities International and Jagori. (on USB stick) • Women in Cities International, Jagori, International Development Research Centre (2011b) <i>Women's rights and access to water and sanitation in Asian cities (2009–11), Key findings</i>. Montreal, Canada, Delhi, India: Women in Cities International and Jagori. (on USB stick) • Mehrotra, S.T. (2010) <i>A Handbook on Women's Safety Audits in Low-income Urban Neighbourhoods: A focus on essential services</i>, November 2010. New Delhi, India: Jagori and Women in Cities International. (on USB stick) • Jagori, Video: 'Our Lanes... Our Lives'. Available at: http://jagori.org/category/video/ (video length 21.30 min) [accessed 11 October 2013]. Series of three videos highlighting the problem of harassment for women, undertaking a safety audit with the involvement of women and government officials, and lobbying for improved services. These videos can also be found in TS2 and on the USB stick.

The Women's Safety Audit methodology looks to identify issues related to safety and security with reference to essential services and then generate a concrete model for engaging resettled women with their local government agencies and other providers.



Kiloran Benn O'Leary / Independent

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TS3-A-2 – Adolescent girls' views on safety in cities: Cairo, Delhi, Hanoi, Kampala and Lima

Context	<p>The Because I am a Girl (BIAAG) Urban Programme seeks to close the gaps between urban programming targeting 'youth' or 'women', by focusing on adolescent girls who often face sexual harassment and insecurity, but are also the most excluded from urban processes. This programme provides girls with a space to discuss the issues they face and to offer their own innovative ideas for making improvements to their cities.</p>
Implementing organisations	<p>The BIAAG Urban Programme (2013-2017) is a collaboration between Plan International, Women in Cities International (WICI) and UN-Habitat, to build safe, accountable and inclusive cities with and for adolescent girls in all their diversity.</p> <p>The programme is being carried out in: Cairo, Egypt; Delhi, India; Hanoi, Vietnam; Kampala, Uganda; and Lima, Peru.</p>
Description of good practices	<p>As part of this programme, a study was undertaken in 2012 in Cairo, Delhi, Hanoi, Kampala and Lima, which aimed to find out how adolescent girls perceive their current city in terms of safety and inclusivity, and how this is different from the views of other stakeholders in the community; to compare the responses across the five cities and countries; and to identify steps that the BIAAG urban programme should carry out to improve the situation of adolescent girls in each city.</p> <p>The tools used for the research included:</p> <ul style="list-style-type: none"> • Stakeholder, programme and policy mapping – The first step was to perform desk research to develop a profile of the city's local context (including demographic information and crime statistics), within which to understand the safety and inclusion of girls. Desk research was conducted to identify key stakeholders and existing policies and programmes in each city, which provided the team with an understanding of the local context of girls' safety and inclusion at the beginning of the programme and served to outline existing gaps that the programme could help to fill. • Key informant interviews – Key informant interviews with a broad range of stakeholders such as members of the community, government officials and select experts helped the team to understand how members of the community perceived the situation of adolescent girls' safety and inclusion in the five cities. They were also used to identify perceived challenges and opportunities for girls in their respective cities. • Social cartography – Social cartography is a creative and practical way of understanding girls' experiences and visions for their cities. There are two steps to using this tool: the first asks each girl to draw a map to show the spaces she uses (the places she goes and the routes she takes) and how she feels along the way; and the second involves developing a group map where girls work in small groups to draw their visions for an ideal city. For this tool, parallel exercises were also performed with the participation of boys and the perspectives of girls and boys were compared to one another.

- **Girls' opportunity star** – The 'girls' opportunity star for safe and inclusive cities' is a tool that involves girls in a series of focus group discussions surrounding seven points of safety and inclusion. Girls are first asked to share their personal ratings of safety and inclusion for each of these points (e.g. a girl may rate that she 'never' feels safe when using public transport). They then engage in a group discussion on the different points and share what would need to change for the ratings to be better in their city.
- **Girls' safety walk** – The girls' safety walk is a group walk through a particular area of the city where girls note, with the help of a checklist, the particular elements of the built and social environment that they feel contribute to or hinder their sense of safety. Girls then debrief on their observations, identifying priority issues they would like to see addressed and offering recommendations for making their communities safer and more inclusive.



A group of girls undertaking a safety walk as part of Plan Peru's Safer Cities workshops highlighting the risks in their city.



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Results

Main findings

- Very few girls claimed that they 'always' felt safe when walking in public spaces.
- Lighting was a key issue, as was vision not being obstructed.
- Some girls avoided areas that were usually empty in the afternoons and at night (Delhi), but others noted that the paths and lanes were particularly crowded in the evenings (Kampala) which made them feel unsafe.
- Lack of basic services, such as drainage systems and garbage collection, can narrow and block paths and cause girls to feel unsafe.
- In Delhi, the girls noted that the public toilets were scarce and poorly maintained, forcing them to use public spaces and putting them at risk of sexual harassment and assault.
- Girls had a sense of being under-appreciated and felt that their opinions were frequently overlooked or disregarded. They were often excluded from being able to participate meaningfully in decisions that affect them.

Mapping an ideal city

The girls and boys identified their ideal city. Specifically, the commonly recurring elements which have links to WASH included:

- **Access to basic services:** public toilets, clean water made available through the installation of taps in public spaces and water tanks;
- **Road infrastructure:** sidewalks/pavements for pedestrians (i.e. free of vendors and loiterers), wide roads, walkways, traffic lights, flyovers, zebra crossings and street crossings for differently-abled people;
- **Cleanliness:** waste baskets at every corner of the street; and
- **Housing:** organised (unlike the slums where many of them live), with planned roads and proper lighting.

Differences were seen between the focus of boys – on leisure activities – and that of girls – on infrastructure and transport.

Lessons

- The girls noted that this was the first time they had been asked about their experiences and ideas relating to their cities.
- That adolescent girls and boys experience their cities and safety in their cities in different ways.
- There is a critical need to provide opportunities to include girls in decision-making processes at the municipal and national government levels.
- Platforms and opportunities for adolescent girls are needed to allow them to speak out about their experiences and share their concerns.

References/links

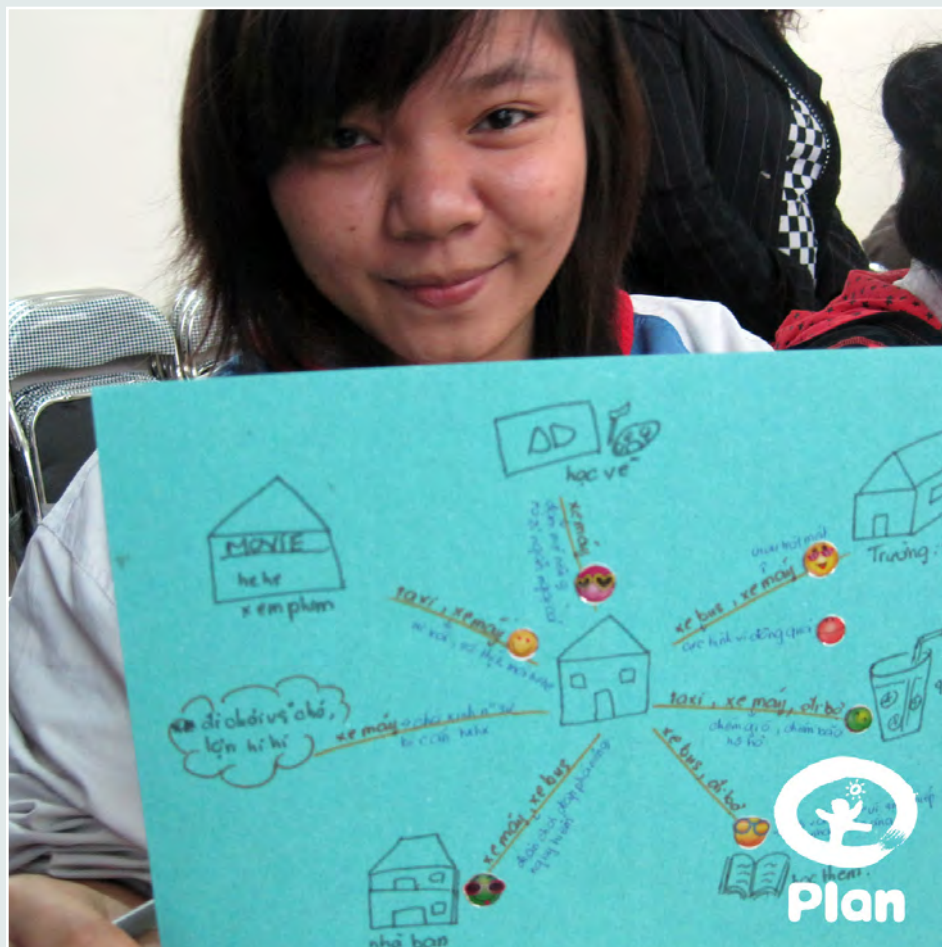
The information above has been taken from:

- Plan International Because I am a Girl, Women in Cities International, UN-Habitat (2013) *Adolescent Girls' Views on Safety in Cities; Findings of the Because I am a Girl Urban Programme study in Cairo, Delhi, Hanoi, Kampala and Lima*. Woking UK: Plan International; Montreal, Canada: Women in Cities International; New York, USA: UN-Habitat.
- Plan International Because I am a Girl, Women in Cities International and UN-Habitat (2013) *Because I am a Girl Urban Programme: Creating Safe, Accountable and Inclusive Cities for Adolescent Girls*. Woking UK, Montreal, Canada and New York, USA: Plan International, Women in Cities International and UN-Habitat.

Videos

- Plan International, Video: 'Safer Cities: Fear holds girls back'. Available at: <http://plan-international.org/girls/stories-and-videos/-safer-cities-fear-holds-girls-back.php> (video length, 7.30 min) [accessed 11 October 2013]. This video shows the process of mapping and girls participatory safety walks, including sanitary facilities.
- Women's Refugee Commission, Video: 'Making Work Safe: Safety Mapping Tool', Available at: <http://womensrefugeecommission.org/resources/video-gallery/making-work-safe-safety-mapping-tool> (video length 2 min) [accessed 27 March 2013]. This is an animated video on using the safety mapping tool to make work safe. It does not discuss WASH, but the short video gets across the principles of using the tool.
- Both of these videos can be found in [TS2](#) and on the accompanying USB stick.

An 18-year-old girl from Vietnam joined Plan's Safe City for Girls Project, which helps make cities safer, more accountable and more inclusive for girls.



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Toolset 3-A

Participatory tools to assess and discuss safety and services

VIOLENCE GENDER & WASH

A PRACTITIONER'S TOOLKIT

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

Toolset 3-A

Participatory tools to assess and discuss safety and services

TS3-A-3 – 'Safe-scaping': participatory safety mapping with adolescent refugee Somali girls, Ethiopia

Context	<p>An escalation of the political crisis in Somalia in 2007–2009 increased the refugee influxes into the Somali Region of Ethiopia. The United Nations Refugee Agency (the United Nations High Commissioner for Refugees [UNHCR]) and the Administration for Refugee and Returnee Affairs (ARRA) opened several new refugee camps, with two – Sheder and Aw Barre – in the Jijiga area.</p> <p>While efforts were made by UNHCR to ensure that basic services were met, there were shortfalls in the funding and implementation capacities in the camps including for service delivery relating to water, sanitation, health, education and provision of non-food assistance, such as household items and toiletries.</p>
Implementing organisations	Women's Refugee Commission (WRC).
Description of good practices	<p>This exercise was undertaken in 2012 as part of a research mission, itself part of a three-year global advocacy research project aimed at enhancing the safety and resilience of adolescent girls aged 10 to 16. Following the research, the WRC planned to fund an 18-month pilot project with a local NGO in the Jijiga camps to test approaches and methodologies to best reach adolescent girls. The learning from these pilots, to be undertaken in Uganda and Tanzania, will lead to models as to how to programme for adolescent girls in emergencies.</p> <p>Focus group discussions and individual interviews were held with 86 Somali refugee adolescent girls, 24 adolescent boys and 25 refugee women and men community leaders. Individual interviews were held with girls deemed to be particularly at risk.</p> <p>Focus group discussions incorporated a participatory safety mapping exercise, in which participants in small groups of two to four drew on large sheets of paper with blue and red markers and told stories to present the drawings and their meanings. With the blue markers, participants depicted what they do and where they go during the course of their days. With the red markers they indicated where they do not feel safe during the day and night, and explained what makes them feel unsafe and why.</p> <p>This 'safe-scaping' participatory mapping method itself created a safe space within which adolescent girls or boys could discuss and reflect upon their protection risks, strategies to keep themselves safe, programme solutions and how community leaders could help improve their protection.</p>
Lessons	<ul style="list-style-type: none"> Girls lack opportunities and support in the camps to safely develop social networks and participate in community activities. Nor are they able to move about the camps freely to build their social and economic assets, to meet their needs and those of other children, disabled parents or elderly family members who may depend on them.

- Girls of all ages have experienced and are at risk of sexual harassment, verbal and psychological abuse, female genital mutilation, rape, abduction, early and forced marriage, early pregnancy, exploitative domestic work, labour trafficking and sex trafficking. Girls also sometimes used transactional sex to obtain items to meet basic needs such as food, income, clothes, medication and transportation.
- Girls identified specific profiles of girls who are disproportionately at risk and who have access to the least social and economic support. These profiles include adolescent girls and young women who are or have been unaccompanied or separated from their parents, as well as those who are or have been:
 - Out of school;
 - Living alone;
 - Living with a 'foster family';
 - Young mothers;
 - Who have a disability;
 - Domestic workers;
 - Trafficked into domestic and other labour; and/or
 - Trafficked into sex work.
- Girls said that insecure shelters and lack of lighting at night leave them feeling like *"easy prey to anyone who wishes to do them harm"*. Boys said they feel safe mostly everywhere and at all times of the day and night in the camps. By contrast, girls said they feel safe almost nowhere or at any time, especially at night. Girls said they fear – and many have faced – all forms of verbal, psychological, physical and sexual violence during the day and night. During the day, they fear harassment and attack by *"hyenas, lions, snakes...and men"*, particularly when collecting water and firewood.
- Girls consistently indicated in the safety mapping exercise that waterpoints near mosques and on sports fields are concentrated sites of repeated harassment and abuse by men and boys who cluster in these areas. Girls said they try to walk in groups for greater safety, but that they cannot always do so.

Recommendations

Recommendations to increase girls' physical security:

- Provide substantial housing material with sturdy doors and secure locks for dwellings of unaccompanied or single girl-headed households;
- Provide adequate camp lighting, including solar lanterns, to refugee women and girls;
- Install single-dwelling latrines within the compounds of single female households;
- Locate waterpoints closer to girls' housing and away from male-dominated areas such as mosques and sports fields;
- Increase security through community watch groups with more female security guards; and
- Sensitise male security guards on dealing with child/girl protection issues, and the need for confidentiality in reporting incidents.

Other recommendations included:

- Explore ways in which the Refugee Central Committees can consult adolescent girls in community decision-making processes, particularly those related to camp management, design and security.
- Strengthen and expand the UNHCR/UN Foundation Girl Up campaign's efforts to increase girls' attendance and retention in schools through the provision of school materials, solar lamps and separate toilet facilities. Provide girls with safe spaces and 'girls only' times where they can socialise, learn new skills and support one another.

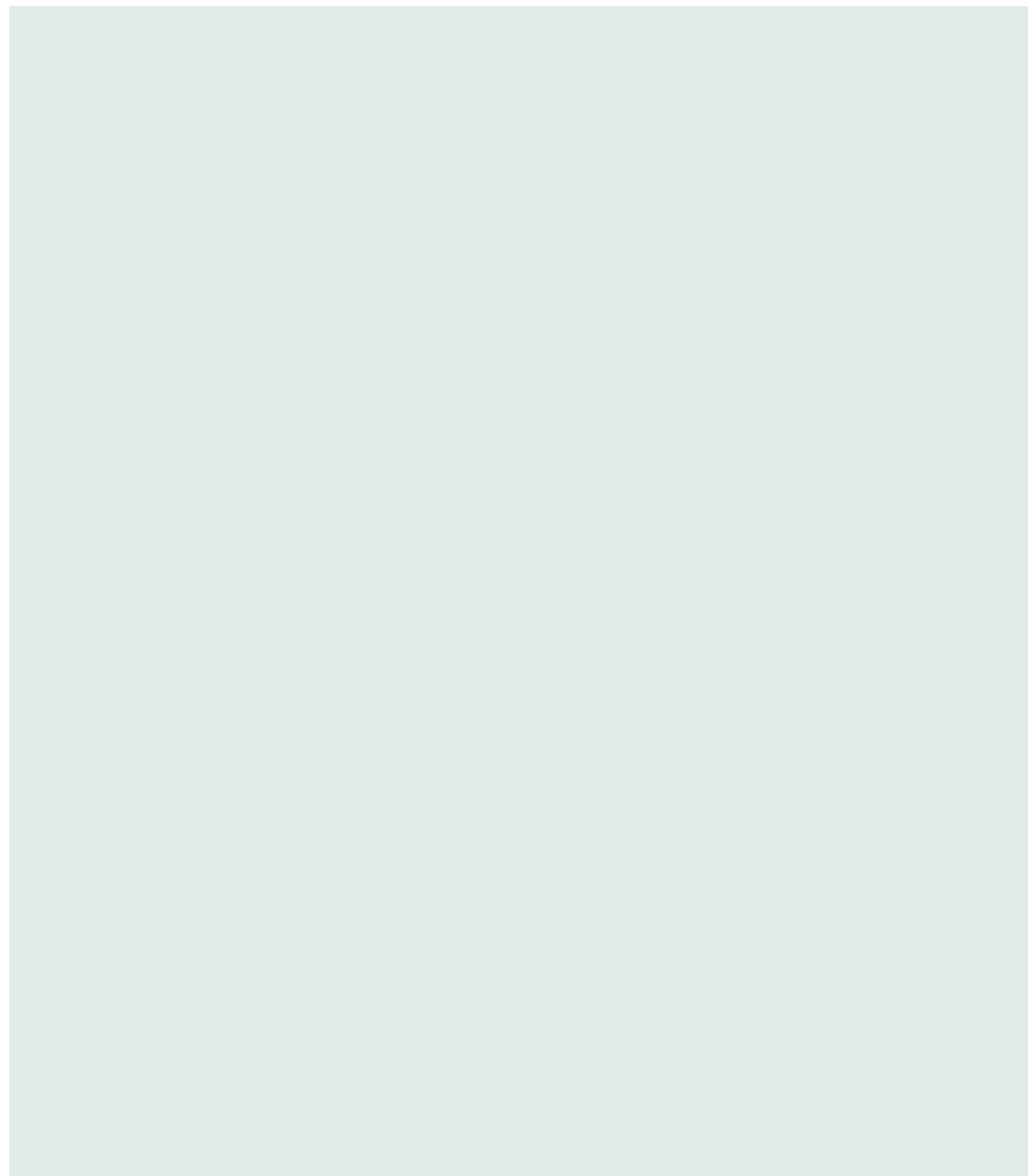
- Encourage adolescent girls to meet other girls and adult women with greater status through mentorship initiatives.

References/links

Schulte, S. and Z. Rizvi (2012) *In Search of Safety and Solutions: Somali Refugee Adolescent Girls at Sheder and Aw Barre Camps, Ethiopia*. New York, USA: Women's Refugee Commission. ([on USB stick](#))



Jennifer Schulte / Women's Refugee Commission



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discuss safety and services**



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TS3-A-4 – PHAST and learning circles for gendered change

Context	<p>Lack of access to water, sanitation and hygiene in the Pacific islands is noted to have multiple impacts, including reducing the time that children have for attending school and higher risk of WASH-related diseases, which has led to them being the second largest cause of child mortality. Most policies and frameworks developed with respect to WASH in the Pacific rarely mention gender, or if they do then only in relation to practical gender needs and programme efficiency. Women are generally excluded from community decision-making and have limited voice, yet they face high levels of gender-based violence. The BIAAG Urban Programme (2013-2017) is a collaboration between Plan International, Women in Cities International (WICI) and UN-Habitat, to build safe, accountable and inclusive cities with and for adolescent girls in all their diversity.</p> <p>The programme is being carried out in: Cairo, Egypt; Delhi, India; Hanoi, Vietnam; Kampala, Uganda; and Lima, Peru.</p>
Implementing organisations	<p>The Institute for Sustainable Futures (ISF) and the International Women's Development Agency (IWDA), in collaboration with World Vision Vanuatu and Live and Learn Environmental Education Fiji.</p>
Description of good practices	<p>Two WASH-related projects were studied in 2009 on the islands of Vanuatu and Fiji (two communities in each island, with the participation of approximately 15–25 women and a similar number of men in each community) to assess the practical and strategic gender-related changes that were achieved, as well as the practical WASH outputs:</p> <ul style="list-style-type: none"> • One programme implemented by World Vision used the Participatory Hygiene and Sanitation Transformation (PHAST) approach, which allows communities to identify their own problems and work out their own solutions to WASH-related problems. • 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. Learning circles is an inclusive, deliberative, group-based approach to dialogue and decision-making; in this case it focused on water governance. The learning circles included separate discussions with men, women and youth, and specifically addressed the involvement of women in decision-making. <p><i>The research was undertaken using the following methods:</i></p> <p>Paired (or small group) interviews; larger group report back and synthesis; ranking exercise; group visions; whole group (men and women) presentation and discussion; collaborative analysis by the research team and a quantification activity using pocket chart voting to reveal how widespread the personal experience of certain gender outcomes were for men and women.</p>

Results

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 the men at the household and community levels; some change in gender roles; and in the case of one community, reports that the project also reduced gender-based violence in the home.

The rehabilitation of the gravity-fed system in one community was associated with a major improvement in relationships between wives and husbands, as improved access to water resolved disputes that arose when women requested assistance from their husbands to fetch water. Often their requests were refuted and at times men responded to these requests with violence against their wives:

“When the water was not here every time, I went to the garden and I came back with firewood and help in the kitchen and feed the animals. Then my wife used to tell me to get some water. I would say it’s too much work and I would get angry, we would fight and I would hit her [killim]. We used to reuse the water 2–3 times. The kids used to be at the clinic all the time. Since the water has come, the kids are healthy, there’s less work. I can spend more time in the garden and there’s no more fighting with my wife.”

(Puluan male leader)

Refer to the table below for an overview of the gender-related impacts.

Type of gender outcome	Findings evident in Vanuatu	Findings evident in Fiji
Positive changes in gender relations at the family or household level	<ul style="list-style-type: none"> Increased respect given to women by husbands and other men in the household Men taking on an increasing role in hygiene in their home to support their wives Reduction in violence at the household level 	<ul style="list-style-type: none"> Women are more respected by men and feel more valued Communication between husbands and wives has improved Men are participating more in household sanitation and water management
Positive changes in gender relations at the community level	<ul style="list-style-type: none"> Recognition of women’s hard work in the community Increased trust in and respect for women 	<ul style="list-style-type: none"> There is an increased sense of community unity, through men and women working together Women’s efforts to promote community sanitation and health are recognised by men Women feel more respected by men and feel more valued
Women included in decision-making processes in their community	<ul style="list-style-type: none"> Women taking on leadership roles for the first time in their community, resulting in individual empowerment Women’s inclusion in committees and decision-making processes Increased space and support for women’s voices to be heard at community level 	<ul style="list-style-type: none"> Women have increased voice at the community level

	<table><tr><td>Women's labour in collecting water reduced and their practical need for water, hygiene and sanitation facilities satisfied</td><td><ul style="list-style-type: none">Major and strongly valued outcome for women in particular, and also by men</td><td><ul style="list-style-type: none">Not applicable in Fijian case study communities, as the relevant non-governmental organisation project did not provide infrastructure</td></tr><tr><td>Women's solidarity increased</td><td><ul style="list-style-type: none">Not applicable as not reported</td><td><ul style="list-style-type: none">Women are working together and supporting one another</td></tr></table>	Women's labour in collecting water reduced and their practical need for water, hygiene and sanitation facilities satisfied	<ul style="list-style-type: none">Major and strongly valued outcome for women in particular, and also by men	<ul style="list-style-type: none">Not applicable in Fijian case study communities, as the relevant non-governmental organisation project did not provide infrastructure	Women's solidarity increased	<ul style="list-style-type: none">Not applicable as not reported	<ul style="list-style-type: none">Women are working together and supporting one another
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Women's solidarity increased	<ul style="list-style-type: none">Not applicable as not reported	<ul style="list-style-type: none">Women are working together and supporting one another					
Challenges	<p>In general many of the outcomes documented (such as women's inclusion in decision-making) represent only the first steps towards empowering women and shifting men's attitudes. However, these are positive contributions that can be built on as part of the longer process of change.</p>						
Lessons	<p>Water, sanitation and hygiene issues and gender equality can be constructively addressed together, with the former providing an entry point for the latter.</p> <p>Elements of the practitioners' work which contributed to the positive gender outcomes were based around sound community engagement and development approaches and the quality, commitment and attitude of the non-governmental organisation staff members (locally recruited men and women).</p> <p><i>Specific contributing factors in Vanuatu – PHAST methodology supported by World Vision:</i></p> <ul style="list-style-type: none">The emphasis on accessible learning and empowering participation, and the space it provides for women alongside men in communities to determine and plan for WASH facilities that will best meet their needs;World Vision's overall development approach and organisational values, which are expressed and child and women focused; andExplicit efforts made by the local project team to undertake planning and other project activities at times and in locations that facilitated women's participation in the activities and decision-making, in advocating for women's representation on development committees, and in the training of male hygiene promoters. <p><i>Specific contributing factors in Fiji – Learning circles supported by Live and Learn:</i></p> <ul style="list-style-type: none">The learning circles were offered to all community members, placed a strong emphasis on inclusion, and were developed on the basis of research conducted at the outset of the project on attitudes and perceptions of communities relating to water governance;Women reported that because men had also attended training and knew what the activities were, this legitimised the woman taking on roles which were slightly outside of the norm;New approaches were introduced to decision-making that included discussion and debate between community members beforehand, and these played an important role in allowing women's voices to be heard; andLive and Learn's emphasis on long-term relationships with recipient communities, trialling and testing different approaches and regular follow-up and encouragement also contributed to the outcomes.						

References/links

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Gender in Pacific WASH website: www.genderinpacificwash.info



Andrew Tovovur / Halcrow et al, 2010



Andrew Tovovur / Halcrow et al, 2010

VIOLENCE GENDER & WASH

A PRACTITIONER'S TOOLKIT

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

Toolset 3-A

Participatory tools to assess and discuss safety and services

VIOLENCE GENDER & WASH

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

Toolset 3-B

Linking WASH and protection

TS3-B-1 – Linking water, sanitation, hygiene, health and protection: Democratic Republic of the Congo

Context	<p>The programme was initially undertaken in Beni District of North Kivu Province, in the Democratic Republic of the Congo (DRC). The district has large numbers of internally displaced populations due to inter-ethnic conflicts in Ituri District. Sexual violence is a common tragedy facing women and children in DRC, including risks for the transmission of HIV. WASH-related diseases are also commonplace, with limited access to safe water and sanitation. Links between sanitation and gender-based violence became apparent due to lack of private latrines. Women faced no choice but to find private places to defecate, often at night and a considerable distance away from their homes, increasing their risk to sexual violence. Women also faced violence including rape when collecting water from springs outside of the village.</p>
Implementing organisations	<p>Programme de Promotion de Soins Santé Primaires (PPSSP), a partner of Tearfund, which was created in 2002 from a consortium of three faith-based organisations: Evangelical Medical Centre of Nyankunde, the Evangelical Community at the Centre of Africa, and the Panafrican Institute for Community Health.</p>
Description of good practices	<p>The programme was initially implemented in 2009/10 as a pilot in 17 or 18 communities, which had an average of 50 to 70 households per village. However following its success, the integration of the WASH, protection and other elements are now also being implemented into all PPSSP-supported projects in other districts.</p> <p>The programme included three areas of focus:</p> <ul style="list-style-type: none"> • Health – Focused on preventative measures including community-based nutrition, reproductive health, school medicine, HIV/AIDS prevention, endemic and epidemic disease prevention. • Water, sanitation and hygiene (WASH) – Focused on water source protection and improvement; construction of basic sanitation infrastructure and showers and washing basins in public places (such as schools, hospitals, health centres, markets); and promotion of household sanitation, all accompanied by health promotion. Waterpoint committees were also established. • Protection and trauma counselling – Protection committees were established involving men, women, a community leader, church members, a representative from the local authority and the police. Their aim was to raise awareness on sexual violence and its impacts in the community, connecting GBV and HIV/AIDS, denouncing any abuses of human rights and sharing knowledge on how people can protect themselves. They also formed the first point of contact in the community for rape allegations and assisted, with the help of PPSSP, to get medical and psychological help for the person who had experienced violence and in getting the local judiciary involved.

Linkages between the WASH and protection elements:

- The WASH (9 members) and protection committees (12 members) sometimes have some of the same members on each. These include 'link people', who are volunteers working on health issues in the community such as sanitation and hygiene promotion. Each committee is made up of approximately of the same numbers of women and men.
- Behaviour change awareness interventions include: sanitation and hygiene, public health issues, human rights awareness, gender-based violence awareness and HIV/AIDS awareness. These are discussed in the same sessions as part of a participative process. For example when discussing WASH, high-risk times for GBV are highlighted, such as when collecting water or using toilets, and strategies are debated as to how to reduce the vulnerabilities. Gender roles and responsibilities with respect to WASH are also discussed, and how these heighten risks for women and girls; men are encouraged to assist with these tasks.
- Communities where women and children are most vulnerable to GBV are prioritised for programme support, including psychosocial, WASH and health support.
- Women are involved as a fundamental part of all processes, including identifying the springs to be protected and as members of waterpoint committees and protection committees. Their views are listened to the most when siting household latrines and identifying which way the door should face. Households used to prefer their latrines to be further away from houses, but because of the vulnerabilities to GBV they have started bringing them nearer – to around 10 to 15 meters from the house; they are also tending to no longer locate them at the back of the house, where it would be easier for GBV to occur.
- The protection committee makes recommendations to reduce vulnerabilities related to WASH, and also monitors the facilities. The water committee ensures that the water facilities are managed and kept in good order. WASH and GBV-related interventions include: recommendations made that women and girls should not go to the waterpoint alone; monitoring the pathway to the waterpoints (springs), ensuring that long grasses and bushes are kept cut down and the paths remain clear; the protected spring is fenced off to keep animals out and to make the area safer for women and girls to use while waiting for containers to be filled; if someone does enter the fenced area, the design of the fencing is such that there is a gap left in addition to the main entrance so that a woman or girl can escape if necessary. In some places where springs are found in an area above the village, pipes were installed to bring the water nearer to the village to protect women and young girls from sexual violence. This technique is more expensive than ordinary spring protection, but was much more valuable in terms of GBV risk reduction than the alternative.



Deogratias Mwaka / PPSSP



Deogratias Mwaka / PPSSP

Left: Spring before protection

Right: The gap in the fence with the plank is the second exit from the waterpoint

	<ul style="list-style-type: none"> • The programme activities and issues raised are also discussed with the General Assembly of the village so that everyone is aware of the vulnerabilities. • Refer to the two checklists at the end of this document to see how the protection elements are assessed and monitored.
Results	<ul style="list-style-type: none"> • There has been an increase in use of household latrines, with a number of communities becoming open-defecation free; an increase in the number of people using improved water sources; and an increase in the positive hygiene behaviours being practiced. • Some men are now helping to collect water instead of leaving the task to their wives and daughters. • Survivors of sexual violence have increased confidence to speak out. • Seventy per cent of women said that they could now express their views and actively participate in decision-making in community meetings. • Community mechanisms have been put in place to discourage early marriage; domestic violence has decreased; child rapes are now being reported; and all survivors of rape are receiving medical and psychosocial support.
Challenges	<p>The programme areas remain highly insecure, especially where there are militia in the area. While there are risks of violence by the militia, there are also high risks of violence from civilian perpetrators. People are sometimes frightened of reporting human rights abuses, because of the possible implications of retribution. But even with these challenges, women have become much more confident in speaking out. The PPSSP staff and the protection committees have also been trained in protection and handle cases confidentially, including where information on abuses by the militia is reported.</p>
Lessons	<ul style="list-style-type: none"> • Integrating WASH, health and protection programmes can have a range of positive impacts. Such impacts have resulted in this approach now being replicated in other areas. • Participatory discussions on issues around WASH and violence are valuable and can lead to the development of community-based strategies to reduce the risks. • Careful design and attention to maintenance of waterpoints (appropriate fencing, cleared pathways, a good flow of water) and appropriate siting of latrines relative to houses, can help to reduce vulnerabilities to violence. • The involvement of women in all aspects of the programme and with programme support has given them increased confidence to speak out about the abuses they are facing.
References/links	<p>Programme de Promotion des Soins de Santé Primaires and Tearfund (2011) <i>Hope out of Conflict – How sanitation plays a vital role in protecting women and children from sexual violence in the Democratic Republic of Congo</i>. DRC: Programme de Promotion des Soins de Santé Primaires. (on USB stick)</p>

Protection mainstreaming checklist – WASH

Evaluated area: _____ Name of the village or site assessed: _____

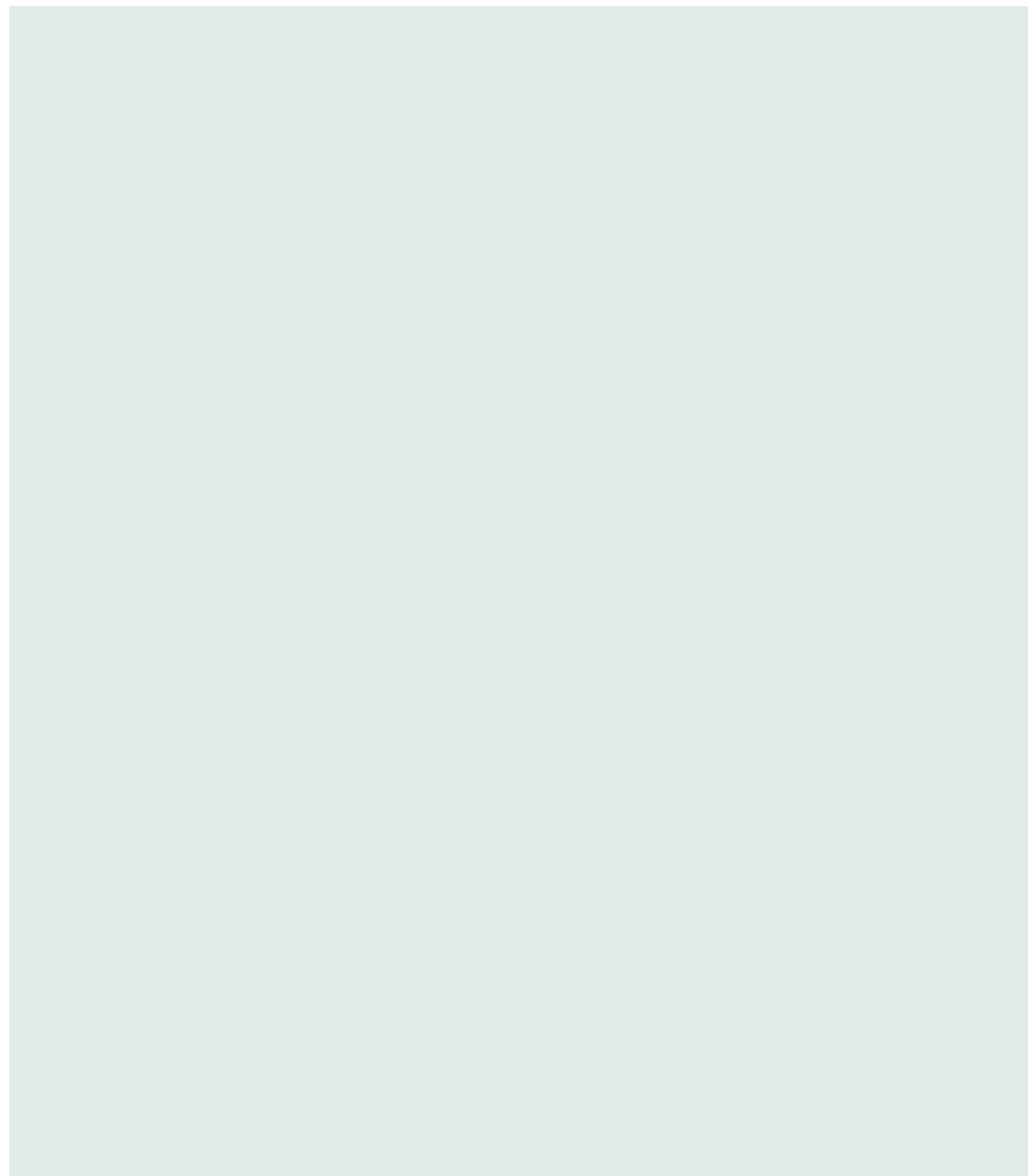
Date: _____

Name of the person making the assessment: _____

Criteria	Good 3	2	Bad 1	Comment
Girls and women, as main users of health infrastructure, are specifically involved in the choice of the type of facilities, as well as their location				
There are separate male/female focus groups and consideration of proposals by women				
Women have been involved in decisions concerning construction				
The provision of a waterpoint does not create tensions between communities and villages, displaced people (IDPs) and host families, or between returning people and indigenous communities				
There is no discrimination in access to water for specific groups, displaced people or returning people				
Beneficiaries are not required to pay or provide other services before accessing water that is provided for free by aid				
Women and members of the community are systematically consulted to decide on the location of waterpoints				
Access to water does not expose people (particularly women and children) to attacks, harassment or violence				
The most vulnerable have access to water				
Is there someone who prevents access to water?				
Are there armed men near waterpoints? Observe whether armed men use water or ask children to collect water for them				
The waterpoint committees monitor and report all threats observed at waterpoints. Waterpoint committees are trained to report problems				
The water collection points are close enough to where IDPs live				
There is respect for the separation of latrine blocks, and a maintenance committee exists that includes men and women				
Observe whether access to water creates tensions between communities				
Latrines are separated by sex				
Showers and latrines address the need for privacy and security of women and men and have an internal lock				
Overall, are beneficiaries satisfied with the works?				

Protection monitoring tool – WASH, Gender, HIV

1. Protection	Less safe			Safer			Observation
	Men	Women	Total	Men	Women	Total	
Feeling of security							
What are the threats that you know of around the WASH installations and in the community?	Threats	No of cases/ frequency/ perpetrators	Vulnerable people	Comments and observations			
What do you do when faced with these threats/self-protection mechanisms?	Threats	Protection mechanisms		Comments and observations			
2. Gender							
Who are the members of:	Men	Women	Total	Observations			
WASH committee							
Local leaders							
Local paid attendants/operators							
Who participated in the site selection and planning of this installation?							
3. HIV/AIDS							
Quote methods of prevention of HIV and STIs that you know							
Who knows where to get an HIV test?							



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**Linking WASH
and protection**



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Toolset 3-B

Linking WASH and protection

TS3-B-2 – Linking WASH and protection teams: Democratic Republic of the Congo, Yemen and South Sudan

Context	<p>Oxfam works in the areas of WASH and protection in fragile and humanitarian contexts around the world. In these contexts access to water supply, sanitation and hygiene facilities are often limited and areas are highly insecure, with protection concerns – including in relation to GBV – tending to be high.</p> <p>Implementing WASH programmes requires hygiene promoters and associated colleagues to work at community level in order to promote behaviour change and establish systems for the use and maintenance of facilities. This often leads to the development of positive relationships between community members and WASH staff working at community level. This can lead to situation where WASH staff, WASH committees or associated actors are approached for support by people who have experienced violence (GBV survivors) or their families. This offers opportunities to establish linkages to assist the person who has experienced violence to obtain support, but also poses challenges because WASH staff are not trained protection specialists.</p> <p>These case studies include the current thinking and learning efforts of Oxfam's Protection and WASH teams to establish effective and appropriate ways that they can make the most of these opportunities.</p> <p>These case studies are based on experiences in: the Democratic Republic of the Congo (DRC), Yemen and South Sudan.</p>
Implementing organisations	<p>Oxfam and local partner organisations.</p>
Description of good practices	<p>Democratic Republic of the Congo</p> <p>Oxfam's Protection Programme aims to develop and test innovative models for facilitating better access to specialist services within its humanitarian programmes, and forms a basis for planning and dialogue with specialist service providers and structures. It aims to develop the relationship between specialist service providers and humanitarian actors who are using community-based approaches such as required for WASH programme implementation.</p> <p>The potential for these community-based staff and organisations to provide useful information about specialist service providers as part of a self-referral system (where the affected person refers/takes themselves to the service provider instead of being referred by another professional) is clear. Evaluations of the approach in 2011/12 found that it had significantly improved people's access to services, especially for women or girls who have experienced sexual violence, but also for male survivors of violence and abuse. However, they also identified challenges – such as the risk that proactive information dissemination can easily drift into case management if not carefully managed, particularly where services are not available or are inadequate.</p>

Referral

A referral is the process by which the immediate needs of someone who has experienced violence are assessed and they are helped to gain access to comprehensive and supportive services provided by various agencies/ organisations.

Case management

Case management systematically arranges assistance to individuals from the beginning to the end of the relationship. The system facilitates a step-by-step approach, from identification, to assessment, intervention and to case closure. It empowers and relies on fieldworkers recording information and making decisions at each step of an intervention on a protection issue or issues.

In the DRC, successful approaches included an ‘exploratory walk’: volunteers were ‘walked through’ what would happen to someone accessing a specific service from the moment they arrive. ‘Participatory mapping’ exercises produced maps of services and community resources for support to those who have experienced abuse. Both approaches helped community leaders and members gain better knowledge on what services were available, when, under what conditions, and where.

This approach entails some risks, however, and required very clear terms of reference agreed between all actors: using scenario-based training and role playing to act out the practical differences and challenges of self-referral; establishing supervision, debrief and support mechanisms for volunteers; and a continual cycle of these activities to keep knowledge up to date and manage turnover.

Facilitating access to services for IDPs in Aden and returnees in Abyan, Yemen

Oxfam has been working to support WASH services for internally displaced persons (IDPs) in Aden and in locations in Abyan, where they are returning. In all locations Oxfam staff were approached for advice on where to get medical help for injured people and those who had experienced abuse, in tracing missing family members, or getting psychosocial care. Many IDPs in Aden were confused about how to access such services, and those returning to Abyan found that many services had relocated after being damaged during the conflict. IDPs were also unsure of the potential benefits of seeking some forms of assistance and the potential risks, particularly with respect to sensitive issues such as sexual abuse, forced marriage or child protection issues.

In response to these concerns, Oxfam ran a four-month pilot project to develop and test out an appropriate referral – ‘self-referral’ – model, building on the small-scale activities that had increasingly been built into Oxfam’s global humanitarian responses in the past few years. As a minimum it aimed that all field staff, interacting directly with crisis-affected people, would be able to respond appropriately to queries and requests for assistance. In addition, the project worked with the Yemeni Women’s Union to proactively disseminate accurate and reliable information about services and referral pathways into beneficiary communities, so they would know which services were available to them and how to access them. It aimed to have a strong, but not exclusive, focus on GBV. The other key issues identified by the communities were child protection and the risk of mines and other unexploded ordinance.

The pilot project included:

1. Service mapping – mapping of protection-related services in Aden and Abyan;
2. A baseline survey of the information needs among IDPs in the locations where Oxfam’s WASH activities were being implemented;

3. Development of standard operating procedures (SOPs) for dealing with requests and queries from IDPs;
4. Training Oxfam staff and partners on how to reactively and proactively disseminate information and initial information dissemination activities (to be continued beyond the pilot phase);
5. Work within the Protection Cluster membership to strengthen co-ordination and collaboration with service providers in the Areas of Responsibility (AoRs); and
6. Advocacy where necessary for adequate service provision where it was lacking.

In addition, some general training on protection and gender was carried out for Oxfam staff and partners to build their capacity in these areas.

Safe and conflict-sensitive programming approaches to WASH: Jamam and Gendrasa refugee camps, South Sudan

In this case, the protection adviser and public health staff worked together to create a checklist on safe and conflict-sensitive programming approaches to WASH, as a briefing and guide for field staff. This supplemented training sessions and mentoring support. Some of these actions are summarised below.

Access to WASH facilities

- Support host communities and refugees in developing and agreeing on water use and management-sharing arrangements;
- Work with the local authority to develop exit strategies and to find ways that the hosts near the camp and those in town can have continued access to water and other facilities;
- Review 'family' latrine arrangements and see how these could promote privacy, especially for women;
- Put gender markers in communal latrines that still exist in the camp, designating latrines for men and women; and
- Refer to camp-specific checklists for safe WASH programming.

Referral

- Share non-WASH feedback or complaints received from refugees with the relevant service provider;
- Map the services available for refugees and hosts;
- Brief WASH staff about referral guidelines; invite representatives from lead service providers to discuss referral pathways for Oxfam staff and WASH Committee members;
- The Public Health Promotion Team leader should support the initiative and include it in the public health promotion work plan; and
- Discuss the 'do's and don'ts' of referrals – with these discussions supported by gender and protection officers.

Developing the protection capacity of the response teams

- Session on the Code of Conduct and prevention of sexual exploitation and abuse (SEA);
- Session on gender in emergencies for the refugee response teams; and
- Gendered assessment and gender strategy development for the refugee response.

Challenges	<ul style="list-style-type: none"> • Staff and partners often have varying levels of knowledge about specialist services. Likewise, their knowledge, experience and confidence about safe and ethical handling of information, especially those sensitive in nature such as GBV, varies, and they need ongoing support in dealing with these issues. • The services which provide protection-related support tend to be fragmented – with services related to GBV, child protection, Protection Cluster, mines action, trafficking etc. Hence one coherent referral structure is not always available, making it challenging for non-specialists to be able to access the correct information. • Protection and referral for legal support creates ethical dilemmas where such a system is dysfunctional or corrupt and where the chance of the person who has experienced violence or abuse receiving justice is very limited. Simply disseminating information may encourage people to access a system or service that could create further vulnerabilities or dangers for them. • The differences between self-referral and case management, between proactively giving out information and conducting an intake interview are highly nuanced and hard to manage in practice. Therefore solid guidance is required by protection specialists to continually ensure common and correct understanding of some of the key concepts and their practical implementation by non-specialists.
Lessons	<ul style="list-style-type: none"> • There is a need to develop, agree and train field teams (including WASH staff) on clear messages, what to do and what not to do in dealing with disclosures, complaints or protection incidents needing specialist care for people who have experienced violence or abuse, and to have ongoing support and guidance from a protection specialist.
References/links	<p>Hastie, R. (2013) OXFAM-GB. Personal communication.</p>



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Toolset 3-B

Linking WASH and protection

TS3-B-3 – Ensuring safe and equitable access to marginalised Malian social groups in refugee camps: Mauritania and Burkina Faso

Context	<p>Nearly 375,000 Malians fled the conflict in the north of their country in 2012. More than 145,000, the majority of them women and children, sought refuge in neighbouring countries. The refugee camps in Burkina Faso and Mauritania are located in remote areas with severe food and water shortages. The humanitarian response has met some, but far from all, of the refugees' vital needs.</p> <p>The refugee population is composed by a variety of ethnic groups such as the Touaregs, Arabs, Peuhls, Bambara and Sonrhais. Their particular social structures include the existence of marginalised groups that work as domestic servants for other refugees living in conditions of slavery or semi-slavery. This is the case of the 'Bellas' among the Touareg and the 'Haratin' among the Arabs, the two majority groups in the camps.</p> <p>As registration has been carried out by classifying individuals according to their ethnic group, there are no figures about the total number of these marginalised groups. The question of 'slavery' is considered to be a highly 'sensitive' issue, and has not been addressed openly by the different humanitarian actors in the camps. These vulnerable groups are not therefore included in the group of persons recognised as having special needs by UNHCR.</p> <p>Since the beginning of the response, Oxfam identified that the existence of these marginalised group presented a particular challenge and has been advocating for quality assistance and adequate protection for them.</p>
Implementing organisations	<p>Oxfam.</p>
Description of good practices	<p>Since April 2012, Oxfam has been providing a WASH (water, sanitation and hygiene promotion) response in the camps of Bassikonou in Mauritania and in Mentao and Goudebou in Burkina Faso. All WASH programmes aim to ensure that their actions are safe and conflict sensitive.</p> <p>This approach has permitted the teams, working in close contact with the communities, to identify the risks presented by the specific social structure in the camps in which a vulnerable group, the so-called domestic slaves, face threats of deprivation, violence and coercion.</p> <p>Examples of Oxfam strategies to ensure safe and equitable access are summarised below.</p>

Adapting the programme

Problem: Sanitation – the slaves/domestic servants were not allowed to use the latrines by their ‘masters’, creating a risk of violence for women in particular.

Solution:

- Carried out a sensitisation campaign about the public health risk of open defecation and the risk of contamination/illness to ALL people in the camp if only one person does not use the latrine; and
- Construction of special latrines for vulnerable groups.

Problem: Distribution of non-food items was not carried out equitably; it was hard to reach domestic workers with such items.

Solution: Carried out a sensitisation campaign asking if households had domestic workers or not. Provided sensitisation on the importance of the domestic worker having access to hygiene products, as they were responsible for the cleanliness of the house. Post-distribution monitoring was carried house by house to check on access (NB: it remained challenging to reach domestic workers during post-distribution monitoring).

Problem: Members of vulnerable/marginalised groups were not present in hygiene promotion activities.

Solution:

- Ensured participation of domestic working women in hygiene promotion sensitisation groups by pointing out possible risks of their not taking part for the health of the whole family.
- Recruited female community mobilisers. However, this met with mixed success:
 - In Mentao (Burkina) a woman belonging to the Bella community was recruited, but she was not able to cope with the pressure and resigned;
 - In Bassi (Mauritania) the team was able to recruit seven persons (five women and two men).

Problem: Lack of information received from domestic workers.

Solution: A complaint mechanism system was set up that included specific meeting points and focus group discussions for domestic workers to participate and speak freely.

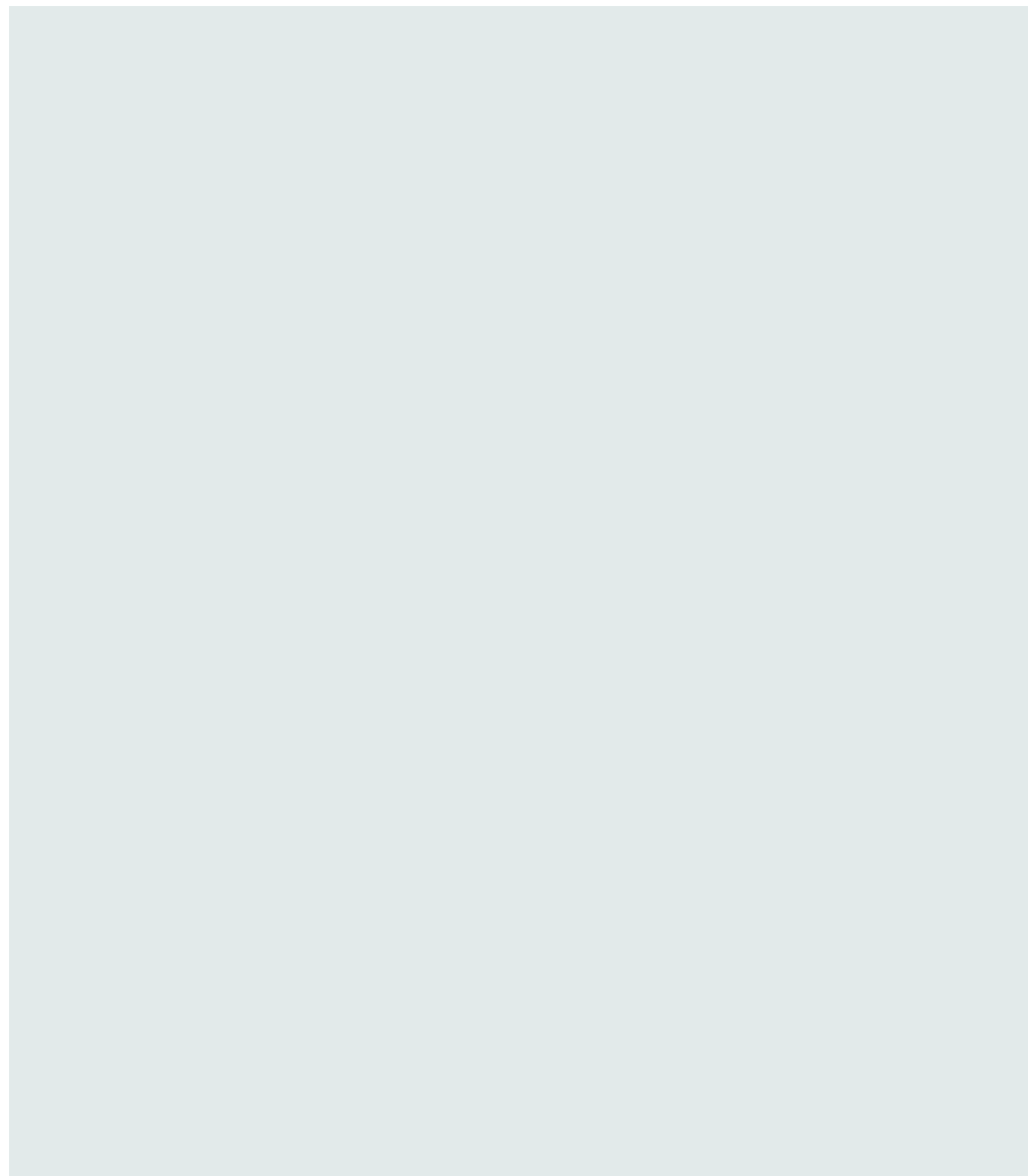
In addition, Oxfam also undertook the following activities:

Co-ordination and self-referral

Set up a referral system to ensure access for the refugees, including the domestic workers, to other programmes:

- a. Access to education: identifying minors (boys and girls) working as domestic servants; and
- b. Identifying cases of forced marriage, sexual violence.

	<p>Advocacy</p> <p>a. Lobbied with UNHCR and other humanitarian actors:</p> <ul style="list-style-type: none"> — To ensure equitable assistance to marginalised communities deprived of access (such as the Bella and Haratin communities); — To prioritise addressing protection threats to refugee populations; — To provide disaggregated data by sex, age and ethnicity; — For regular co-ordination meetings on child protection and gender-based violence. <p>b. Prepared an Oxfam paper on <i>Mali's conflict refugees, Responding to a growing crisis</i>. Dissemination was undertaken at national and international levels.</p> <p>Trainings</p> <p>Protection training workshops were held for Oxfam staff in Mauritania and Burkina.</p> <p>Human resources</p> <p>Recruitment of a protection officer in the camp of Bassikonou in Mauritania (employed for 8 months) and in Burkina (employed for 4 months).</p>
Challenges	<ul style="list-style-type: none"> • Resistance by humanitarian actors to address the question of 'slavery', as it is considered too sensitive; • Refugees consider the traditional structure to be part of their culture; • After distribution, the 'slaves' have to give their rations to their masters; • The services available to provide assistance to victims of GBV are insufficient or fragmented; • Lack of disaggregated data; and • Lack of participation of Bella and Haratin in community structures.
Recommendations	<ul style="list-style-type: none"> • There is a need to carry out protection and gender analysis during needs assessment, followed by continuous monitoring; • In such challenging contexts it is important to recruit a protection officer (in this case, they were recruited six months after initiating the programme); • There is a need to adopt creative strategies in safe programming and to document good practices, sharing with other actors so that they might learn and build capacity on good practices; and • It is important to train the WASH team on protection and gender mainstreaming.
References/links	<p>Duch, P. and S. Carter (2013) OXFAM-Intermon. Personal communication.</p>



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Toolset 3-C

Facility siting, design and management

TS3-C-1 – Adolescent girls designing school WASH facilities: Papua New Guinea

Context	<p>In Papua New Guinea (PNG), girls sometimes miss school due to their monthly menstruation. Most schools provide no awareness on menstruation, and hence classmates including girls may make fun of the girls when they menstruate. School boards are often dominated by older men, while teachers of the older classes might also be mainly male. There is sometimes suspicion of male teachers carrying out any form of sex education with the girls, because parents may worry that they are making sexual advances towards their daughters. In this case girls were found to be disposing of their used sanitary materials in long grasses.</p>
Implementing organisations	<p>ATprojects.</p>
Description of good practices	<p>In order to raise awareness, women staff discussed menstruation with their male colleagues – those who were present – while the men lowered their heads over the table and covered their eyes. This was the first time the male staff had heard this subject openly discussed. It led to them prioritising the construction of female showers and incinerators when asked to prioritise school projects.</p> <p>The potential end-users, in this case school girls and female teachers, identified what products or services they felt were important in a knowledge sharing workshop, which was run by outside facilitators to ensure there was no bias introduced by the project team. They were then put together with technicians who could help them develop a prototype of a washing facility for testing.</p>
Results	<ul style="list-style-type: none"> • The girls designed a simple washing facility, which allowed them to sit down and had a washing line positioned outside. The girls preferred this design to that of a shower, which they felt was not necessary; they also said that the line did not need to be inside the unit as at home they were used to drying clothes outside. A simple building was designed with woven grass matting, but lined with waterproof shower liner to prevent the materials rotting and for an increased level of privacy. • A teacher and a student took part in a local radio station programme and spoke about the challenges girls face and the workshop, and a recording of this was broadcast on a local radio station several times over the next month or so. • Initially male teachers were not interested in discussing menstruation, but once they had they realised the importance of the issue for girls in school.
Lessons	<ul style="list-style-type: none"> • If the ultimate users themselves design the facilities, they are more likely to be suitable to their needs. • Although this example was not written with any specific consideration given to gender-based violence, the opportunity for women and adolescent girls to design facilities and services can also be used to reduce safety risks and GBV.

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(on USB stick)



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

Toolset 3-C

Facility siting, design and management

TS3-C-2 – Women's WASH Platforms: Bangladesh

Context	<p>The project was implemented in a flood-prone area of a river basin in Jamalpur District and in a cyclone- and saline-affected coastal char, Noakhali District.</p> <p>Water collection takes about half an hour twice a day. In the dry season water is scarce, ponds dry up and handpumps do not all work. Just over 50 per cent have access to a latrine, but in Jamalpur more than half the latrines get inundated with flood waters. Most latrines do not provide privacy for women. There had previously been a lack of women's inclusion in project designs by government or during household-level WASH installation, with limited consultation of women during waterpoint and latrine construction.</p> <p>In Noakhali, married women complained that in the dry season they could not bathe and so regularly felt unclean and shy to sleep with their husbands. This sometimes resulted in distrust and physical or mental abuse by the husbands.</p>
Implementing organisations	<p>Oxfam.</p>
Description of good practices	<p>The project supported self-motivated and proactive groups of women who are addressing women's specific needs for WASH services in flood-prone areas of Bangladesh. Although the activities described in this case study were not focused specifically on violence and WASH, the model of involvement of the Women's WASH Platforms (WWPs) offers opportunities to reduce vulnerabilities to violence related to WASH. This might be through:</p> <ul style="list-style-type: none"> • Offering a safe space for women to discuss with other women issues related to violence, and also a safe space to discuss and propose strategies to reduce violence; • Increased capacities and confidence of the women involved, which can give them confidence to also discuss such issues in wider forums – including men and community leaders – or to resist violence when it is threatened; • Improving the designs of WASH facilities themselves to make them safer to use; the WWPs then manage the construction such facilities; and • As the WWPs were involved in counselling adolescent girls on menstruation, this opportunity could also be used to counsel them on protecting themselves against violence. <p>Women were actively involved in designing, constructing and managing WASH facilities to meet their needs. They gained confidence to manage the WWP and to negotiate with men, and sometimes older women, and to contribute to decisions about the WASH facilities.</p>



Golam Morshed / Oxfam Bangladesh

"We identified our problem and initiated schemes. we purchased the required materials by ourselves for our projects after verifying prices at several shops in three local markets to ensure lower price and best quality. We ourselves hired masons and carpenters to construct the bathing cubicles as per our agreed design. We did close monitoring during construction to ensure quality and appropriateness."

(Mohima Begu, Cashier, WWP, Noakhali)



Ruhul Amin / Oxfam Bangladesh

Twenty women's WASH Platforms were formed and 220 women trained. They constructed bathing chambers, including latrine and menstrual management facilities (20 to 30 families per chamber). Latrines were upgraded and new ones built, and three were constructed which were accessible for people with disabilities. Waterpoints were also constructed. In addition, counselling with adolescent girls on menstruation management and personal hygiene in emergencies was undertaken, and menstruation kits were distributed.

Results

The women involved in the project said that in the beginning they were confused, but by the end of the project they were very confident; that they used to bathe on alternate weeks, but now they could bathe every day with dignity and privacy. They said they would continue their platform and had already started a savings group.

The women said:

"We are 11 people moving together. They [who have been resisting us] are afraid of us. Now they invite us to sit. They usually talk to the government representative, but now they talk to us to".



Golam Morshed / Oxfam Bangladesh

After one member's house was destroyed by some 'muscle-men', all WWP members came forward to help her and sought help from the police.

Challenges

- Not all the WWPs performed to the same standard. Four of the 20 WWPs underperformed, mainly due to social conflicts and difficult access to the remote locations.

Lessons

- The involvement and power sharing between husbands, mothers-in-law and/or elder women in different meetings and decision-making processes has created an enabling environment for the younger women.
- It is important to 'go slow and steady' in managing religious and social leaders.
- Women's mobility increased as a result of their involvement, enabling them to use their bargaining power at local markets.
- National-level stakeholders, mainly the government, showed interest in the project at the outset, but did not become particularly involved. In future there needs to be a way of linking WWPs with local authorities.
- There is a need to strengthen the WWPs and promote sustainability through:
 - Addressing user contributions and operation and maintenance;
 - Linking with other organisations that can build women's skills and capacity;
 - Advocating at the national level for recognition, scale-up and replication;
 - Investigating the reasons for underperformance of some WWPs; and
 - Increasing disaster-risk reduction and resilience perspectives in all future capacity building initiatives.



Golam Morshed / Oxfam Bangladesh

References/Link

Morshed, G. (2013) 'Women's WASH Platform (WWP) Empowerment in WASH, Bangladesh', presentation by Oxfam Bangladesh, Emergency Environmental Health Forum (EEHF), January 2013, London School of Hygiene and Tropical Medicine. London, UK: EEHF. ([on USB stick](#))

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TS3-C-3 – Considering protection in water supply and hygiene promotion in humanitarian responses: Bangladesh and Sudan

Context	<p>The two case studies relate to humanitarian situations. They were published in documents dated 1994 (Bangladesh) and 2005 (Darfur) and hence occurred prior to these dates:</p> <p>South-east Bangladesh – About 300,000 Rohingya refugees from Myanmar took refuge in a camp in south-east Bangladesh. They had fled from persecution in their homeland. Many of the women who were in the camp had suffered rape in Myanmar, and came from families that had been separated, with husbands and children lost. In the camp there were allegations of harassment of women by the Bangladesh security forces at the water collection points, and of regular sexual abuse of refugee women by the security forces.</p> <p>Darfur, Sudan – More than 40,000 internally displaced persons (IDPs) fled to Kebkabiya town to seek safety from the violence engulfing the Darfur region of Sudan. There are some waterpoints throughout town; however, an Oxfam assessment found that the quantity and quality of water to be insufficient. In addition, at most waterpoints women and girls reported violence and harassment from the militia. The abuse included beatings and whipping, water containers being confiscated, and shooting into the air to scare and intimidate. Women and young girls in and around the town were regularly abducted and gang raped for days at a time. Levels of violence were highest in isolated locations on the town periphery, where the nearest house is more than 500m away, and near areas of high militia presence. Men would not leave the town boundary because of a very real threat of being shot.</p>
Implementing organisations	<p>Oxfam and UNHCR.</p>
Description of good practices	<p>South-east Bangladesh – The WASH team tried to stick to the principle of 'more female, less male' in the working team, with female engineers and health educators. Actions undertaken included moving the tap-stands to a safer location to avoid harassment of women by a section of the security forces, and changing the time of supply of water to suit the routines of both the women and men. Following a ban on gatherings in the camp because of fears of anti-repatriation discussions, undertaking health education discussions became difficult. The team then took a new initiative to reach the women by setting up women's centres in the camp. During the first phase they were called 'health education centres' to make them more acceptable. Gradually these centres became a refuge for the women, a place for talking, sharing emotions and releasing tensions.</p> <p>Darfur, Sudan – As a result of this assessment, it was determined that Oxfam would not refurbish any water source that IDPs considered insecure. During the assessment of each waterpoint, many potential sources were eliminated from consideration due to their isolation and/or proximity to areas of high militia presence. Four viable water sources were ultimately identified which explicitly met the criteria of enabling safe</p>

	<p>access to water. In one case, Oxfam will run a pipeline from the town's outlying well into a residential area in order to ensure safe access to water by IDPs. Aside from standard waterpoint monitoring, it was planned that the project will monitor the extent to which women feel safer and are less subject to harassment and violence at the new waterpoints.</p>
Results	<p>South-east Bangladesh – Health educators also benefited from the women's health education centres as they provided a place for contact and discussion. Refugee women suggested using the centres for children as children's health education centres (schools were not allowed), and this gave birth to the child-to-child programme. New ideas for garbage disposal, construction of women's bathing places using refugee voluntary labour, ways of using refugee labour for de-sludging latrines, watching the water sources, and guarding and protecting the latrines and other communal areas all arose from discussions at the women's centres. The original idea behind these centres was to make better contact with families through the women and children; but gradually they became more than that. Individuals who attended also gained benefits personally, including those that are often intangible.</p> <p>Although the women's health education centres were not set up for the purpose of reducing violence, they could offer opportunities to reduce vulnerabilities to violence related to WASH. This might be through:</p> <ul style="list-style-type: none"> • Offering a safe space for women to discuss with other women issues related to violence, and also a safe space to discuss and propose strategies to reduce vulnerabilities to violence; and • The increased capacities and confidence of the women involved, which can give them confidence to also discuss such issues in wider forums that include men and community leaders or to resist violence when it is threatened. <p>Darfur, Sudan – The project benefited more than 4,000 households, including significantly reducing exposure to violence for women and young girls.</p>
Challenges	<p>Bangladesh – After some time when the women's/children's health education centres came to be more 'women's centres' in the real sense, male officials and refugees began to feel threatened and started plotting a conspiracy against them. They tried to get them shut down, because they said they were a breeding ground for anti-repatriation activities and other law-and-order activities. The male Mahjhi sought permission to convert the women's centres into a mosque (where women's attendance would not have been encouraged). Then when this was not successful, they sought permission to change the centres into a mosque for the month of Ramadan only. The women at the centres uncovered the plot and said that if they were changed to a mosque for one month, they would never be able to change the status back to being a women's centre no matter what the agreement was beforehand.</p>
Lessons	<ul style="list-style-type: none"> • Even though WASH professionals are not protection specialists and there is limited scope to play a substantial role in protecting women and children in camps, there are opportunities to contribute. • Similar opportunities might have been created for a men's centre as well (in the Bangladesh case study), to allow men an opportunity to learn about hygiene and other issues including those related to violence (including GBV). Opportunities might also have been created for adolescent girls and boys to meet and discuss issues relevant to them.

References/Links

Bonwick, A. (2005) *Protection into Practice – An introduction*. Oxford, UK: Oxfam International.

Wahra, G.N. (1994) Women refugees in Bangladesh. In: B. Walker (ed.) *Focus on Gender* 2(1), February 1994.

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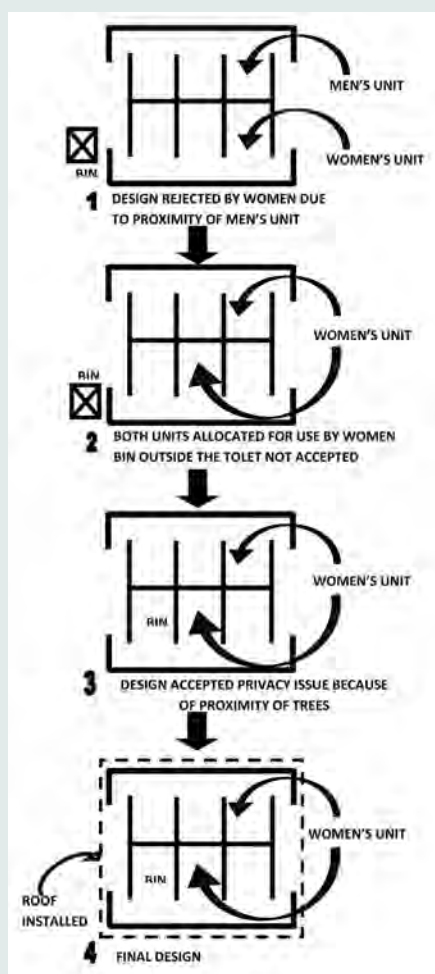
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TS3-C-4 – Innovations in WASH in emergencies to improve dignity and reduce violence against women

Context	The background research report 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.
Implementing organisations	OXFAM, with inputs from a range of organisations working in humanitarian response.
Description of good practices	<p>The research report brings together a few examples of WASH interventions which have been developed in front-end emergency responses, and which have resulted in WASH solutions with the potential to improve dignity and reduce vulnerabilities to violence for women and girls.</p> <p>The case study examples include:</p> <ul style="list-style-type: none"> • India, Bangladesh and Uganda: Covered and screened bathing facilities, and the involvement of women's groups in identifying needs and developing solutions. • Pakistan: Gender-segregated screened toilet and bathing blocks, with facilities to wash menstrual materials privately and with internal water supplies. • Northern Sri Lanka: Linkages made between the provision of WASH infrastructure and the prevention of violence against women. This led to gender-segregated WASH facilities with roofs, violence prevention messages included on water tanks and in bathing areas, and training women in construction and ensuring they received equal wages. • Democratic Republic of the Congo: Involvement of dedicated gender specialists to assist in embedding violence prevention in WASH. This resulted in agreement on five minimum standards to help ensure the dignity and safety of young girls, involving protection actors in the design of WASH facilities, and the development of 'gender markers' against which to assess how strong the real intent is by organisations to prevent/respond to gender-based violence. • India and Bangladesh: Development of child-friendly spaces in emergency responses, including gender-segregated sanitary facilities for girls and boys. • Bangladesh and Sudan: Improving access to safe water in emergency responses and the use of cash-for-work with equal wages for men and women. <p>See the figure and associated notes that follow, which highlight the steps taken to adapt the design of toilet facilities in the emergency camps in Sri Lanka following feedback from women users.</p>



Design adaptation to fulfil privacy needs of women

In one of the emergency camps in Sri Lanka, Oxfam built two sets of three toilets each back to back with a septic tank in the middle. One of these blocks was designated for use by men and the other for use by women. A bin was constructed close to the block meant for use by women.

The location of the toilets was perfect from a purely engineering point of view considering the ground water, table proximity to the shelters and functionality. However the toilets were not used by the women because of their proximity to the men's unit.

The toilets were then allocated for use by women alone. The bin was moved out of public eye into one of the toilets. However, a few days later it was discovered that every evening men were climbing trees in the vicinity of the toilets to extract sap to make toddy. Women once again stopped using the toilets. Although the WASH programme was over by then, the community under the guidance of project staff installed extended roof covers to ensure adequate privacy for the women.

(Source: Personal communication with Vikas Goyal, Oxfam, as noted in Anand, M.C., 2010)

Results

A simple set of training tools has been developed by the Thoughtshop Foundation from the case studies. These can be used to prompt discussion and analysis on how practitioners can adapt their work to reduce the vulnerability of women and girls to violence against women (VAW), and respond to issues of dignity, work burden and security of women and girls through simple improvements to WASH designs in emergency response.

The tools consist of a short training manual, a range of cards, and other interactive training aids that enable effective consultation with women on WASH designs.

Lessons

The general principles established through the case studies include:

- Involve women and girls and boys in the designs of facilities, with specific questions focusing on vulnerability;
- Ensure facilities are gender segregated and that they provide privacy and have considered security of women and girls – such as through locks on doors, screens for privacy, making sure the walls are not opaque, and providing lighting or torches where lighting is not possible;
- Importance of involving users in designing facilities that allow the effective management of menstruation, with the required level of privacy and that are culturally appropriate;
- Women's groups can be a useful channel to establish the priorities and needs of women and girls and to develop appropriate solutions;

- Enabling women to understand and choose appropriate technology will enhance use of hygienic practices;
- Both women and men should have opportunities for paid employment and cash-for-work opportunities; and
- The involvement of or linkages with protection and gender specialists in WASH programmes can strengthen the programme's consideration of the needs of women and girls as well as men and boys, and in particular to consider issues relating to safety and dignity.

References/Links

Anand, M.C. (2010) *Ideas that Work – Preventing violence against women through water and sanitation interventions in early emergency response*, Oxfam GB, December 2010. OXFAM, available at: http://thoughtshopfoundation.org/project_detail/ITW.htm [accessed 11 October 2013].

Links to the research report noted above and the training materials can be located on the thoughtshopfoundation website:

http://thoughtshopfoundation.org/project_detail/ITW.htm

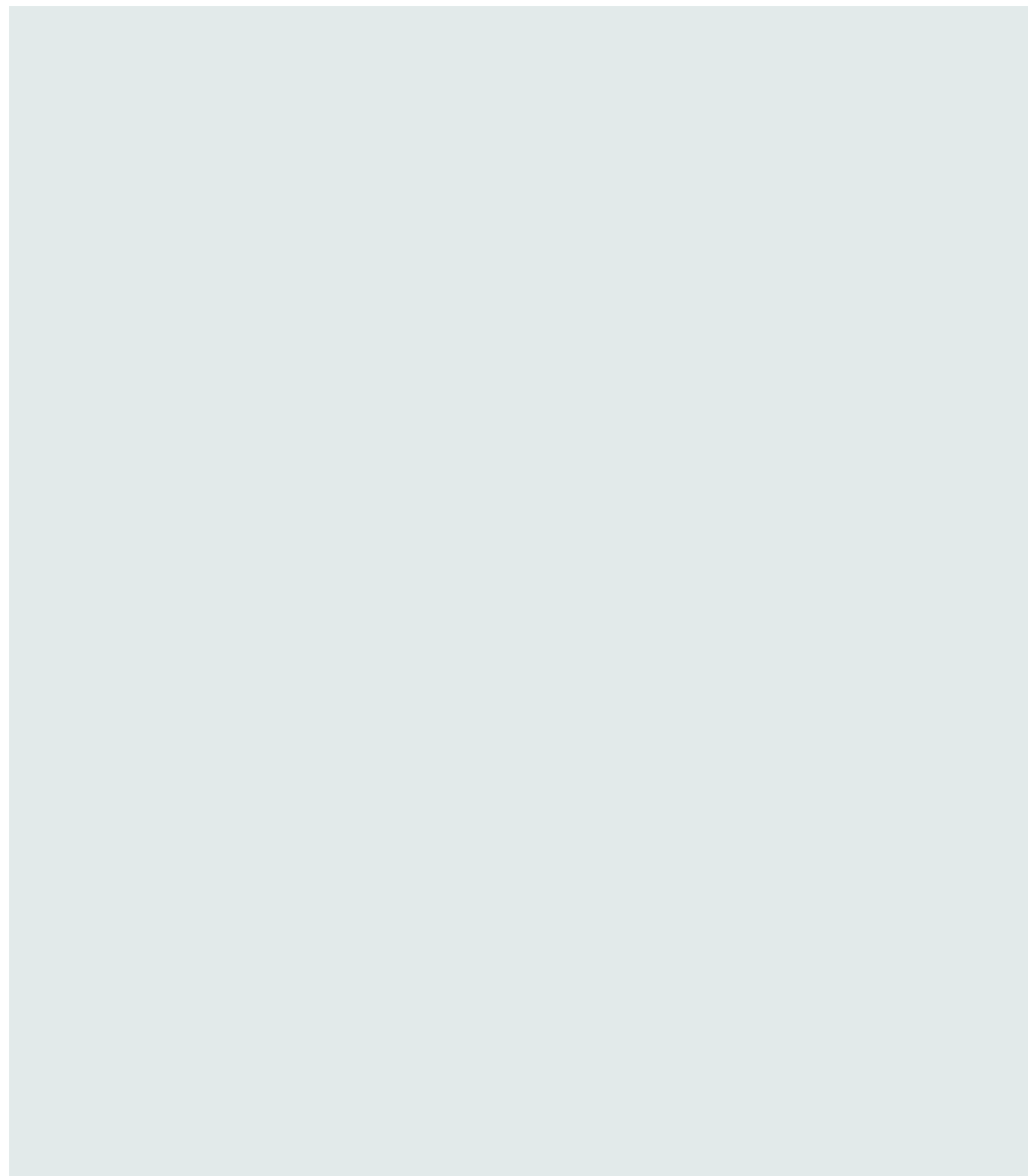
A range of other materials and tools used to promote gender equity and reduce violence can also be found on the following link:

http://thoughtshopfoundation.org/project_summaries/Gender.html [accessed 11 October 2013].

A few samples of the We Can materials developed to promote a reduction in violence against women can be found on the USB stick. A range of other participatory materials from *We Can* can be found on:

http://thoughtshopfoundation.org/project_detail/Changemakers_Tools.htm [accessed 11 October 2013].

For more information contact mmehta@oxfam.org.uk; tsfoundation@gmail.com, wecanglobalnetwork@gmail.com



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Community-managed latrine blocks

TS3-D-1 – Community-Municipal Corporation–NGO partnership for slum infrastructure improvement: Tiruchirappalli, India

Context	Tiruchirappalli is a city in Tamil Nadu, India, with a population of around 720,000. Of this, 23 per cent live in 211 approved and 75 unapproved slums; 78 per cent have access to the city water supply and sanitation coverage is reported to be 70 per cent, with many households having latrines with septic tanks. There are 339 community toilets in the city, and as of 2008 around half of these were managed by the community.
Implementing organisations	Local women's groups, Women's Action for Village Empowerment (WAVE) Federation, Gramalaya, Tiruchirappalli City Corporation, WaterAid.
Description of good practices	<p>This case study was not written specifically with regard to links between violence and WASH, but provides an example of women being involved in leadership and the management of community toilet and bathing blocks and being empowered to be able to approach government officials to address issues of sanitation and beyond. It therefore shows potential for women to be able to discuss and integrate considerations with respect to the safety of women, girls and others.</p> <p>In 2000, WaterAid began working with women in low-income communities in Tiruchirappalli, Tamil Nadu, to improve sanitation services, in collaboration with NGOs, the local municipality and the local community. Residents became active in renovating and managing toilets, and a large number of community toilets were handed over to the communities to be run by community management teams. In some cases, local NGOs even supported communities to build new complexes.</p> <p>Sanitation and hygiene education (SHE) teams and self-help groups were established, which were given the responsibility of selecting their own leaders and managing the bank accounts. The groups take turns to manage the toilets and each member has the responsibility of being the caretaker for the day. For the larger blocks there are two caretakers working on a shift basis per day and a watchwoman, along with a male and a female cleaner. They are paid wages commiserate with the size of the community and toilet complex. These groups decide the user fees, some of which are free for urination and use by the elderly, children and single women. All users who pay are given a token that is used to ensure transparency in finances.</p> <p>These toilets have special provisions for children and persons with disabilities, and some for hygienic disposal of menstrual waste. Any extra funds they receive are used to promote health and sanitation. A large number of these areas have now been declared 'open-defecation free'.</p>
Results	<ul style="list-style-type: none"> A subsequent review of the maintenance of the toilet complexes in 2006 revealed that the complexes managed by women community members were better managed than the ones run by the municipality.

	<ul style="list-style-type: none"> • Women were able to learn how to manage finances and gained confidence to be able to engage with government officials on issues of sanitation and beyond, and learned how to address family and community issues.
Lessons	<ul style="list-style-type: none"> • In some areas there was political interference in the appointment of caretakers, and this sometimes meant that people would not pay for sanitation. Hence there was not enough income to cover the costs of the caretaker or for maintenance. • Some latrines were taken over by people for dealing and using drugs, which frightened people away. • There was refusal by people of different castes to share the facilities, while the sweeper communities (considered the lowest caste on the social ladder) lost livelihood opportunities with the council when the blocks were managed by the community management teams.
Challenges	<ul style="list-style-type: none"> • After initial reluctance communities do pay to use toilets and services can be provided at an affordable cost, even for the poorest. • The programme provided an entry point for the empowerment of women.
References/Links	<p>Gramalaya and WaterAid, India (2008) <i>Tiruchirappalli Shows the Way; Community-Municipal Corporation-NGO Partnership for City-Wide Pro-Poor Slums' Infrastructure Improvement</i>. India: WaterAid, India. (on USB stick)</p>

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Community-managed latrine blocks

TS3-D-2 – Community-managed sanitation supporting the emancipation of scavengers: Sulabh International, India

Context	<p>Sulabh International Social Service Organisation was established as a non-profit voluntary organisation in 1970 working for the removal of 'untouchability' and social discrimination against scavengers (or <i>Balmikis</i>), a section of Indian society condemned to clean and carry human excreta manually.</p> <p>Scavenging is the practice of manual cleaning of human excreta from service/dry latrines. The scavengers crawl into the dry latrines and collect the human excreta with their bare hands, then carry it as a head-load in a container for disposal. It is a caste-based and hereditary profession, which is handed down as a legacy from one generation to the next. Scavengers are the most oppressed and suppressed class of Indian society – hated, ostracised, vilified and avoided by all other castes and classes.</p> <p>Scavengers come into direct contact with human excreta and their hands are completely soiled. In a congested locality, the scavenger has to crawl through a narrow passage, pushing the basket with one hand, resting his/her body weight on the other to make their way up to the latrine chamber through a narrow opening. In a latrine where the seat is deep inside, he/she has to stretch their hand to the fullest and thrust his/her head into the hole to clean the toilet. The scavenger has to bend forward into the narrow space to clean excreta from the toilet antechambers. It is a common sight to see scavengers, mostly women, moving with excreta on the head, stored in bamboo baskets or in leaking drums, with the muck trickling down over their face and body. Passers-by avoid such persons. If a scavenger comes in close proximity, he or she is showered with a hail of abuse. The scavengers face cruel and inhuman treatment.</p>
Implementing organisations	<p>Sulabh International Social Service Organisation.</p>
Description of good practices	<p>The founder of Sulabh International, Dr Bindeshwar Pathak, clearly realised that the liberation and rehabilitation of scavengers or <i>Balmikis</i> was not an easy task: to help them break out of the vicious circle and join the mainstream of society. Hence a multi-pronged strategy was developed to rehabilitate the <i>Balmikis</i> by providing them with alternative employment and integrating them into the mainstream. This strategy consisted of a mixed package of technology and rehabilitation, with alternative employment and social reform. This holistic approach is radically different from other social reform movements in that it combines technology with social idealism.</p> <p>The Sulabh approach to restore human dignity to <i>Balmikis</i> has five distinct stages:</p> <ul style="list-style-type: none"> • Liberation • Rehabilitation • Vocational training

- Proper education of the next generation
- Social elevation

Technologies:

Traditionally, no attention was paid to the occupational hazards of hygiene and health associated with scavenging. A technology was developed to convert bucket latrines into flush toilets. The two-pit pour-flush toilets developed by Sulabh caught the imagination of the nation and as a result Sulabh public and individual toilets were established all over India. At the same time, Sulabh took care to provide alternative jobs to the *Balmikis* rendered jobless by the large-scale conversion of privy latrines into Sulabh toilets.

Skill development and vocational training:

Skill development is important for all, but it is crucial for the less educated. Not only are the *Balmikis* low in literacy and education, but they also possess few skills that merit market demand. Sulabh has paid special attention to skills development and vocational training for children from the *Balmiki* community. It has set up many centres and institutions across the country to equip wards from this community with vocational training in many market-friendly trades. Training programmes have included trades such as shorthand, typing, driving, mechanics, masonry work, carpentry, cane work etc.

Social adoption:

The problem for the *Balmikis* is as much sociocultural as it is economical. Traditions take time to change and require the will and initiative from all sections of society. Sulabh has evolved the modality of 'social adoption' with this in view. It is purely voluntary: all it costs is a will to shed social prejudices and compassion for fellow humans. A well-meaning and committed citizen formally and publicly adopts a *Balmiki* family. Subsequently, the two closely interact and visit each other's homes. At times, the adopting person helps the adopted family to get over minor or major problems of social adjustment. As adopters are generally persons of social standing and prestige, through their approach and interaction they become role models for others.

Public toilet blocks, their financial viability and collaboration between actors:

Sulabh has made excreta financially viable. A local body meets the cost of construction, while the maintenance of toilet blocks and day-to-day expenses are met from a users' charge. Sulabh does not depend on external agencies for finances and meets all the financial obligations from its own internal resources. Not all of the toilet complexes are self-sustaining, particularly those located in slums and less developed areas. The maintenance of such toilet complexes is cross-subsidised from the income generated from toilet complexes in busy and developed areas. Sulabh provides a 30-year maintenance guarantee for the toilet complexes constructed.

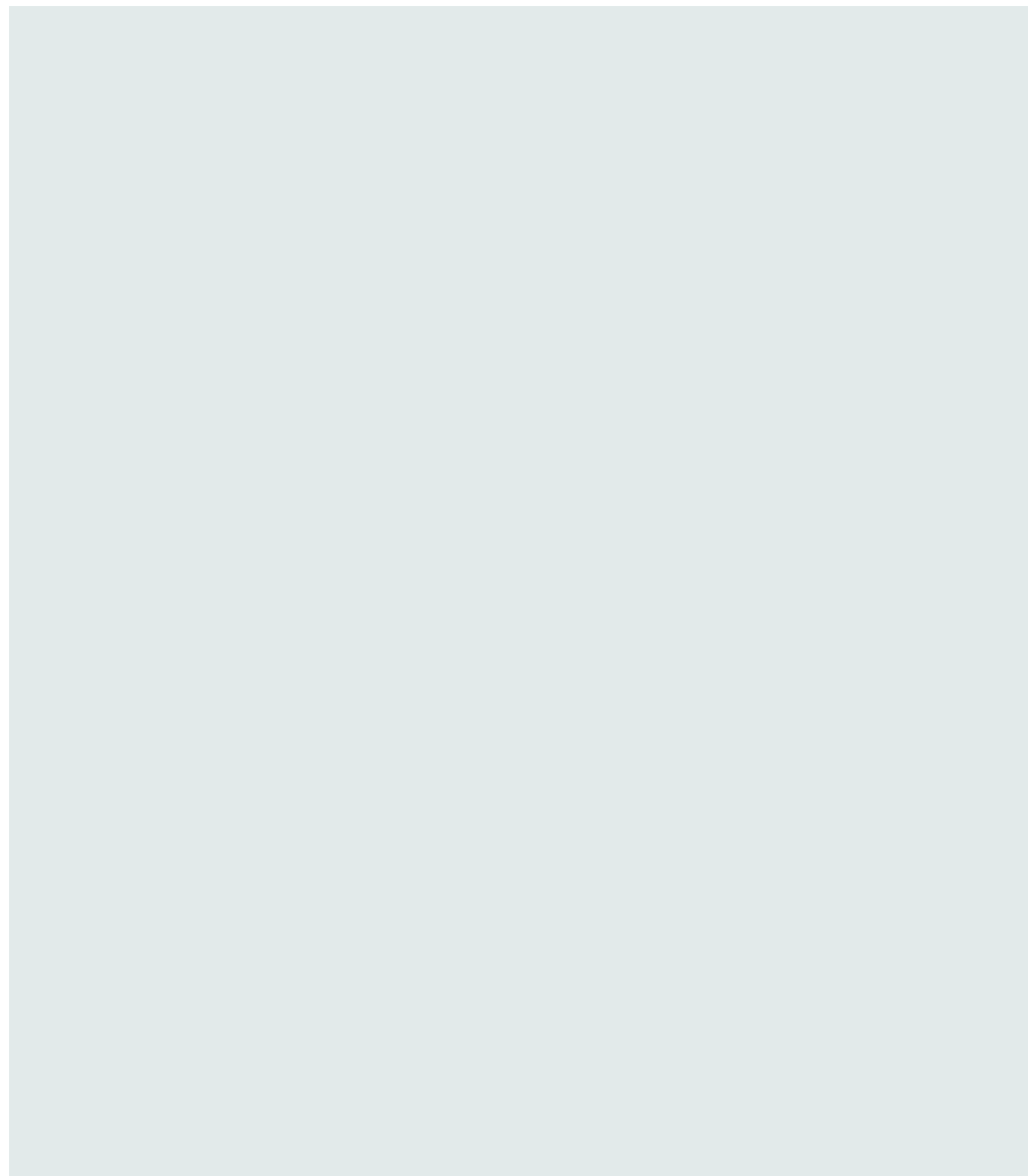
The task of total sanitation coverage in any country can be fulfilled only through close co-operation between local government and the community or local NGOs involved with such work. Neither government nor NGOs/CBOs can fulfil the task alone, as the problem requires both technical as well as social aspects to be tackled. The strategy developed by Sulabh can easily be replicated in other developing countries to improve the status of sanitation and people's quality of life.

Results

Data to 2011:

- Sulabh has been able to liberate and rehabilitate more than 1 million *Balmikis* during its four-decade long struggle;
- Sulabh has supported 8,000+ public latrine blocks across India;
- 640 towns have been made scavenging free;

	<ul style="list-style-type: none"> • An estimated 1.2 million Sulabh household toilets have been constructed, while 54 million government toilets have been built based on the Sulabh design; • Altogether there are 60,000 volunteers working with Sulabh who include technocrats, managers, scientists, engineers, social scientists, doctors, architects, planners and other non-revenue staff; • Sulabh International, in collaboration with UN-HABITAT, Nairobi, has trained professionals from 14 African countries to improve capacity development towards achieving the MDG for sustainable development in water and sanitation; • The Sulabh technologies have received worldwide recognition; • Sulabh has trained more than 50,000 people to work in the construction and maintenance of community toilets in India; • Sulabh's founder, Dr Bindeshwar Pathak, was awarded the Stockholm Water Prize 2009.
Challenges	<ul style="list-style-type: none"> • The historic discrimination of the scavenging communities, which was engrained in societal practices across India; • Technologies which supported scavenging practices (bucket latrines); and • Poor education and lack of marketable skills on the part of the scavenging communities and their children.
Lessons	<p>A multi-pronged strategy, including the provision of alternative employment and integrating the scavenging communities into the mainstream by using a mixed package of technology and rehabilitation, with alternative employment and social reform, has been shown to be an effective method in the process of breaking down historic and engrained discrimination against the scavenger communities.</p>
References/Links	<p>The above information and data has been taken from:</p> <ul style="list-style-type: none"> • Sulabh International Social Service Organisation. Available at: http://www.sulabhinternational.org/?q=content/sulabh-story-brief [accessed 19 May 2013]. • Journeymanpictures, Video: 'The scavengers, India'. Available at: http://www.youtube.com/watch?v=mCecQrh8AZo (video length 20.19 min) [accessed 11 October 2013] see TS2.



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TS3-D-3 – Community-designed and managed latrine blocks and women's savings co-operatives in urban areas: Pune, India

Context

Some communities of the urban poor have formed partnerships with non-government organisations and government agencies to develop alternative approaches to providing sanitation.

During the late 1980s and early 1990s, slum- and pavement-dweller organisations and federations in India designed, built and managed some public toilet blocks. These were usually preceded by a community-managed slum survey to document inadequacies in provision. At first, local authorities ignored or discouraged these efforts. However, in 1999 the municipal commissioner in Pune (a city with more than 2 million inhabitants) invited NGOs and community organisations to bid for contracts for public toilet construction and maintenance. This led to a very large-scale community toilet block construction programme – which in turn encouraged government support for a comparable large-scale programme in Mumbai, when local government staff saw how much better the community-designed, -built and -managed toilets worked than the contractor-built public toilets they had built previously.

Although this example was not documented from the perspective of violence related to WASH, it does provide a useful example of the involvement of women from marginalised groups (slum dwellers and pavement dwellers) in savings co-operatives having a role in managing communal sanitation facilities. This model therefore provides an opportunity for the women to input directly into design and management strategies, which can help to reduce risks to violence when accessing sanitation and hygiene facilities. It also offers opportunities for women to be able to speak to other women about vulnerabilities to violence and to develop strategies and to advocate for change through channels established as part of the process of establishing and managing the toilet blocks. This may involve women advocating as a separate group or working together with their male peers. The links with savings schemes also offer opportunities to contribute to the economic empowerment of women, which in turn can help to reduce their vulnerabilities to violence.

Implementing organisations

The National Slum Dwellers Federation (NSDF) and its member federations, Mahila Milan (meaning 'women together' – savings co-operatives formed by women slum and pavement dwellers) and the support NGO, the Society for the Provision of Area Resource Centres (SPARC).

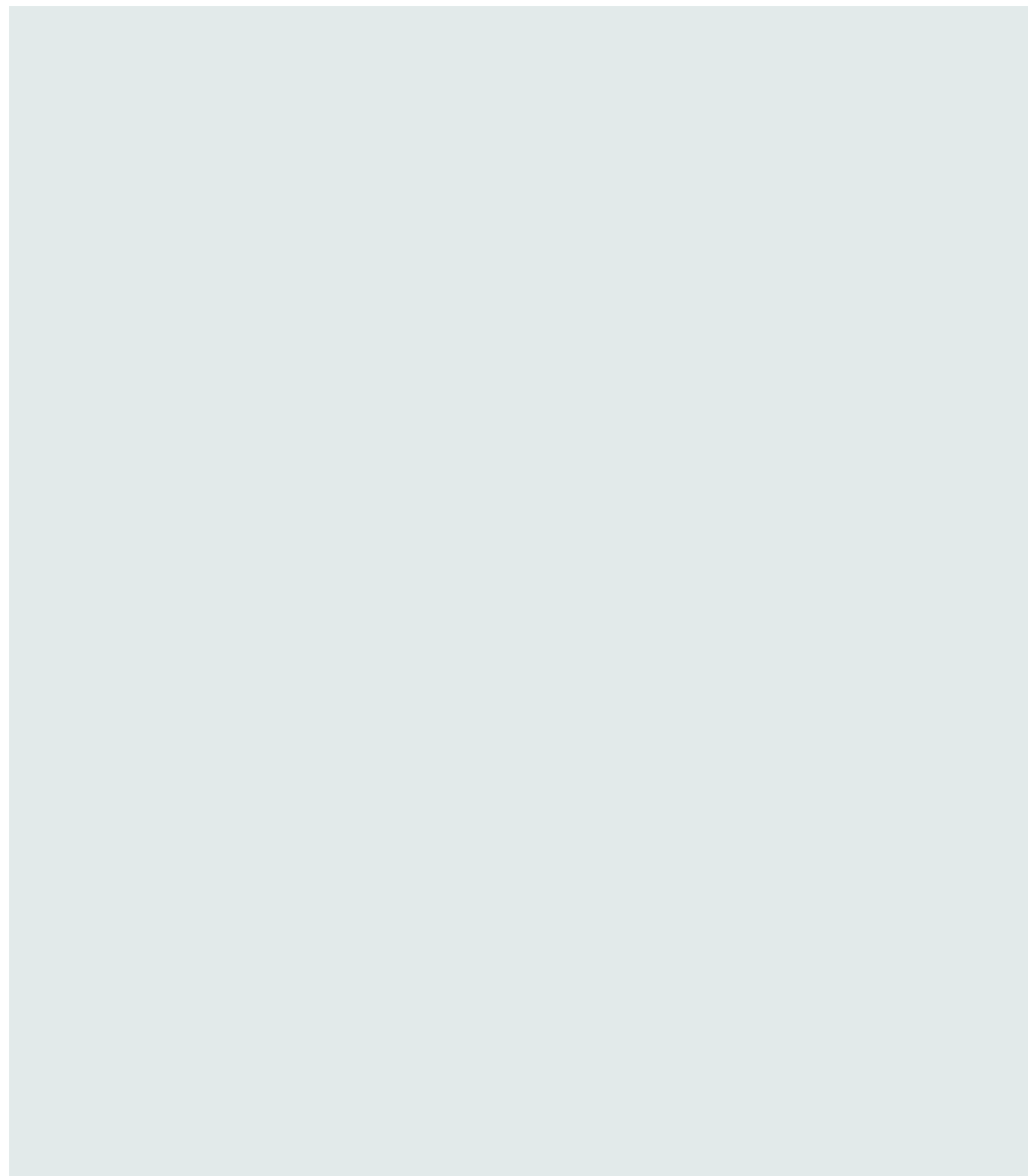
This alliance focuses on issues of land security, resettlement and the entitlement of the urban poor to basic urban services. SPARC, an Indian NGO, supported the establishment of Mahila Milan, which comprises collectives of women who live on pavements and in slums. These collectives are organised around savings and loan activities that enable women to learn how to manage money and develop trust in themselves and in the process. But perhaps more significantly, *"...to develop the experience and skills to reflect together on their situation, they need a safe, local space where they can gather. Being marginalized means being cut off from networks and spaces of information"* (Patel and Bartlett, 2009). The NSDF was formed in the 1970s by mainly male community leaders in order to fight evictions in their own settlements,

	<p>and it quickly spread to more than 30 cities in India. Within the alliance, SPARC's role is one of intermediary between the state and communities of the urban poor. After the initial development of a strategy, it is the leaders of the federation who then explore the process and train community members. SPARC's role is then one of providing support, documentation, quality control, review and scaling-up.</p>
Description of good practices	<p>The partners noted above have been responsible for around 500 community-designed and managed toilet blocks, which serve hundreds of thousands of households in Pune and Mumbai.</p> <p>The alliance believes in accommodation, negotiation and applying long-term pressure, rather than being project or conflict oriented. This is reflected in the processes whereby members of the alliance decide where, how and when community toilet blocks are built. This 'politics of patience' or slow learning and cumulative social change varies from one community to another and from city to city, as knowledge and experiences are shared between communities. Such a process of designing, building and managing toilet blocks not only improves the health and welfare of community members, but also improves their skills and self-confidence. The outcome of such a strategy is that the alliance has built relationships with the various levels of state bureaucracies, municipal corporations, the central government and several of its authorities, and with the private sector by not aligning itself with a particular political party.</p> <p>Today, the alliance works in more than 70 cities across India; its guiding principle is that the poor are the experts on how to develop strategies to cope with poverty, and that these learning processes are shared with other groups in Mumbai, other cities throughout India and in other countries, through Shack/Slum Dwellers International. The alliance has a focus on building community toilet blocks because <i>"...toilets unite communities and give them the confidence to undertake something which they need and which they can actually do"</i> (Patel and Bartlett, 2009). The initial experiences in building and maintaining such community toilet blocks took place between 1988 and 1996 in Mumbai, Kanpur, Bangalore, Hyderabad and Lucknow.</p>
Results	<p>In this instance, the innovation was in the use of community design, implementation and management to produce a better-quality public toilet block that cost no more than the ineffective, poorly designed public toilet blocks previously built by contractors. The design included many innovations that gave women more privacy, made queues work better, ensured a constant supply of water for washing and made better provision for children. Community-management ensured that the facilities could be maintained through user charges.</p> <p>Community organisations formed by the urban poor are trying out similar community-managed toilet blocks in Kenya, Uganda, Namibia, Zimbabwe, South Africa and Sri Lanka.</p>
Challenges	<p>The challenge of community participation in the construction and management of toilet blocks is that of scaling-up across whole cities.</p>
Lessons	<p>These community toilet blocks are interesting in that they promote a 'solution' that has generally been ignored by international agencies, whose focus has been either on water alone or, if support is provided for sanitation, for facilities for each household.</p> <p>Community toilets are not an ideal solution. Virtually all households would prefer good provision for sanitation within their homes. However, they represent a pragmatic, locally driven approach that greatly improves provision for large numbers of the poorest households, drawing on existing resources. Many of these toilet blocks are also in slums that are so overcrowded that there is little or no space to install private toilets within each housing unit.</p>

References/Links

The above information has been taken from:

- Satterthwaite, D., G. McGranahan and D. Mitlin (2005) *Community-driven Development for Water and Sanitation in Urban Areas*. London, UK, and Geneva, Switzerland: Human Settlements Programme and Water Supply and Sanitation Collaborative Council.
- Chaplin, S.E. (2011) Indian cities, sanitation and the state: the politics of the failure to provide. *Environment and Urbanization* 23(1), 57–70.



**VIOLENCE
GENDER
& WASH**

A PRACTITIONER'S TOOLKIT

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

Toolset 3-D
**Community-managed
latrine blocks**



A PRACTITIONER'S TOOLKIT

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

Toolset 3-E

Transformation
of communities

TS3-E-1 – Stepping Stones for community transformation

Context	<p>Stepping Stones was developed as a training package on HIV/AIDS, communication and relationship skills. It seeks to build bridges of understanding and mutual respect across the genders and generations. It provides a structured facilitated process undertaken over a period of months, where 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. It is recognised by 'What Works for Women' (www.whatworksforwomen.org) as one of the very few community-based programmes that reduces GBV.</p> <p>While this package was not developed to promote transformation to specifically reduce violence (including GBV) 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 below of one practitioner's experience of using Stepping Stones in Kenya and some resulting discussions related to violence and menstruation.</p>
Implementing organisations	<p>The Salamander Trust and Strategies for Hope support organisations wishing to implement the programme through a trilingual website (www.steppingstonesfeedback.org), regular newsletters and an international community of practice of more than 1,000 members. They also host an online social network for the community of Stepping Stones members.</p> <p>Multiple organisations have used this approach including: ACORD; Oxfam; ActionAid, Save the Children, Christian Aid, Plan International, UNFPA, UNDP, COWLHA Malawi and many others.</p>
Description of good practices	<p>Stepping Stones is unique due to its 'Fission and Fusion' workshop structure (see: http://www.steppingstonesfeedback.org/index.php/About/How_does_it_work/gb [accessed November 2013]). The package is designed to work both simultaneously and separately with older men, younger men, older women and younger women in the community, in order to give them all private time and space in their own self-defined gender- and age-based peer groups. Here they could explore and analyse their own situations for themselves, without threat of domination or ridicule from others.</p> <p>The training package includes the following sections which provide an overview of the step-by-step process that is utilised:</p> <ul style="list-style-type: none"> • Before you begin • First open community meeting <ul style="list-style-type: none"> — <i>Sessions to develop group co-operation:</i> <ul style="list-style-type: none"> > Session A – Let's communicate > Session B – Our perceptions

- > Session C – What is love?
- > Session D – Our prejudices
- *Sessions on HIV and safer sex:*
 - > Session E – HIV
 - > Session F – Condoms
- *Sessions to help participants analyse why we behave in the way we do:*
 - > Session G – Our options
- **First full workshop meeting**
 - > Session H – Let's look deeper: Part 1
 - > Session I – Let's look deeper: Part 2
 - > Session J – Let's support ourselves
- *Sessions to help the participants think about and practice ways in which they can change their behaviour, to be more assertive and take more personal, social and community-wide responsibility for their actions:*
 - > Session K – Let's assert ourselves
 - > Session L – Let's change ourselves
- **Second full workshop meeting**
 - > Session M – Let's work together
 - > Session N – Let's prepare for the future
- **Final open community meeting**
- **Endnotes**
- **Quick reference page**

The video links below provide a visual representation of some of the Stepping Stones activities being undertaken, including using group discussion, role play, community video with playback to the wider community to promote community-wide discussion.

Results

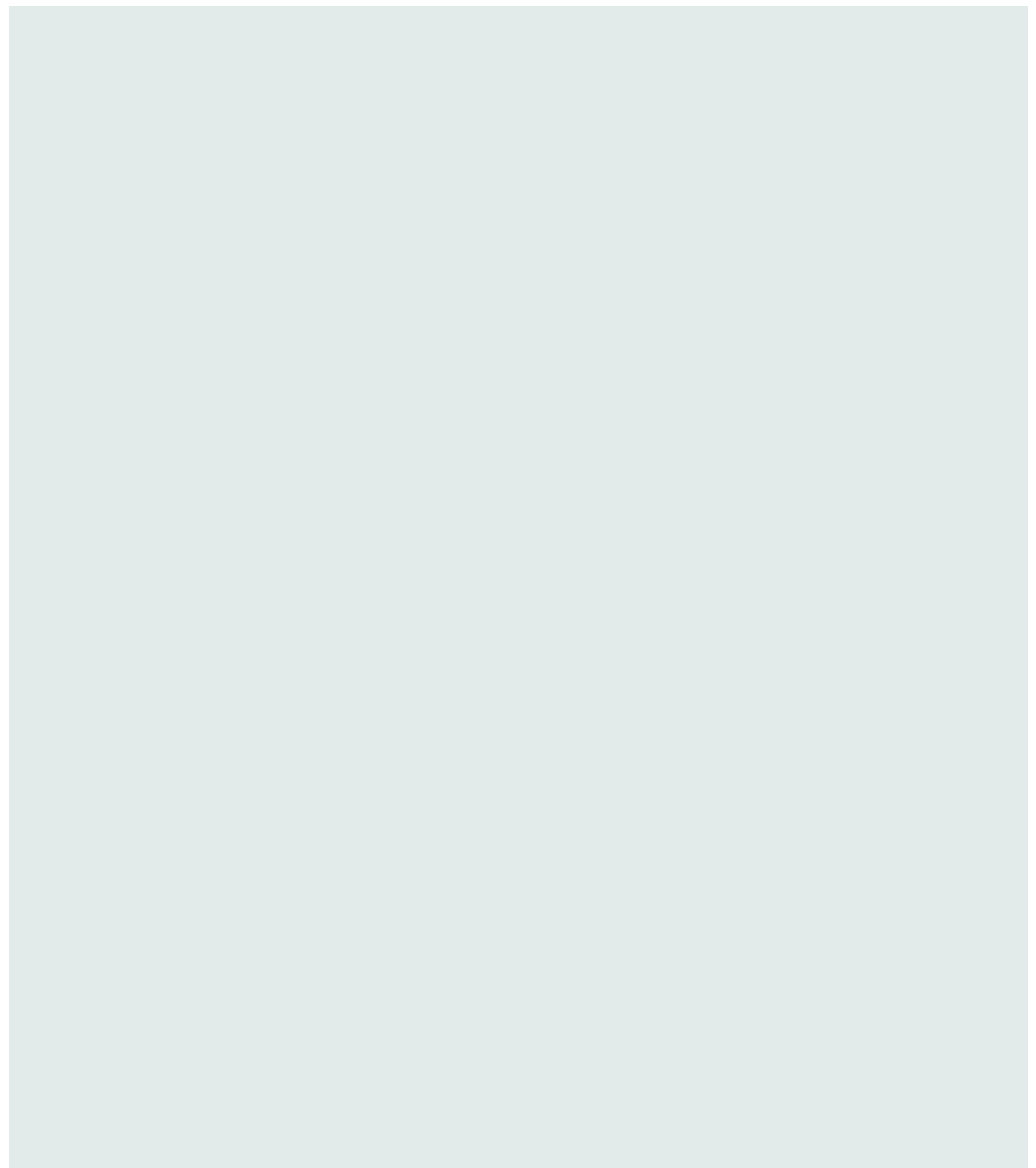
Transformation:

Feedback from users, which can be accessed through the links below, shows that the Stepping Stones process and tools have proved useful for community transformation and are appropriate to help the community members work step-by-step through sensitive issues including GBV. Stepping Stones is recognised by WHO and the USAID supported Aids Support and Technical Assistance Resources (AIDSTAR) as one of the few community programmes of its kind to reduce GBV (see: <http://www.whatworksforwomen.org/search?utf8=□&q=Stepping+Stones> [accessed November 2013]).

WASH and violence:

In a video by the Salamander Trust, Florence Kilonzo, a freelance Kenyan Stepping Stones trainer who had previously worked for ActionAid in Kenya, describes an experience of using Stepping Stones in Malindi in the Coast Region of Kenya (see link below). She explains an issue that came up through the training process. Girls revealed that they did not feel safe to tell their parents when they started menstruating, because of a misunderstanding that they must be having sex. The girls were also missing school, through lack of access to sanitary towels, while some had turned to transactional sex to pay for sanitary pads. ActionAid subsequently conducted an advocacy programme to overcome these issues. This included ActionAid introducing sanitary pads into schools, to enable girls to continue their education without monthly breaks.

Challenges	See: http://steppingstonesfeedback.org/resources/7/SS_ActionAid_EvaluatingSteppingStones_TWallace_2006.pdf [accessed November 2013] for a useful overview of challenges.
Lessons	The Stepping Stones process is like a journey for participants. It works best when undertaken in full without omitting steps, and the authors recommend undertaking the whole process; however, some actors have modified some elements or stages as per their requirements locally. ACORD has produced an excellent guide for adapting Stepping Stones (see: http://steppingstonesfeedback.org/resources/5/SS_ACORD_Implementing_Stepping_Stones_2007.pdf [accessed November 2013])
References/Links	<p>Welbourn, A. (1995) <i>Stepping Stones, A training package on HIV/AIDS, communication and relationship skills</i>. Oxford, UK: Strategies for Hope Trust.</p> <p>Strategies for Hope website with resources and a link to purchase the training materials (the complete version is not available for free download): http://www.stratshope.org/t-training.htm [accessed November 2013].</p> <p>Information on Stepping Stones with a range of useful links, including to reports by organisations who have used Stepping Stones: http://www.steppingstonesfeedback.org/ [accessed November 2013].</p> <p>Strategies for Hope, Video: 'Stepping Stones Revisited; Stories from the Village of Buwenda, Uganda'. Available at: http://www.stratshope.org/resources/dvds_item/stepping-stones-revisited (video length 7.52 min) [accessed 11 October 2013]. A clip is available through this link of the Stepping Stones process.</p> <p>Salamander Trust, Video: 'Florence Kilonzo'. Available at: http://www.salamandertrust.net/index.php/Resources/Video_Resources_2_-_Stepping_Stones_in_Kenya?video=Florence.flv (minutes from 6.16 to 10.21) [accessed 11 October 2013]. Part of a longer video by the Salamander Trust of Florence Kilonzo, who was at the time working for ActionAid. The video describes an experience of using Stepping Stones in Malindi in the Coast Region of Kenya. The case study features girls and menstrual hygiene, and the situation where they resorted to transactional sex for sanitary pads. This video can also be found in TS2 and on the USB stick.</p> <p>A number of participatory exercises from the Stepping Stones materials are included in TS4-A.</p> <p>Coalition of Women Living with HIV and AIDS, Malawi, Salamander Trust and Dominique Chadwick, Video: 'Seeking Safety: Stepping Stones in Malawi'. Available at: https://vimeo.com/69251113 (video length 12 min) [accessed 11 October 2013]. A 12-minute film about the use of Stepping Stones in 12 districts of Malawi, to overcome GBV in communities.</p>



**VIOLENCE
GENDER
& WASH**

A PRACTITIONER'S TOOLKIT

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

Toolset 3-E

**Transformation
of communities**



A PRACTITIONER'S TOOLKIT

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

Toolset 3-E

Transformation of communities

TS3-E-2 – Practical toolkit and training outline for community video with a focus on GBV and related issues

Context	<p>Community video can be a powerful tool to promote debate and discussion at the community level on sensitive issues such as GBV.</p> <p>Although these guides were not developed specifically for the WASH sector, community video has the potential to be a powerful tool able to promote debate on violence including GBV and WASH at the community level, including when integrated with other hygiene-related promotion issues.</p>
Implementing organisations	<p>Developed by the American Refugee Commission, Communication for Change and USAID.</p>
Description of good practices	<p>Two toolkits:</p> <p><i>A toolkit on community video for social change</i></p> <p>This toolkit includes sections on:</p> <ul style="list-style-type: none"> • Critical issues in conflict-affected settings • Participatory communication for development and humanitarian contexts • Community video for social change • Planning a community video project • Implementing a community video initiative • Programme quality and sustainability • Monitoring and evaluation • Sharing lessons on best practices • Additional resources on the above <p><i>A practical guide to community video training with a focus on gender norms, gender-based violence, harmful practices, HIV/AIDS and related issues</i></p> <p>The guide is highly practical with tips and examples, and is complemented by online videos where more can be learned about using the powerful tool of community videos.</p> <p>It provides a framework for a workshop to learn about preparing community videos. It includes:</p> <ul style="list-style-type: none"> • Workshop overview and the role of the trainer; • A training plan; • Community video training exercises – communication and camera exercises, energisers, role plays; and • Source sheets – discussion source sheets, production source sheets, playback source sheets.

References/Links

Goodsmith, L. and A. Acosta (2011) *Community Video for Social Change: A Toolkit*. Minneapolis, MN, USA: American Refugee Committee International. http://www.arcrelief.org/site/PageServer?pagename=videoforsocialchange_toolkit [accessed 11 October 2013]. ([on USB stick](#))

American Refugee Committee, Communication for Change (no date) *A Practical Guide to Community Video Training With a Focus on Gender Norms, Gender-based Violence, Harmful Practices, HIV/AIDS, and Related Issues*. Minneapolis, MN, USA: Available at: http://www.arcrelief.org/site/PageServer?pagename=videoforsocialchange_toolkit [accessed 11 October 2013]. ([on USB stick](#))

See also:

<http://www.arcrelief.org/site/PageServer?pagename=VideoThroughOurEyes> [accessed November 2013] – link to example video on making community videos (8.07 min).

**VIOLENCE
GENDER
& WASH**

A PRACTITIONER'S TOOLKIT

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

Toolset 3-E

**Transformation
of communities**



A PRACTITIONER'S TOOLKIT

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

Toolset 3-E

Transformation of communities

TS3-E-3 – Working with men and boys to reduce violence

Context	<p>It is understood that it is essential for men and boys to be involved in the process of reducing and preventing gender-based violence (GBV).</p> <p>Although the two examples in this case study do not relate specifically to reducing violence related to WASH, they provide examples of how men and boys have been engaged in reducing gender-based violence. Hence they provide examples of good practice that can be translated across to the WASH sector.</p>
Implementing organisations	<p>Promundo and the We Can Campaign.</p>
Description of good practices	<p>A – Promundo: Working with men and boys to reduce gender-based violence</p> <p>Founded in Rio de Janeiro, Brazil, in 1997, Promundo works internationally in more than 25 countries to promote caring, non-violent and equitable masculinities and gender relations. Promundo's independently registered organisations in Brazil and the United States and its representatives in Rwanda collaborate to achieve this mission by conducting research to build the knowledge base on masculinities and gender equality; by developing, evaluating and scaling-up gender transformative interventions and programmes; and by carrying out national and international advocacy to achieve gender equality and social justice.</p> <p>Features of Promundo's work:</p> <ul style="list-style-type: none"> • The cornerstone of the work is to identify and engage men and boys who support non-violence and gender equality; • They engage community leaders, who influence the attitudes of boys and men and tap into the voices of boys and men who want to be positive role models in their communities; • They promote men's caregiving, and encourage both personal reflection and group education for fathers and fathers-to-be; • They use structured consciousness-raising about gender norms, support activism and community campaigns led by 'resistors' [men and boys who resist violence] and build networks of community allies; • In their work with young men, they use peer groups who question and transform gender norms together. <p>Promundo and the International Centre for Research on Women conducted research for structured change called IMAGES – the International Men and Gender Equality Survey. From 2009 to 2012, more than 20,000 interviews in nine countries had already been completed. The research has identified that the strongest factor associated with men's use of violence against women (VAW) is seeing their fathers do it. Other related factors include: gender attitudes, education, economic stress, displacement, alcohol</p>

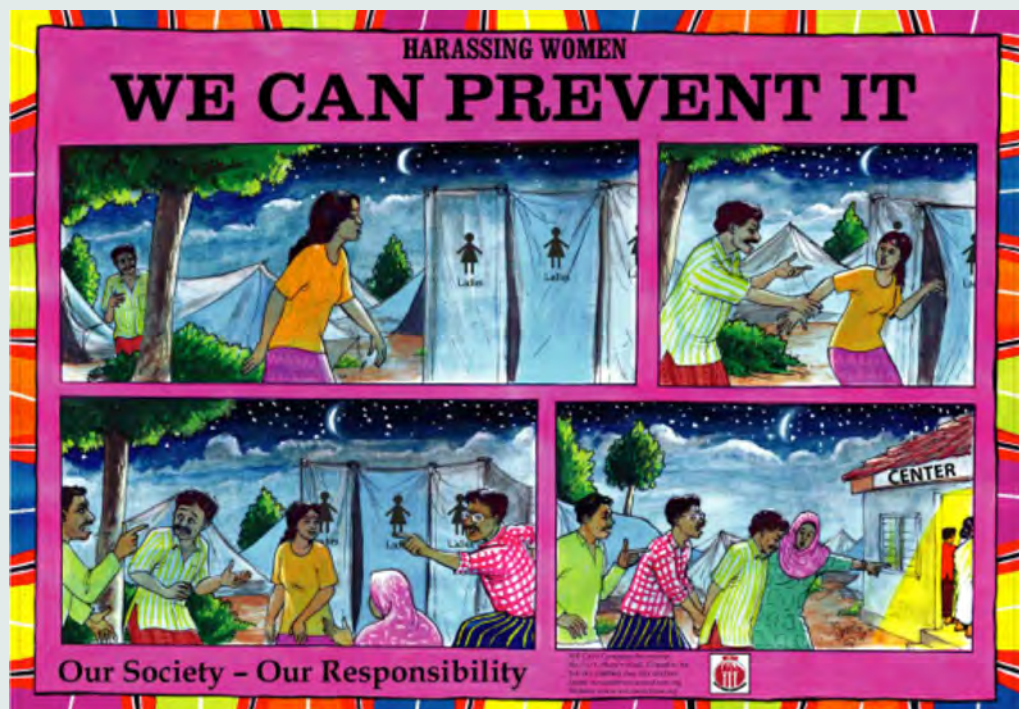
use and having been directly affected by conflict. The four key headline lessons so far from the research include:

- Violence creates violence – and the most traumatic form is witnessing violence against their mothers;
- Caregiving creates caregiving – men who see their fathers in caring relationships are twice as likely to do the same;
- The younger generation and men who have secondary education are taking up gender equality much faster; and
- Men who buy into gender equality are happier and healthier and their female partners are also happier and healthier.

B – ‘Boys Show the Way’ video by the We Can Campaign

This is a short video on boys being involved in the ‘We Can’ Campaign. The We Can Campaign is being undertaken in Asia and aims to stop violence against women. This video is not focused specifically on WASH, but shows boys engaging on the issue of violence against women and through understanding the issues making changes in their own lives. Such changes include sharing the housework with their sisters, as well as undertaking advocacy activities in their schools and communities. This video is also included in [TS2-B-8](#) and is on the [USB stick](#).

An example of how the We Can campaign has integrated issues of violence related to WASH can be seen below through the poster developed and used in internationally displaced person camps in Batticoloa Area, Sri Lanka.



Poster to help communities understand that they can prevent violence related to WASH, used in internally displaced persons camps, Batticoloa, Sri Lanka

We Can Campaign

The poster shows how men and women in the community were encouraged to take responsibility for preventing and responding to GBV occurring in their community.

A number of publications by the We Can campaign can be found in the supporting information folder on the USB or through the links below.

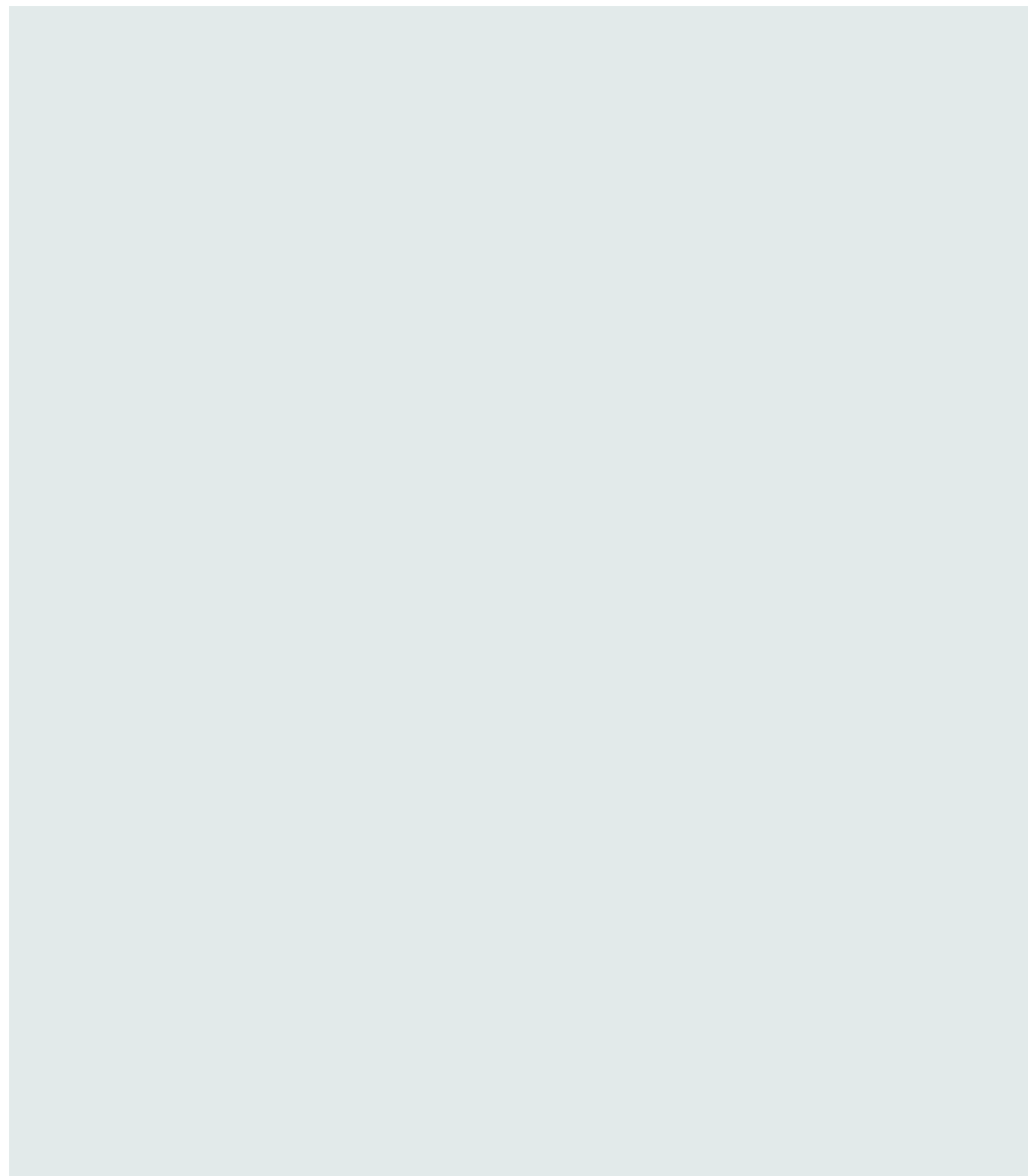
References/Links

Promundo:

- Promundo's website for details on their work and approaches: <http://www.promundo.org.br/en/about-us/introduction/> [accessed 11 October 2013].
- Barker, G. (no date) Engaging men and boys to end GBV, Lessons from Promundo's 15 years of experience. Presentation for ABAAD, Promundo.
- Promundo, Publications. Available at: <http://www.promundo.org.br/en/publications-for-youth/> [accessed 11 October 2013].
- Link to a training module developed by Promundo: Training module on involving men and boys in preventing violence against women and girls, Virtual Knowledge Centre to End Violence Against Women and Girls. Available at: <http://www.endvawnow.org/?men-boys> [accessed 11 October 2013].
- MenCare: A Global Fatherhood Campaign Co-Coordinated by Promundo: www.men-care.org [accessed November 2013].

WeCan:

- We Can Campaign, Video: 'Boys Show the Way'. Available at: <http://wecanendvaw.org/we-can-videos> (video length 8.31 min) [accessed 11 October 2013]. The video can also be viewed from the supporting [USB stick](#) in the folder for [TS2](#).
- Information on the We Can campaign – <http://www.wecanendvaw.org>
- We Can participatory materials on Thoughtshop Foundation website. Available at: http://thoughtshopfoundation.org/project_detail/Changemakers_Tools.htm [accessed 11 October 2013].



**VIOLENCE
GENDER
& WASH**

A PRACTITIONER'S TOOLKIT

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

Toolset 3-E

**Transformation
of communities**



A PRACTITIONER'S TOOLKIT

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

Toolset 3-F

Policies, strategies, guidelines

TS3-F-1 – Strategic framework for women's safety: Delhi, India, 2010

Context	This draft strategic framework aims to respond to the issues of sexual harassment and violence against women and girls in public spaces in Delhi. It does not cover on domestic violence or sexual harassment in the work place.
Implementing organisations	UN-Habitat, Department of Women and Child Development, Government of the National Capital Territory of Delhi, Jagori, UN Women.
Description of good practices	<p>The framework was developed:</p> <ul style="list-style-type: none"> • Following detailed baseline survey on violence against women and girls in Delhi, which identified the key problems and risk areas for different groups of women and girls in the city; and • After conducting safety audits in 25 areas and holding focus group discussions. <p>It includes an overview of the GBV vulnerabilities of women and girls in public spaces in Delhi, safe cities initiatives across the world, and initiatives, policies and plans with relevance in Delhi to date.</p> <p>This draft strategic framework aims to improve women's safety, covering the physical, institutional and advocacy-related areas of:</p> <ul style="list-style-type: none"> • Urban planning and design of public spaces; • Provision and management of urban services and infrastructure; • Public transport; • Policing, legislation, justice and support to victims; • Education; and • Civic awareness and participation. <p>The section on the management and provision of urban infrastructure and services covers issues around street lighting, poorly sited, dirty and badly designed public latrines, blocked pathways and drains. Specific strategies identified in this section include:</p> <ul style="list-style-type: none"> • Development of women's safety guidelines by those responsible for providing and managing public infrastructure, services and amenities; • Undertaking safety audits across the city; • Improvement of night shelters for homeless women from a safety perspective; • Providing a detailed checklist on women's safety to all service providers to which compliance and certification is mandatory;

	<ul style="list-style-type: none"> • Training and capacity building of municipal staff involved in maintenance of urban infrastructure; • Regular data collection on women's safety by the municipal authorities; and • Sensitisation and awareness building for security guards and attendants on women's safety issues.
Challenges	Women's safety in cities was not an automatic priority for policymakers.
Lessons	<ul style="list-style-type: none"> • Importance of collaboration between government duty bearers and other actors for an integrated response to the issue to safety of women and girls; and • Change requires a consultative process that takes time, persistence and commitment secured at the highest level for action.
References/Links	<ul style="list-style-type: none"> • UN-Habitat, Department of Women and Child Development, Government of the National Capital Territory of Delhi, Jagori, UN Women (2011) Safe Cities Free of Violence Against Women and Girls Initiative, A Draft Strategic Framework for Women's Safety in Delhi, 2010. New Delhi, India: UN-Habitat, Department of Women and Child Development, Government of the National Capital Territory of Delhi, Jagori, UN Women. (on USB stick) • Jagori and UN Women (2011) Safe cities free of violence against women and girls initiative, Report on the baseline survey, Delhi 2010. New Delhi, India: Jagori and UN Women. (on USB stick)



A PRACTITIONER'S TOOLKIT

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

Toolset 3-F

Policies, strategies, guidelines

TS3-F-2 – WASH Accountability Resources – Ask, Listen, Communicate, Global WASH Cluster

Context	<p>WASH Accountability Resources is a package of resources to promote accountability in WASH programmes in emergencies. The resources were developed as part of a range of learning and capacity building initiatives to improve the quality of programmes.</p> <p>Although the materials were developed as part of initiatives to improve the quality of humanitarian responses, they are also relevant and useful for WASH sector actors working in development and transitional contexts.</p>
Implementing organisations	<p>Global WASH Cluster – which co-ordinates WASH organisations working in humanitarian response at the global level.</p>
Description of good practices	<p>The WASH Cluster resources include a booklet with community information leaflets, a separate checklist and an accompanying CD.</p> <p>Checklist</p> <p>The checklist includes practical actions which should be taken to promote accountability. Examples that are particularly relevant to the prevention of violence include:</p> <ul style="list-style-type: none"> ✓ Agency staff members do not abuse their position of power (e.g. by asking for any kind of favour from those affected by the emergency in return for assistance) as per the staff code of conduct. This is a serious offence and provides grounds for disciplinary proceedings. ✓ The recruitment of both male and female staff must be ensured, and female staff in particular should be available to consult with female community members. ✓ Agency staff consult with women and men separately, and discuss the programme with the most vulnerable groups (e.g. children, older people and those with disabilities). ✓ People in communities are informed that they have the right to provide feedback (good or bad) or suggestions, and have the right to receive a reply on the work being undertaken and on staff conduct. ✓ Staff must respond to all complaints received in a timely manner. ✓ Feedback on the design and siting/location of toilets, washrooms, laundry slabs and waterpoints is actively sought from women, men, boys and girls, as well as people with special needs or vulnerabilities such as those with disabilities. ✓ Discussions must be held with women, children, older people and those with disabilities on safe access to water and sanitation facilities, e.g. on the location of facilities, provision of locks, lighting, clearing of bushes etc.

- ✓ Ongoing information is systematically provided to affected women and men using their preferred means.
- ✓ Managers model open, inclusive and respectful behaviour within the staff team.

Community leaflet

Please refer to the following pages for an example of a community leaflet; this is provided on the supporting [USB stick](#) in a format which can be edited. The two original documents (in PDF and Word) can be found in the supporting information folder on the USB.

The leaflet explains what commitments the organisations supporting the humanitarian response have to the communities they are supporting and working with. This includes issues related to:

- Ensuring the safety of facilities;
- Involving communities in the design of facilities;
- Providing information and feedback, and being available to answer questions;
- Stating that it is not acceptable for agency staff to demand favours or payment in return for the provision of hygiene kits or WASH facilities, and asking that any such incidents be reported if they are heard about; and
- Providing information on contact details and how to make a complaint (one leaflet) and informing the reader that the agency will provide contact details (the other leaflet).

Booklet

The main booklet is structured as follows:

1. **Introduction** – Provides an overview and definitions of accountability and what it means for members of the WASH cluster.
2. **Participation** – Provides examples of how participation allows individuals to have the opportunity to voice their concerns, express their preferences and be involved in making decisions that affect their lives.
3. **Transparency** – Explains how WASH actors can work in a more open and transparent way with affected communities, ensuring that they provide people with information about who they are and what they are doing.
4. **Feedback and complaints** – Explains the importance of giving affected communities an opportunity to voice their concerns and complain where necessary.
5. **Monitoring, evaluating and learning** – Describes the process through which an organisation reviews its progress against goals and objectives and feeds learning from this back into the organisation.
6. **Staff competencies and attitudes** – Provides examples of the skills, attitudes and behaviours required for accountable working.
7. **More accountability tools** – Provides useful tools to promote accountability in WASH programmes.
8. **Other points to consider** – Additional information on vulnerability and promoting participation as a means to combat corruption.
9. **The WASH accountability quiz** – A useful quiz that will help you consolidate everything you've read.

The booklet includes a range of examples of good practice and case studies relating to violence. Examples include:

- WASH and protection example, Darfur, Oxfam (p.9);
- Community accountability booklet using pictures related to bribery, corruption, staff attitudes, sexual harassment and bullying, Ethiopia, Concern (p.12);
- Good practice in setting up feedback and complaints mechanisms (pp.15–19);
- Focus group discussions, questions on accountability-related issues (pp.35–36);
- Ideas for training/familiarisation sessions that can be run on the accountability resources and good practice (pp.42–45); and
- Examples of a WASH accountability action plan, OXFAM Zimbabwe (p.46).

Accompanying CD

The accompanying CD to the booklet includes a number of case studies, other existing accountability resources such as the 'Good Enough Guide', the HAP Accountability Standards, a diversity game and other information.

References/Links

The following can be found on the supporting USB:

- Global WASH Cluster (2009) WASH Accountability Resources; Ask, Listen, Communicate booklet. New York, USA: Global Protection Cluster. Also available at: <http://www.washcluster.info/?q=content/wash-accountability-toolkit> [accessed 11 October 2013]. (on USB stick)
- Global WASH Cluster (2009) WASH Community Leaflet. New York, USA: Global Protection Cluster. Also available at: <http://www.washcluster.info/?q=content/wash-accountability-toolkit> [accessed 11 October 2013]. (on USB stick)
- Global WASH Cluster (2009) WASH Accountability Checklist – Ask, Listen, Communicate. New York, USA: Global Protection Cluster.

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Toolset 3-F

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

Toolset 3-F

Policies, strategies, guidelines

TS3-F-3 – Sphere Humanitarian Charter and Minimum Standards for Humanitarian Response

Context	The Humanitarian Charter and Minimum Standards in Humanitarian Response (commonly known as 'Sphere') 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.
Implementing organisations	The Sphere Project.
Description of good practices	<p>Protection, GBV and WASH are incorporated in a number of areas in Sphere:</p> <p>Protection Principles</p> <p>In general the protection-related activities of humanitarian agencies can be classified broadly into the following categories:</p> <ul style="list-style-type: none"> • Preventative: Preventing physical threats or human rights abuses from occurring or reducing exposure or vulnerability to such threats and abuses. Preventing protection threats also includes efforts to foster an environment conducive to respect for the rights of women, men, girls and boys of all ages in accordance with international law. • Responsive: Stopping ongoing violations by responding to incidents of violence and other rights abuses. • Remedial: Providing remedies to ongoing or past abuses, through reparation and rehabilitation, by offering healthcare, psychosocial support, legal assistance or other services and support, and helping the affected population to access available remedies and claim their rights. <p>Sphere identifies four Protection Principles, which all humanitarian actors should be guided by at all times:</p> <ul style="list-style-type: none"> • Protection Principle 1. Avoid exposing people to further harm as a result of your actions – Those involved in a humanitarian response take steps to avoid or minimise any adverse effects of their intervention, in particular the risk of exposing people to increased danger or abuse of their rights (p.33). • Protection Principle 2. Ensure people's access to impartial assistance – in proportion to need and without discrimination – People can access humanitarian assistance according to need and without adverse discrimination. Assistance is not withheld from people in need, and access to humanitarian agencies is provided as necessary to meet the Sphere standards (p.36). • Protection Principle 3. Protect people from physical and psychological harm arising from violence and coercion – People are protected from violence, from being forced or induced to act against their will and from fear of such abuse (p.38).

- **Protection Principle 4. Assist people to claim their rights, access available remedies and recover from the effects of abuse** – The affected population is helped to claim their rights through information, documentation and assistance in seeking remedies. People are supported appropriately in recovering from the physical, psychological and social effects of violence and other abuse (p.41).

It is noted, however, that the principles are not 'absolute', as it is recognised that circumstances may limit the extent to which agencies are able to fulfil them.

In 2001, the Global Protection Cluster included a co-ordination system with focal points for the following areas:

- Child protection
- Gender-based violence
- Housing, land and property
- Mine action
- Rule of law and justice

Other guidelines have been developed for other protection areas, such as on the protection of civilians, protection in natural disasters, refugees and internally displaced persons.

Core Standards

The Core Standards cut across all sectors:

- **Core Standard 1 – People-centred humanitarian response** (p.55)
- **Core Standard 2 – Co-ordination and collaboration** (p.58)
- **Core Standard 3 – Assessment** (p.61)
- **Core standard 4 – Design and response** (p.65)
- **Core Standard 5 – Performance, transparency and learning** (p.68)
- **Core Standard 6 -- Aid worker performance** (p.71)

All of the above core standards are relevant to the reduction of violence related to WASH. Key elements include:

- Recognising that people's existing capacities and strategies to survive with dignity are integral to the design and approach of the humanitarian response, including building on existing community-based and self-help activities.
- Enabling people to lodge complaints about the programme easily and safely, and establish transparent, timely procedures and responses to remedial actions.
- Locating public meetings in secure and accessible areas for all members of the community, including women whose attendance in public events may be limited by cultural norms.
- Speaking openly may be difficult for some people. Children should be spoken to separately and, in most cases, women and girls should be consulted in separate spaces. Aid workers engaged in the collection of systematic information from people who have been abused or violated should have the necessary skills and systems to do so safely and appropriately.
- The response should meet the assessed needs of the disaster-affected population in relation to context, the risks faced and the capacity of the affected people and state to cope and recover.
- The design should ensure equitable distributions and the impartial targeting of assistance. Respecting people's personal information will protect their safety and dignity. For example, people living with HIV and AIDS may be stigmatised; survivors of human rights violations must be guaranteed safe and confidential assistance.
- Establishing codes of personal conduct for aid workers that protect disaster-affected people from sexual abuse, corruption, exploitation and other violations of people's human rights. Codes should be with disaster-affected people.

- Establishing grievance procedures and taking appropriate disciplinary action against aid workers following confirmed violation of the agency's code of conduct.
- Aid workers' control over the management and allocation of valuable aid resources puts them in a position of power over the disaster-affected population. Such power over people who are dependent on assistance and whose protective social networks have been disturbed or destroyed can lead to corruption and sexually abusive situations. Sexual activity can never be demanded in exchange for humanitarian assistance or protection. No individual associated with a humanitarian response (aid workers, the military, state or private sector personnel) should be party to abuse, corruption or sexual exploitation. The forced labour of adults or children, illicit drug use and/or trading in humanitarian goods and services by those connected with humanitarian distributions are also prohibited.

WASH

The WASH chapter covers a range of technical specifications, indicators and guidelines relating to the provision of safe water supply, safe excreta disposal, improved hygiene practices, improved solid waste disposal, vector control and drainage.

Key elements that are included and which contribute to a reduction in vulnerabilities to violence include:

- The recommendation that a vulnerability and capacity analysis is undertaken to understand the different vulnerabilities and capacities of populations, plus the need to disaggregate data by sex and age during assessment to ensure that the WASH sector adequately considers the diversity of populations.
- The need to assess and identify risky practices and to involve affected individuals and vulnerable people in the siting and design of waterpoints and in the construction of laundry and bathing facilities. Where possible, communal latrines should be provided with lighting or households provided with torches.
- The provision of water supply, excreta disposal and hygiene facilities that are securely located.
- For excreta disposal and bathing facilities, these should also be in a well-lit area with good visibility of surrounding areas and should provide adequate privacy and have locks on doors.
- The provision of water supply that has an adequate flow – to reduce queues and hence risks of arguments and fighting between people waiting for water.
- The provision of adequate hygiene materials such as soap and menstrual protection materials – to reduce the need for transactional sex to obtain them.
- The need to systematically seek feedback on the design and acceptability of both facilities and promotional methods from all different user groups on all WASH programme activities. It should be ensured that women and girls feel safe in using the facilities provided.
- Shelters, paths and water and sanitation facilities should not be flooded or eroded by water, as this can make access more difficult and increases risks of harassment, particularly in urban areas.

Humanitarian Charter

The Humanitarian Charter specifies:

- **Our beliefs** – It expresses the shared conviction as humanitarian agencies that all people affected by disaster or conflict have the right to receive protection and assistance and ensure the basic conditions of life with dignity. These beliefs are based on the **humanitarian imperative**: that action should be taken to prevent or alleviate human suffering arising out of disaster or conflict and that nothing should over-ride this principle.

- **Common principles, rights and duties** – The core rights which the Humanitarian Charter supports include:
 - The right to life with dignity
 - The right to receive humanitarian assistance
 - The right to protection and security
- **Our commitment** – Recognises that active participation is essential to providing assistance, that we will support local efforts and we will aim to minimise any negative effects of humanitarian action. It also notes that we will act in accordance with the guidance in the Code of Conduct for the International Red Cross and Red Crescent Movement and Non-Governmental Organisations (NGOs) in Disaster Relief (1994).

Key documents that inform the Humanitarian Charter, such as treaties, covenants and protocols, are included in Annex I.

Code of Conduct for the International Red Cross and Red Crescent Movement and Non-Governmental Organisations (NGOs) in Disaster Relief (1994).

The Code of Conduct includes the following principles (pp.370–2):

1. The humanitarian imperative comes first.
2. Aid is given regardless of race, creed or nationality of the recipients and without adverse distinction of any kind. Aid priorities are calculated on the basis of need alone.
3. Aid will not be used to further a particular political or religious standpoint.
4. We shall endeavour not to act as instruments of government foreign policy.
5. We shall respect culture and custom.
6. We shall attempt to build disaster response on local capacities.
7. Ways shall be found to involve programme beneficiaries in the management of relief aid. Relief aid must strive to reduce future vulnerabilities to disaster, as well as meeting basic needs.
8. We hold ourselves accountable to both those we seek to assist and those from whom we accept resources.
9. In our information, publicity and advertising activities, we shall recognise disaster victims as dignified humans, not hopeless objects.

References/Links

Taken from: The Sphere Project (2011) Humanitarian Charter and Minimum Standards in Humanitarian Response. Geneva, Switzerland: The Sphere Project. Available at: <http://www.sphereproject.org/> [accessed 11 October 2013].

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programming and services**

Toolset 3-F

**Policies, strategies,
guidelines**



A PRACTITIONER'S TOOLKIT

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Toolset 3-F

Policies, strategies, guidelines

TS3-F-4 – Inter-Agency Standing Committee gender and GBV guidance for humanitarian response

Context	The Inter-Agency Standing Committee was established to strengthen co-ordination in humanitarian assistance. It is the primary mechanism for facilitating inter-agency decision-making in response to complex emergencies and natural disasters.
Implementing organisations	Inter-Agency Standing Committee (IASC).
Description of good practices	<p>IASC (2005) Guidelines for Gender-based Violence Interventions in Humanitarian Settings; Focusing on Prevention of and Response to Sexual Violence in Emergencies</p> <ul style="list-style-type: none"> The primary use of the guidelines is to enable humanitarian actors and communities to plan, establish and co-ordinate a set of minimum multi-sectoral interventions to prevent and respond to sexual violence during the early phase of an emergency. There is a section and recommendations related to WASH: <ul style="list-style-type: none"> Action sheet 5.1. Implement safe water/sanitation programmes (which has been extracted and can be found on the USB stick). There is a section on human resources: <ul style="list-style-type: none"> Action sheet 4.1. Recruit staff in a manner that will discourage sexual exploitation and abuse – Includes recommendations on reference checks, including questions on previous GBV-related issues, and also practical strategies to employ more women. These include recruiting husband/wife and brother/sister teams, particularly for cultures where women are not allowed to leave the house without a male family member. Action sheet 4.2. Disseminate and inform all partners on code of conduct – Includes for all staff to sign in their contract that they will abide by the Secretary-General's bulletin; for partner organisations to sign the same when establishing contracts; and when engaging community members in activities such as distributions, management etc. that they must also understand and agree to abide by the code of conduct. <p>IASC (2006) Gender and Water, Sanitation and Hygiene in Emergencies (WASH-specific good practice note/checklist)</p> <ul style="list-style-type: none"> Well-written practical guidance note on gender and WASH in emergencies, including good practice related to GBV and WASH.

- The note covers: assessments; the use of disaggregated data; the importance of involving everyone in programme designs; tips for ensuring a secure setting for conducting consultations and on potential tensions when attempting to change the role of women and children in communities; and involving everyone in monitoring.
- Although this is a strong document, there are a few areas which could be strengthened. For example: the involvement of adolescent girls in discussions on safety and needs; inclusion of safety walks or audits as a tool; and information and dialogue on menstrual hygiene, which is broader than just discussing menstrual materials/cloths.
- Refer to the full document – included in the [supporting information folder on the USB](#).

IASC (2006) Women, Girls, Boys and Men; Different Needs – Equal Opportunities, gender handbook

- The handbook has a useful section on the basics of gender in emergencies, including different approaches and terminology.
- It includes tips on how to recruit teams which are male/female balanced (p.5).
- It promotes the **ADAPT and ACT Collectively to Ensure Gender Equality approach**:

ADAPT and ACT Collectively to Ensure Gender Equality

Analyse gender differences

Design services to meet the needs of all

Access for women, girl, boys and men is provided equally

Participate equally to ensure gender balance

Train women and men equally

and

Address GBV in education and humanitarian emergency efforts

Collect, analyse and report sex- and age-disaggregated data

Target actions based on gender analysis

Collectively co-ordinate actions with all partners

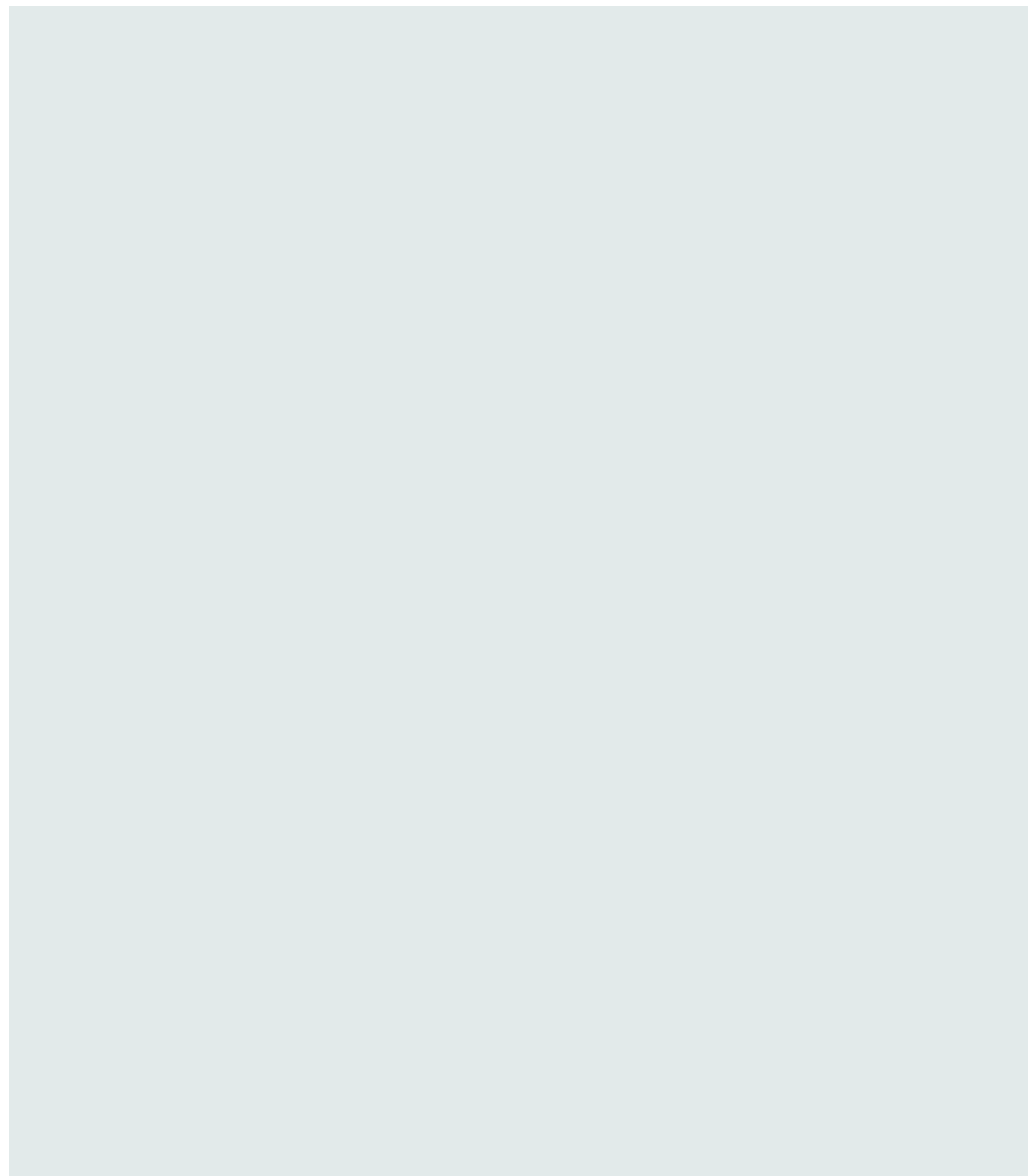
- The handbook includes information on the international legal framework for protection and on co-ordination and participation.
- It then provides sector-specific guidance – the WASH section is available as a stand-alone document (discussed above).

IASC (2010) Different Needs, Equal Opportunities: Increasing Effectiveness of Humanitarian Action for Women, Girls, Boys and Men – An E-Learning Course and Learn-in-a-group Facilitator Guidelines

- Training materials are available to support learning on the handbook, as described above.

References/Links

- Inter-Agency Standing Committee. Available at: www.humanitarianinfo.org/iasc [accessed 11 October 2013].
- Inter-Agency Standing Committee (2005) Guidelines for Gender-based Violence Interventions in Humanitarian Settings; Focusing on Prevention of and Response to Sexual Violence in Emergencies. Geneva: IASC. ([on USB stick](#))
- Inter-Agency Standing Committee (2006a) Gender and Water, Sanitation and Hygiene in Emergencies. Extracted from Inter-Agency Standing Committee (2006b) Women, Girls, Boys and Men; Different Needs – Equal Opportunities, gender handbook. Geneva: IASC. (WASH-specific good practice note). ([on USB stick](#))
- Inter-Agency Standing Committee (2006b) Women, Girls, Boys and Men; Different Needs – Equal Opportunities, gender handbook. Geneva, Switzerland: IASC. ([on USB stick](#))
- Inter-Agency Standing Committee (no date) Different Needs, Equal Opportunities: Increasing Effectiveness of Humanitarian Action for Women, Girls, Boys and Men – An E-Learning Course and Learn-in-a-group Facilitator Guidelines. Available at: <http://www.interaction.org/iasc-gender-elearning> [accessed 24 October 2013].



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programming and services**

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guidelines**



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

Toolset 3-F

Policies, strategies, guidelines

TS3-F-5 – International Rescue Committee, Environmental Health Sector Framework

Context	The International Rescue Committee (IRC) is an international humanitarian NGO that works in more than 40 countries and in 22 US cities. Its teams work across a range of sectoral areas, from WASH and emergency response to health (including reproductive health), women's empowerment, children and youth, governance and protection of rights (including with respect to GBV), as well as in research and advocacy.
Implementing organisations	International Rescue Committee.
Description of good practices	<p>The Environmental Health Sector Framework outlines what the International Rescue Committee (IRC) does in this sector and the impact these actions have on the people 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.</p> <p>The framework incorporates safety and dignity concerns throughout, highlighting how the sector activities consider and respond to these issues. Some examples are outlined below.</p> <p>Goals:</p> <ul style="list-style-type: none"> • IRC activities in this sector save lives by preventing potentially fatal diseases and ensuring that people (notably women and girls) can safely access essential environmental health services. These activities also lay a foundation for further socio-economic development by supporting good health and well-being, enhanced economic productivity, educational attainment and women and girls' empowerment. • The safety and empowerment of women and girls should be mainstreamed into any project where this is not the main goal, given the high prevalence of violence and oppression of women and girls in many of the areas where IRC works. <p>Educational achievement:</p> <ul style="list-style-type: none"> • Access to safe water at home and school prevents children (especially girls) from losing valuable learning time or dropping out of school completely to fetch water. The availability of toilets, with facilities for washing and drying sanitary cloths, at schools encourages adolescent girls to continue their education. Children who are healthy enough to attend school and concentrate have a better chance of achieving their potential in education. <p>Safety and empowerment of women and girls:</p> <ul style="list-style-type: none"> • Women and girls bear the brunt of the burden of water fetching, face greater risk of assault when fetching water or seeking a place for their toilet needs, and are the most exposed to the smoke from cooking fires. Providing safe access to improved environmental health services, such as nearby water supplies, household toilets and improved cooking stoves, therefore reduces the risks and burdens they face, providing for improved health and more time for productive, educational and social activities. Women's and girls' inclusion in decision-making around environmental health activities also provides the opportunity for an increased influence on decisions that have a profound impact on their quality of life.

Ensuring access to essential environmental health services:

- IRC provides environmental health services that are **accessible to the whole population**. This means that they must be **designed in consultation with the users**, ensuring that vulnerable groups (such as women, children, marginalised groups, the disabled and people living with HIV/AIDS) are consulted and their needs incorporated into intervention designs. No users are inhibited from benefitting through overcrowding, inappropriate design, prohibitive user fees, **unsafe access** or excessive distance. Strong institutions support and sustain services and the ongoing community engagement required to ensure services are managed in such a way that they're accessible to all.
- IRC ensures that **all segments of the community are consulted** and that the advantages and disadvantages of the technology options available are clearly explained to the community. These actions ensure that selected solutions are suitable for, and acceptable to, the whole community.

Strengthening institutions to support and sustain environmental health services:

- IRC ensures **women's participation in decision-making** by promoting their inclusion in key decision-making positions while providing training and mentoring to support them in their roles. Where necessary, IRC may use separate mechanisms for women's representation and will offer support to **community-based organisations that help women voice their needs**.
- Example of a project which helped to reduce time spent collecting firewood and treating water for drinking:
- In response to a humanitarian crisis in Pakistan, the IRC introduced fuel-efficient stoves, which proved very popular and reduced the use of fuel wood by almost a half. There were other benefits. Families explained that **women and children now spent less time collecting wood**, allowing them to take part in other activities. They also no longer had to cook in a cloud of smoke and felt healthier as a result.
- Building on this success, IRC provided stoves to families affected by the severe floods in Pakistan of 2010. After getting feedback from users, IRC adapted the stove design to include a water boiler, providing safe drinking water 'on tap' for families whose water supplies had been contaminated by the flood waters.
- Although this case study was not written from the perspective of reducing GBV, the reduction in time required for collecting wood and also providing a household-based water treatment would have a positive effect on reducing risks to GBV for women and children who undertake this task, as well as reducing vulnerabilities to environmental health-related diseases due to drinking contaminated water.

Acute/rapid onset emergency:

- IRC responds to acute emergencies by providing facilities and services that are **essential for life, personal safety and dignity**, such as clean water, safe, easily accessible defecation areas and toilets, and key hygiene products.

References/Links

International Rescue Committee (no date) Environmental Health Sector Framework. New York, USA: IRC. ([on USB stick](#))

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GENDER
& WASH**

A PRACTITIONER'S TOOLKIT

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

Toolset 3-F

**Policies, strategies,
guidelines**



A PRACTITIONER'S TOOLKIT

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

Toolset 3-F

Policies, strategies, guidelines

TS3-F-6 – Gender equity in and through education in emergencies: Inter-Agency Network for Education in Emergencies

Context	The Inter-Agency for Education in Emergencies 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.
Implementing organisations	Inter-Agency Network for Education in Emergencies (INEE).
Description of good practices	<p>The INEE has developed a range of resources useful for practitioners working in education in emergencies. These include those relating to gender issues, violence and also incorporate issues related to WASH and the particular needs of girls and boys. The materials are clearly written in simple language with case studies, and so are practical in their nature and suggestions. Selected examples follow.</p> <p>INEE (2010) <i>Gender Equality in and Through Education, INEE Pocket Guide to Gender</i></p> <ul style="list-style-type: none"> • Clear and well-presented guide which highlights common arguments that we need to challenge, with explanations of how to challenge the same. • The guide demonstrates the need to use disaggregated data. It also shows that active participation of male and female students is critical to ensure that gender issues are addressed. • There is a case study (p.13) on challenges for girls to attend schools in the Democratic Republic of Congo due to waterpoints being too far away and lack of menstrual protection materials. • The guide discusses the need to undertake gender-sensitive education, while also keeping in mind the local context and cultures so as to not cause resentment or security risks. • It uses the Inter-Agency Standing Committee ADAPT and ACT framework (see Case study TS3-F-4) to provide examples of good practice and appropriate indicators. • It discusses inter-sectoral linkages, including with the WASH sector. • It covers strategies related to: participation, co-ordination, assessments, monitoring and evaluation. • It also discussed strategies for equal access to gender-responsive learning environments, including the supply side and demand side – with some strategies related to WASH and some related to violence. • The guide also has a chapter on protection and well-being. In this chapter it recommends that sanitation facilities should allow learners and staff privacy, dignity and safety. Toilet doors should lock from the inside and, to prevent sexual harassment and abuse, separate toilets for boys/men and girls/women should be located in safe, well-lit, convenient and easily accessible places.

- The guide has a useful glossary.

INEE (no date) *Preventing and Responding to Gender Based Violence in and Through Education*

- This short brief (four pages) discusses vulnerabilities to GBV on the way to or in schools, including risks while at school from male teachers and older boys.
- A range of strategies is suggested such as the development of a participatory code of conduct for teachers and staff, which is developed by parents and teachers associations, teachers and other community members and includes open discussions on masculinity and GBV, so strengthening the supervisory system and capacity building.
- The importance of separate latrines and washing areas for male and female students is emphasised, as is ensuring that all areas of the school compound are safe for all students. The brief recommends the clearing of bush or undergrowth around the school and paths that make the compound unsafe.
- The absence of female teachers poses challenges, particularly for older students, in terms of offering support to girls in school to be able to express their concerns and to learn about adolescence. Suggestions in this respect include considering the option of having female classroom assistants or having a respected female individual in the community, such as local nurse, who can visit on a regular basis and the girls can access. Local women's groups can also be useful links. Vulnerabilities to GBV are also highlighted for female teachers and teaching assistants if they are a minority in the school, particularly if they are younger.

INEE (no date) *Gender Responsive Sanitation, Health and Hygiene*

- This short brief (ten pages) discusses the context of education in emergencies, and the possible challenges for girls and boys in relation to sanitation, water and hygiene in schools. These include where appropriate toilet facilities do not exist, and hence students and teachers have to resort to using the surrounding bush or have to wait until after the end of school.
- It recommends that adequate gender-responsive (and particularly girl-friendly) sanitary facilities should be prioritised for all school construction and rehabilitation projects.
- The provision of separate sanitation facilities is emphasised, both in terms of design and location of latrines, as is including girls and boys – and particularly adolescent girls – in the process of planning and implementing new sanitation projects. The brief notes that sex-segregated latrines should be carefully located in relation to the main school buildings: separate enough for girls to have privacy, but not too far away or too isolated so as to create protection concerns; and that a separate and well-located latrine should also be available for women teachers, parents and other visitors to the school.
- It also emphasises the need for provision of adequate sanitary protection materials for girls, as well as the establishment of systems to produce a sustainable supply of materials – which may involve the production of locally made pads.
- It is recommended that different actors should be engaged and work together to ensure and implement gender-responsive sanitation, health and hygiene. These should include schools (parents, parent-teacher associations [PTAs], school councils, teachers, students), NGOs and CBOs, women's groups, youth organisations, government ministries (health, education, water), health providers and researchers.
- Access to women teachers, teaching assistants or via a collaboration with appropriate local women – for example nurses, health workers, midwives or community leaders who can visit on a regular basis – is recommended so that women are available to answer girls' questions and concerns when they arise.

INEE (2010) *Minimum Standards for Education: Preparedness, Response, Recovery*

- This document provides similar guidance to the Sphere standards (see [TS3-F-3](#)), with a range of standards, indicators and guidance notes.
- The Access and Learning Environment Standard 3: Facilities and services covers sanitation, hygiene and water facilities in schools.

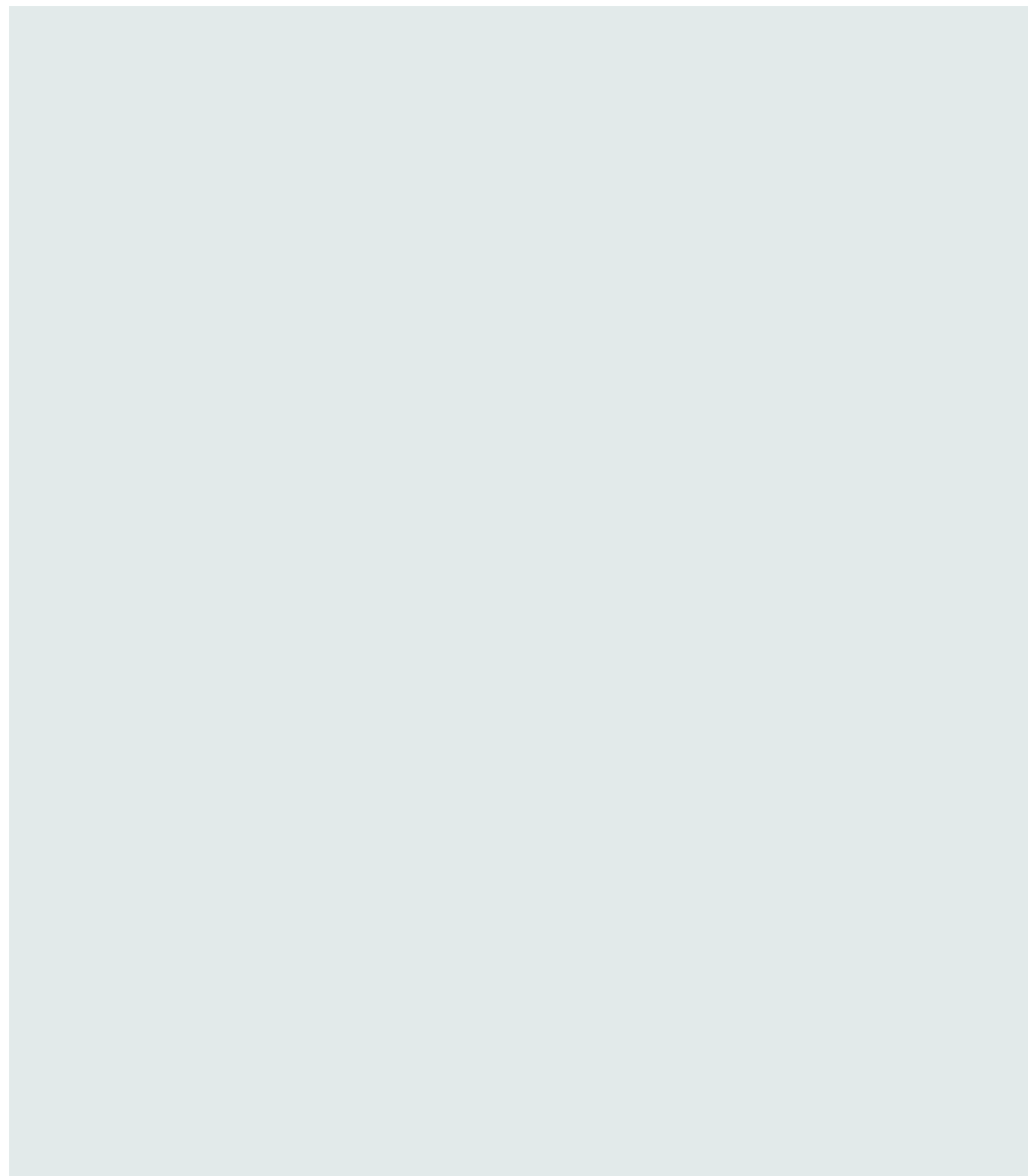
References/Links

The first three documents can be found in the supporting information folder on the USB:

- Inter-Agency Network for Education in Emergencies (2010a) *Gender Equality in and Through Education, INEE Pocket Guide to Gender*. Switzerland: INEE. ([on USB stick](#))
- Inter-Agency Network for Education in Emergencies (no date) *Preventing and Responding to Gender Based Violence in and Through Education*. Gender Task Team, INEE. ([on USB stick](#))
- Inter-Agency Network for Education in Emergencies (no date) *Gender Responsive Sanitation, Health and Hygiene*. Gender Task Team, INEE. ([on USB stick](#))

Others:

- Inter-Agency Network for Education in Emergencies (2010b) *Minimum Standards for Education: Preparedness, Response, Recovery*. INEE.
- Inter-Agency Network for Education in Emergencies. Available at: www.ineesite.org [accessed 11 October 2013].



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GENDER
& WASH**

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

Toolset 3-F

**Policies, strategies,
guidelines**



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Toolset 3-G

Codes of conduct, peer mentoring

TS3-G-1 – Code of conduct for technical and vocational training schools: Liberia

Context	<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 males, with women are greatly under-represented. Liberia's national WASH Sector Strategic Plan, 2012–2017, and WASH Sector Capacity Development Plan, 2012–2017, include strategies to increase the number of women working in the WASH sector, including in the technical areas.</p> <p>Studying and working as a minority within these fields poses numerous challenges for women and girls, including those related to GBV; these are often heightened in fragile contexts, where GBV in education is common from primary school upwards.</p>
Implementing organisations	<p>Forum for African Women Educationalists (FAWE), Liberia; Danish International Development Agency (DANIDA).</p>
Description of good practices	<p>FAWE supports and promotes girls' education for empowerment and employment, and is responsible for helping learning to be gender-responsive – thereby reducing bias against female education and development.</p> <p>In Liberia, FAWE implemented a programme for girls' empowerment funded by DANIDA. As part of this programme, girls and women were offered scholarships to undertake training and qualifications in engineering and technical vocational building trades such as carpentry, woodwork, masonry, plumbing and auto-mechanics.</p> <p>The FAWE TVET [Technical and Vocational Education and Training] Code of Conduct was developed to try and ensure a basic code of conduct for all trainees, trainers and other educational personnel, TVET institutions, as well as FAWE itself, with responsibilities identified for each actor. All parties are expected to sign the code of conduct before the student is placed in the TVET institution. Its aim is to: 'Guide trainees and help trainers and partner TVET institutions in its work to deal with trainees in a wholesome manner so as to create a good, friendly and safe environment for learning'.</p> <p>Commitments and responsibilities of TVET institutions towards FAWE, which relate to GBV, include to:</p> <ul style="list-style-type: none"> • Promote safe and conducive learning environment; • Maintain high moral standards, and promote an atmosphere of trust; • Empower trainees to develop self-esteem and technical vocational training skills for livelihoods; • Integrate gender responsiveness into their programme activities and operations;

- Work in line with FAWE's Child Protection Policy and TVET Code of Conduct; and
- Participate in FAWE's gender awareness workshops in order to ensure that gender issues affecting the girls are addressed during the project life cycle.

Commitments and responsibilities of trainers and other education personnel towards their work or trainees/beneficiaries, which relate to GBV, include:

- Not to engage in activities which will adversely affect the quality of their teaching and profession, such as learner or parent exploitation, cultism, drug abuse, bullying etc.
- Not to engage in any unprofessional practices such as examination malpractice, favouritism, bribery, corruption or soliciting gifts.
- To teach and practice principles of good citizenship, peace and social responsibility.
- That trainers and other education personnel shall, at all times, maintain a professional relationship with all trainees, recognising that all trainees are equal, and fostering trainees' intellectual, physical, emotional, social and spiritual potentials.
- To respect the rights and dignity of the trainees (girls/women) and act in their best interests.
- That they must not request/accept any form of bribe from trainees, such as 'sex for grades', buying of grades, or other unlawful payment or benefit to ensure concession, or other favourable treatment. Trainers must also conduct themselves, at all times, in a manner that avoids suspicion of such behaviour.
- That they establish and maintain zero tolerance of all forms of sexual and gender-based violence, exploitation and abuse, physical and humiliating forms of punishment, and psychological abuse.
- To always promote the concept of the 'best interest of the girl child and woman'.
- That they must not give tobacco, alcohol or harmful drugs to any learner/trainee or allow them to consume any harmful substances.
- They must at all times practice the principle of 'Do No Harm'.

Commitment and responsibilities of the trainees/beneficiaries, with relevance to GBV:

If the trainee/beneficiary violates the rules, they may be placed on probation or removed from the programme. Trainees/beneficiaries:

- Must not offer money/other items or favours to instructors/trainers for grades. If any trainee/beneficiary is found guilty of such offence, she will be expelled from the programme.
- Are also encouraged to participate in other FAWE-supported programmes, such as assemblies and programmes on life skills, which provide opportunities for information sharing and interaction with and among students and staff members and will help the trainees/beneficiaries to speak out. Refer to the case study [TS3-G-2](#) for an example of the TUSEME programme.

The code of conduct also covers procedures for responding to grievances.

As a result of the scholarship programme for girls to study technical trades, there was a significant increase in the number undertaking courses. In 2012 the Booker Washington Institute in Kakata, the oldest and best-known TVET institution in Liberia, had equal numbers of girls/women studying the building trades as technical and vocational trainees compared to boys/men; such a situation is very unusual globally. This will provide a new pool of women who will be able to engage in the WASH and other technical sectors across Liberia.

References/Links

Forum of African Women Educationalists, Liberia (2009) *FAWE Technical Vocation and Education Training (TVET) Code of Conduct, Supporting girls and women to acquire education for development through TVET*, December 2009. Liberia: FAWE.

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Toolset 3-G

**Codes of conduct,
peer mentoring**



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Toolset 3-G

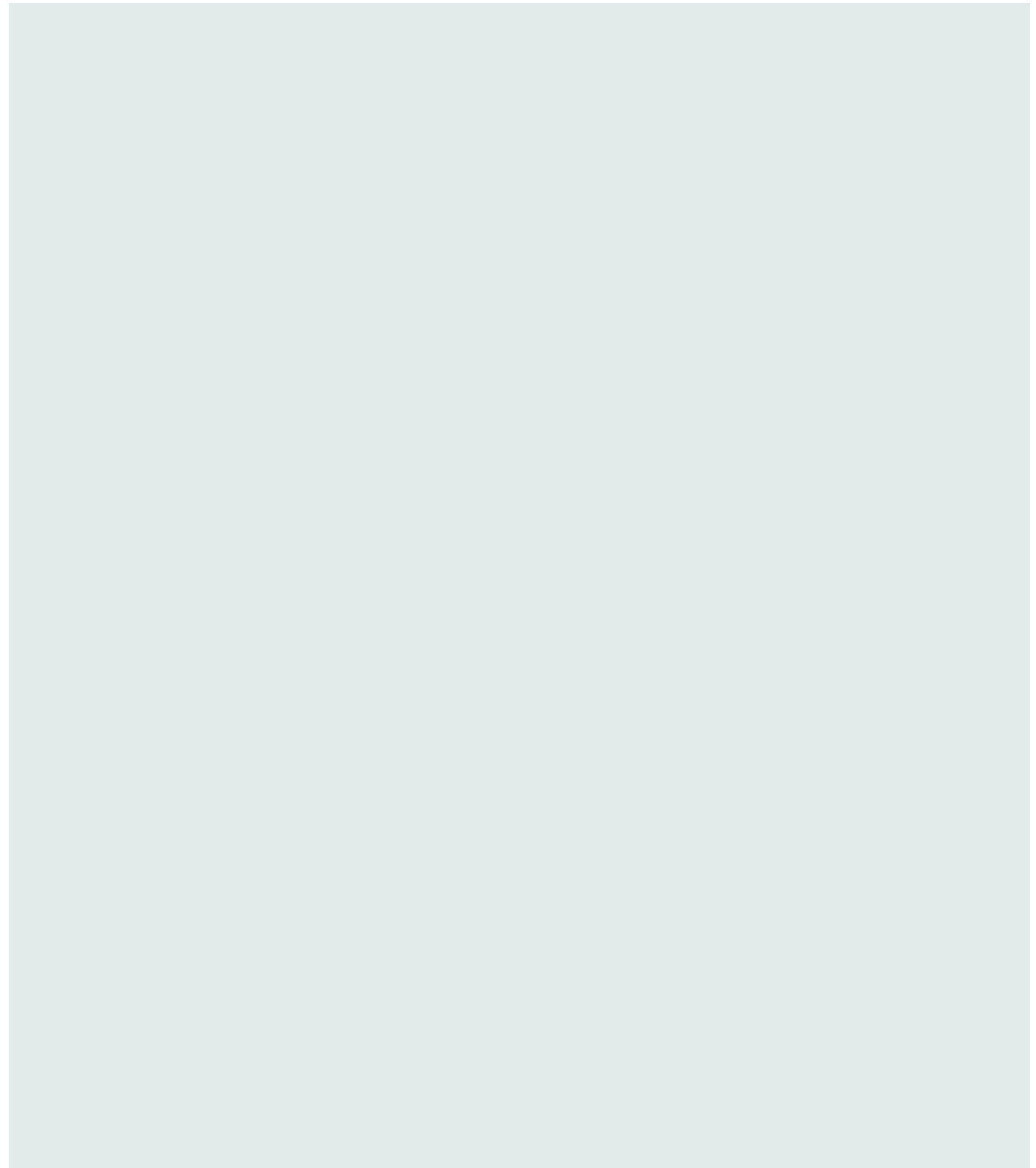
Codes of conduct, peer mentoring

TS3-G-2 – Supporting and empowering girls and women studying engineering and technical trades: TUSEME Club, Liberia

Context	<p>The Forum for African Women Educationalists (FAWE) believes that unless girls are empowered enough to participate effectively in education and development, nothing will be achieved when it comes to the gender gap in education in Sub-Saharan Africa.</p> <p><i>“Experience has shown that girls who face numerous obstacles in their development towards academic and social achievement can be facilitated to understand better those obstacles, identify solutions to solve them and harness existing resources and strengths for viable interventions.”</i> (FAWE, 2002)</p> <p>One of the practices that FAWE has adopted and advocates for towards that end is the TUSEME ‘Speak Out’ girls’ empowerment process.</p> <p>The TUSEME Clubs started in 1996 in the Department of Fine and Performing Arts, University of Dar es Salaam, Tanzania, and are now supported by FAWE in a range of countries across Africa. Although the clubs focus mainly on the empowerment of girls, boys can also be members.</p> <p>Broad objective of TUSEME:</p> <p>To empower girls to understand and overcome problems that hinder their academic and social development, give girls a voice to speak out and express their identified problems, and to find solutions and take initiatives to solve these problems.</p> <p>Objectives of TUSEME:</p> <ol style="list-style-type: none"> 1. To enable the girls to identify what they see to be factors leading to the following problems: school dropouts; poor academic achievement; school girl pregnancy; sexual harassment; any other gender-related problems as identified by the girls themselves. 2. To find ways through which the girls themselves can actively participate in the process of solving the above problems.
Implementing organisations	<p>Forum for African Women Educationalists (FAWE) and was initially started with the support of the University of Dar es Salaam in Tanzania.</p> <p>The TUSEME Clubs have been implemented in many countries in Africa, with core funding from the Swedish International Development Cooperation Agency (Sida) and from DANIDA in Liberia.</p>
Description of good practices	<p>TUSEME Club in Liberia</p> <p>This case study describes good practice in the context of Liberia, where the TUSEME Clubs provide a peer support network for women and girls studying in technical fields. The clubs empower their members, encouraging them to be able to resist problems. Such problems include GBV, which most girls and young women encounter throughout their studies and working lives and which is highly prevalent in many fragile states. In Liberia, FAWE has been supporting girls and women studying</p>

	<p>engineering and technical trades, which are particularly relevant to the WASH sector and where women form a minority of students/trainees.</p> <p>The TUSEME Clubs were implemented in Liberia in 2011 and 2012, and were introduced to various technical institutions such as the Stella Maris Polytechnic, Booker Washington Institute, the William VS Tubman Institute and other institutions. Their members study courses such as civil engineering, electronics engineering, heavy-duty mechanics, building construction, plumbing, computer engineering and architectural studies. Most students are supported by scholarships from FAWE due to their vulnerable backgrounds and the difficulties their parents face in paying their fees. As of early 2013, the clubs had 200 members who meet monthly.</p> <p>The members of the clubs support one another and undertake activities such as clean-up campaigns, using the opportunity to talk about problems facing young women. They go to talk to students in high schools and undertake advocacy with students and teachers. They also conduct radio interviews on issues facing girls and women, including GBV, and on the value of sending girls to school instead of them facing early marriage.</p> <p>The female engineering students at Stella Maris Polytechnic have three female mentors who support them: one from FAWE, one from the International Foundation for Education and Self Help, and one who is the Dean of the Teacher College. The mentors and FAWE also provide support and advocate on behalf of the girls when incidents occur.</p> <p>See also the case study TS3-G-1 on the code of conduct developed by FAWE for the scholarship scheme for girls in technical and vocational training institutions.</p> <p>The TUSEME Clubs in Liberia were initially financed by DANIDA through FAWE, but this funding came to an end in late 2012. The members are continuing their activities, but are now self-funding as far as possible – even though they are students with limited incomes. Two local radio stations provide them with free slots.</p>
Results	<ul style="list-style-type: none"> • See the link below for a series of short videos/slide shows presenting the views of girls/young women studying in Liberia under FAWE scholarships, and linked together by the TUSEME Clubs. The combination of financial support, confidence building, peer support and the focus on empowerment provide a powerful and much-needed opportunity for girls and young women. • Initial links were being made with the WASH sector in early 2013 to see if there could be opportunities for the women and girls who are members of TUSEME to enter the sector for work and internship opportunities. Increasing the number of women in the sector, including in technical fields, is part of Liberia's national WASH Sector Strategic Plan, 2012–2017, and its national WASH Sector Capacity Development Plan, 2012–2017.
Challenges	<p>Most of the girls and young women who are members of the TUSEME Clubs have to face the risks of GBV in their daily studies and working lives. The clubs and the peer support they offer provide them with additional confidence to be able to respond more effectively to protect themselves and other girls and women.</p>
Lessons	<ul style="list-style-type: none"> • The TUSEME clubs provide an effective and much-needed support network for girls and women in education and starting out in employment. • Given that this is a sector in which the majority of actors are male, the WASH sector in Liberia and elsewhere should make the most of the girls and young women trained through the FAWE scholarship schemes and whose confidence has been built by being part of the TUSEME Clubs.

	<ul style="list-style-type: none"> • More needs to be done on educating and empowering young women, including with regard to their economic empowerment. More women are needed in positions of power and more should be done to train them so that they can work in technical areas.
References/Links	<ul style="list-style-type: none"> • Forum for African Women Educationalists (no date) Voices of women and girls supported by FAWE. Main webpage available at: http://www.fawe.org/resource/voices/precious-deshield---liberia/index.php [accessed 11 October 2013]. • Forum for African Women Educationalists (no date) Videos of women supported by FAWE. Available at: http://www.youtube.com/user/FAWEAfrica/videos [accessed 11 October 2013]. See short videos of: <ul style="list-style-type: none"> — A range of girls undertaking engineering and technical and vocational training courses in Liberia, as well as girls and young women studying in other countries; and — See the video for FAWE Voices of Hope – Gloria (Zambia) for a short video on the experiences of a young, 13-year-old girl who was raped when going for water and firewood in the forest, and the support that FAWE is giving her to go back to school. • Forum of African Women Educationalists (no date) <i>Girls Education. TUSEME Experience in Tanzania. Kenya: FAWE.</i> • Personal communications (2013) Precious P. Yango and F. Patricia Pongay, TUSEME club, Liberia, and a handout of the history of TUSEME.



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Toolset 3-G

**Codes of conduct,
peer mentoring**



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

Toolset 3-G

Codes of conduct, peer mentoring

TS3-G-3 – Standards for Professional Conduct: International Rescue Committee

Context	<p>Following the uncovering and subsequent acknowledgement of the high levels of sexual exploitation and abuse of beneficiaries by aid workers in West Africa and elsewhere around the turn of the century, humanitarian organisations have increased attention on developing organisational codes of conduct, enshrining these codes into job contracts and establishing enforcement mechanisms.</p> <p>The International Rescue Committee (IRC) is an international humanitarian NGO that works in more than 40 countries and in 22 US cities. Its teams work across a range of sectoral areas from WASH and emergency response to health (including reproductive health), women's empowerment, children and youth, governance and protection of rights, including with respect to GBV, as well as in research and advocacy.</p> <p>This case study documents an example of good practice in the IRC Standards for Professional Conduct and its associated information leaflet as to what to do if we suspect someone is breaching the code.</p>
Implementing organisations	<p>International Rescue Committee.</p>
Description of good practices	<p><i>The IRC Way, Standards for Professional Conduct</i> can be seen in full on the following page. The code:</p> <ul style="list-style-type: none"> • Describes the core principles or standards that the work of the IRC is centred around. Its work is based on three values, which provide a framework for IRC staff conduct – Integrity; Service; and Accountability. • Notes that the IRC rigorously enforces the UN Secretary General's <i>Bulletin on the Protection from Sexual Exploitation and Abuse of Beneficiaries</i>, and endorses the Code of Conduct for the International Red Cross and Red Crescent Movement and NGOs in Disaster Relief. • Emphasises that the IRC respects equally the rights of women and men and does not support practices that undermine the human rights of anyone, and specifically emphasises that the organisation refrains from any form of exploitation, discrimination, harassment, retaliation or abuse of colleagues, or the communities in which the IRC works. <p>An accompanying leaflet summarises the standards to comprise the following key areas:</p> <ul style="list-style-type: none"> • Respect for others • A workplace free of harassment • A diverse workforce

- Human rights for all
- Transparency
- Financial integrity
- Excellence in service
- Accountability

The same leaflet identifies what to do if anyone observes a behaviour that is inconsistent with The IRC Way, Standards of Professional Conduct, and offers different channels including a third party anonymous option. It also provides frequently asked questions.

References/Links

- International Rescue Committee (no date) *The IRC Way, Standards for Professional Conduct*. New York, USA: IRC ([on USB stick](#))

THE IRC WAY

Standards for Professional Conduct

This document describes the core principles or standards that guide the work of the IRC. It delineates three values that provide a framework for IRC staff conduct and sets the organization's expectations for all IRC staff (employees, volunteers and interns) around the world.

INTEGRITY

At IRC, we are open, honest and trustworthy in dealing with beneficiaries, partners, co-workers, donors, funders, and the communities we affect.

- We work to build the trust of the communities in which we work and sustain the trust earned by our reputation in serving our beneficiaries.
- We recognize that our talented and dedicated staff are our greatest asset and we conduct ourselves in ways that reflect the highest standards of organizational and individual conduct.
- Throughout our work, IRC respects the dignity, values, history, religion, and culture of those we serve.
- We respect equally the rights of women and men and we do not support practices that undermine the human rights of anyone.
- We refrain from all practices that undermine the integrity of the organization including any form of exploitation, discrimination, harassment, retaliation or abuse of colleagues, beneficiaries, and the communities in which we work.
- We do not engage in theft, corrupt practices, nepotism, bribery, or trade in illicit substances.
- We accept funds and donations only from sources whose aims are

consistent with our mission, objectives, and capacity, and which do not undermine our independence and identity.

- We support human rights consistent with the UN Universal Declaration of Human Rights* and The Convention on the Rights of the Child.**
- We rigorously enforce the UN Secretary General's Bulletin on the Protection from Sexual Exploitation and Abuse of Beneficiaries.***
- IRC recognizes its obligation of care for all IRC staff and assumes their loyalty and cooperation.

SERVICE

At IRC, our primary responsibility is to the people we serve.

- As a guiding principle of our work, IRC encourages self-reliance and supports the right of people to fully participate in decisions that affect their lives.
- We create durable solutions and conditions that foster peace, stability and social, economic, and political development in communities where we work.
- We design programs to respond to beneficiaries' needs including emergency relief, rehabilitation, protection of human rights, post-conflict development, resettlement, and advocacy on their behalf.

- We seek to adopt best practices and evidence-based indicators that demonstrate the quality of our work.
- We endorse the Code of Conduct for the International Red Cross and Red Crescent Movement and NGOs in Disaster Relief.****

ACCOUNTABILITY

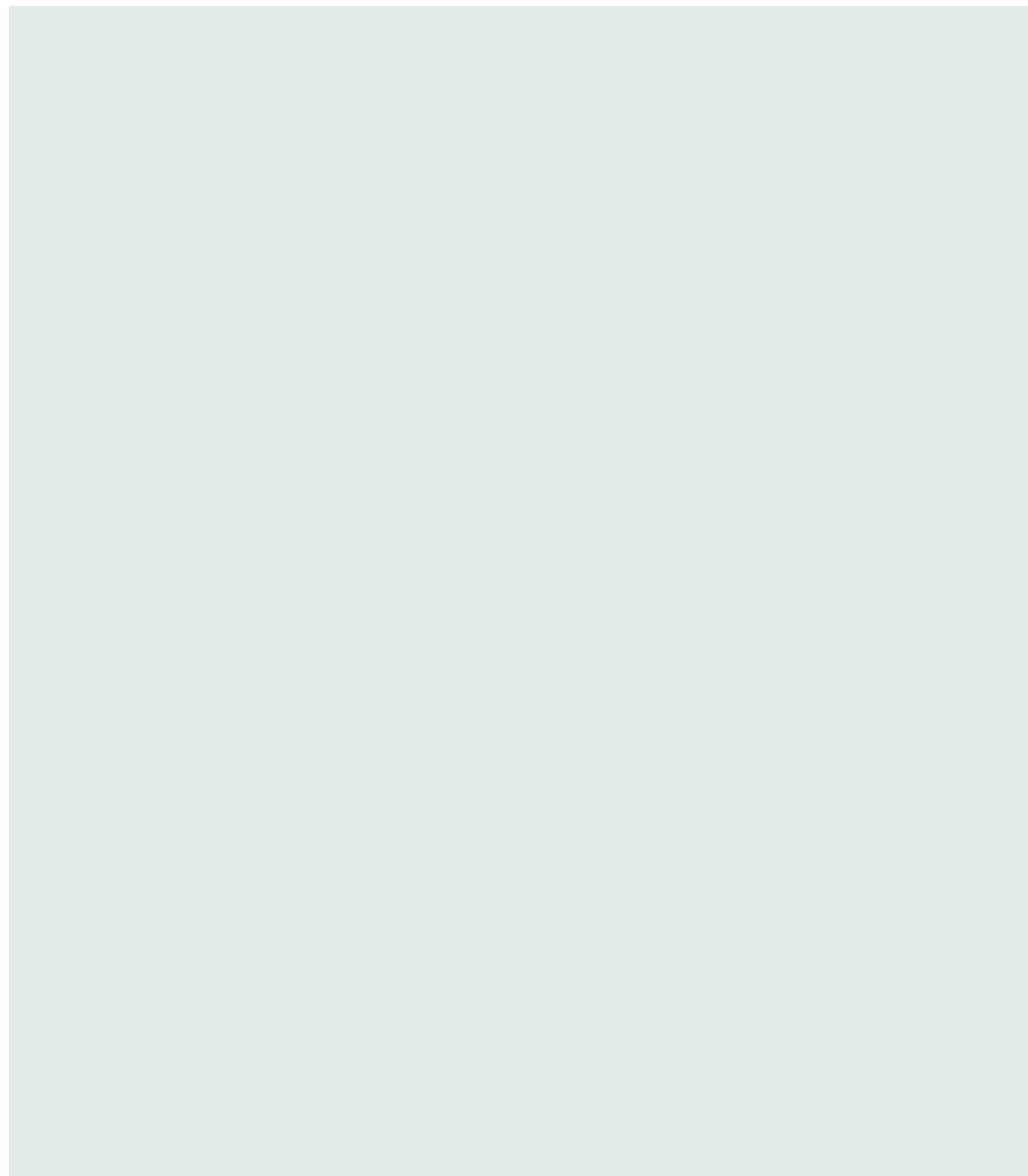
At IRC, we are accountable - individually and collectively - for our behaviors, actions and results.

- We are accountable and transparent in our dealings with colleagues, beneficiaries, partners, donors, and the communities we affect.
- We strive to comply with the laws of the governing institutions where we work.
- We maintain and disseminate accurate financial information and information on our goals and activities to interested parties.
- We are responsible stewards of funds entrusted to our use.
- We integrate individual accountability of staff through the use of performance evaluations.
- We utilize the resources available to our organization in order to pursue our mission and strategic objectives in cost effective ways.
- We strive to eliminate waste and unnecessary expense, and to direct all possible resources to the people we serve.

If you believe that any IRC employee, volunteer or intern is acting in a manner that is inconsistent with these Standards, please notify a supervisor or the confidential helpline Ethicspoint, www.ethicspoint.com or call Ethicspoint toll-free (866) 654-6461 in the U.S./call collect (503) 352-8177 outside the U.S. There will be no retaliation against any person who raises concerns that are based on good faith belief of improper conduct. An intentionally false report or a failure to report conduct that is known to violate these standards may result in disciplinary action.

*www.un.org/en/documents/udhr **treaties.un.org/pages/ViewDetails.aspx?src=TREATY&mtidsg_no=IV-11&chapter=4&lang=en
 www.un.org/en/pseataforce/index.shtml *www.ifrc.org/publicat/conduct





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programming and services**

Toolset 3-G

**Codes of conduct,
peer mentoring**



A PRACTITIONER'S TOOLKIT

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

Toolset 3-G

Codes of conduct, peer mentoring

TS3-G-4 – Gender equality policies: Plan International and the International Save the Children Alliance

Context	<p>Acknowledging an organisation's commitment to gender equality, and what is expected to ensure that this commitment is mainstreamed into all activities, is a key step towards acknowledging the impacts of violence including GBV and committing organisationally to working to reduce its occurrence.</p> <p>This case study provides an overview of two policies on gender equality from international organisations – the International Save the Children Alliance and Plan International. It includes some definitions used for gender equality, gender equity and gender discrimination.</p> <p>The International Save the Children Alliance is the world's leading independent children's rights organisation, with members in 28 countries and operational programmes in more than 100.</p> <p>Plan International was founded more than 75 years ago, and is one of the oldest and largest children's development organisations in the world. They work in 50 developing countries across Africa, Asia and the Americas to promote child rights and lift millions of children out of poverty.</p>
Implementing organisations	<p>The International Save the Children Alliance (SC) and Plan International.</p>
Description of good practices	<p>A – Plan's Policy on Gender Equality; Building an Equal World for all Children</p> <p>Plan International believes that girls and boys have the same rights, but they are not able to realise them to the same degree. Achieving gender equality is therefore a core objective of Plan International's work as an organisation dedicated to child rights.</p> <p>The objectives of the policy are:</p> <ol style="list-style-type: none"> 1. To provide a clear vision, consistent messages and a co-ordinated approach to the promotion of gender equality by Plan International offices at all levels; 2. To set standards of gender equality against which Plan International will hold itself accountable; 3. To guide Plan International staff in adopting principles and practice of gender equality in their personal and professional lives; 4. To reaffirm and strengthen Plan International's efforts to advocate equal rights for girls and boys; 5. To foster an organisational culture that exemplifies Plan International's commitment to gender equality; 6. To communicate Plan International's position on gender equality to international, national and local stakeholders, including children; and

7. To engage partners in joint approaches to promote gender equality and children's rights.

It's commitments are made on the basis of six principles:

1. Children are at the centre of Plan International's programmes;
2. Plan International's programmes are guided by human rights standards and principles;
3. Plan International's programmes promote an environment of social inclusion and non-discrimination;
4. Gender equality is an integral objective of all Plan International's programmes;
5. Plan International's programmes maximise the free and meaningful participation of children; and
6. Plan International is accountable for its actions in support of children's rights.

The policy then identifies gender equality standards in five areas: Plan International's structures, systems and policies; its programmes; its partnerships; its advocacy and campaigns; and its public engagement and communications.

B – Save the Children's Policy on Gender Equality

For Save the Children, gender equality means ensuring that all human beings – women, girls and boys – are considered equal and treated equally in terms of their rights, obligations and opportunities.

The policy:

- Objectives are to provide a clear vision of what the organisation is aiming to achieve in terms of gender equality, to develop a common understanding throughout the organisation, to inspire and empower employees and partner organisations to promote gender equality in societies at all levels, to influence institutional culture and to inform external actors (partner organisations, donors, governments, the media, the private sector) of SC's perspective on gender equality so as to provide an 'entry point' for discussion of gender with them.
- Identifies global commitments to gender equality and which of these the policy supports.
- Includes a discussion on GBV and children, and how gender norms and values are important root causes and determine how violence affects boys and girls differently. Example of differences:
 - **Girls** – Girls suffer an enormous amount of psychological abuse to force them to conform to traditional gender stereotypes; sexual exploitation occurs disproportionately against girls; dowry-related abuse, acid throwing, early marriage and FGM affects girls and women.
 - **Boys** – Physical punishment is more often inflicted on boys; recruitment into armed groups and drugs gangs involve more boys, as both the victims and perpetrators; the murder of street children by police of death squads affects mainly boys.

Principles:

1. Achieving gender equality is fundamental for the realisation of children's rights;
2. Gender equality is about the relationship between women and men, girls and boys;
3. Gender inequality arises because of poverty and unequal power structures in society;

4. Gender intersects with other aspects of children's identity such as religion, caste, disability and ethnicity;
5. Both men and women must be supported in taking responsibility for childcare and children's development;
6. Discrimination on the basis of sexual orientation is a facet of gender inequality; and
7. Save the Children must foster an organisational culture that promotes gender equality.

Definitions:

- **GENDER** = Social and/or cultural interpretations of biological sex; definitions of what is considered to be feminine and masculine in particular cultural and social settings, and expectations of women and men, girls and boys with respect to these definitions; social, economic and political relationships between females and males in specific societies. Gender identity, roles and relations can and do vary and change as a result of ideological, political, economic and/or cultural influences. Some forms of cultural identity and expression – for example, specific ideological creeds, as well as religious beliefs and interpretation – in interaction with restriction of resources may play a major part in patterns of extreme gender inequality.
- **SEX** = Biological and physiological features and characteristics of females and males, and the differences between them based on differences in female and male reproductive systems. These are universal and normally fixed and unchangeable.
- **GENDER EQUALITY** = When one sex is not routinely privileged or prioritised over the other; that is, when women and men, girls and boys have equal rights, obligations and opportunities to security and good health, to a viable livelihood and to remunerative work, to participate in the care of home and dependent family members, to take active part in public and political life, and are recognised, respected and valued for their capacities and potential as individuals and as members of society. Gender equality refers to the absence of discrimination on the basis of sex.
- **GENDER EQUITY** = Aspects of parity between females and males in terms of fairness and justice in the distribution of resources, benefits and responsibilities. This concept recognises that girls and boys may have different needs and negotiating power, and that these differences should be identified and addressed so as to rectify imbalances between the sexes.
- **GENDER DISCRIMINATION** = Any distinction, exclusion or restriction made on the basis of socially constructed gender roles and norms which prevents a person from enjoying their full human rights.
- **CULTURE** = Is composed of values, attitudes, norms, ideas, internalised habits and perceptions, as well as of the concrete forms or expressions they take in – for example, social roles, structures and relationships, codes of behaviour and explanations for behaviour that are to a significant extent shared among a group of people. Children learn culture and also contribute to its continuity, as well as to its transformation. Social identities are manifestations of culture and are also gendered. They are forged through a number of social relationships in which girls and boys take part. They are also a result of the cultural meanings attached to children's status relative to various adults and to other girls and boys. Socialisation ideas and practices are a key part of a people's culture, and adults use 'culture' to explain or justify child-rearing and socialisation practices, and even practices involving unequal treatment, abuse etc.

References/Links

- Plan International (2011) *Plan's Policy on Gender Equality; Building an Equal World for all Children*. Woking, UK: Plan International. ([on USB stick](#))
- International Save the Children Alliance (2009) *Save the Children's Policy on Gender Equality*. London, UK: International Save the Children Alliance. ([on USB stick](#))

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

Toolset 3-G

**Codes of conduct,
peer mentoring**



A PRACTITIONER'S TOOLKIT

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

Toolset 3-G

Codes of conduct, peer mentoring

TS3-G-5 – Child protection policies: WaterAid and International Save the Children Alliance

Context	<p>This case study provides an overview of two policies on gender equality of international organisations – WaterAid and the International Save the Children Alliance.</p> <p>WaterAid is an international non-governmental organisation whose mission is to transform lives by improving access to safe water, improved hygiene and sanitation in the world's poorest communities.</p> <p>The International Save the Children Alliance is the world's leading independent children's rights organisation, with members in 28 countries and operational programmes in more than 100.</p>
Implementing organisations	<p>WaterAid and The International Save the Children Alliance.</p>
Description of good practices	<p>A – WaterAid's Child Protection Policy, 2008</p> <p>The WaterAid Protection Framework, Child Protection Policy aims to reduce risks of child abuse and ensure that WaterAid representatives understand issues of child protection and are aware of the problems of child abuse. It also aims to minimise organisational risks and ensure WaterAid's duty of care is covered through implementing procedures in recruitment, placement and management that are designed to safe guard children through good practice.</p> <p>The policy includes policy commitments, child protection procedures and additional resources.</p> <p>Policy commitments – These identify:</p> <ul style="list-style-type: none"> • That the policy covers all WaterAid representatives including WaterAid staff, WaterAid volunteers, consultants and supporters of WaterAid, and other participants on visits organised by WaterAid. • How child abuse is defined to include physical abuse, emotional abuse, neglect, sexual abuse, bullying, racism and exploitation. • That it prohibits sexual activity with any child under the age of 18 years of age. • That WaterAid maintains the principle that the rights of the child are paramount, that WaterAid representatives have a duty to protect children and report any allegations of abuse using the reporting procedure operating in the particular country, and that requirements to report to statutory or other bodies should be identified from each country. • That WaterAid will ensure that all WaterAid representatives are made aware of the Child Protection Policy. It does not specify that it will train all personnel, but identifies that it will form part of the WaterAid Code of Conduct.

Child protection procedures – Includes sections on:

- Aims.
- The responsible officer and their roles.
- Responsibilities to report – for all WaterAid representatives.
- Reporting procedures – for allegations involving members of staff, volunteers or consultants.
- Reporting procedures – for allegations involving someone external to the organisation (partner, family member).
- Confidentiality – it notes that as much confidentiality as possible is maintained and that information is only shared with appropriate people. However, confidentiality should not be promised, as this cannot be guaranteed – because, for example, there may be requirements to report to statutory bodies.
- Partners – it notes that WaterAid will encourage partners to adopt appropriate child protection standards in their work [but does not require this as a compulsory requirement for working with WaterAid].
- Preventative measures:
 - Relating to the recruitment, selection and employment of staff;
 - On the use of information technology – to prevent online exploitation of children;
 - On the recording and use of images – in line with its Ethical Photography Policy;
 - Relating to risk assessments and programme design – such as designing activities to remove any unsupervised contact with children;
 - Relating to fundraising – discussing issues around contact with children when fundraising; and
 - Relating to the code of conduct – which all staff, volunteers, consultants and participants are required to sign (noted as currently under development in 2008).

The procedures note that WaterAid is not a child protection agency and does not have the expertise to investigate or deal with allegations of abuse. It therefore states that its responsibility is to take action to ensure the safety of the child by passing relevant information to the appropriate authorities or agencies.

Additional resources – These include:

- A sample reporting form;
- Guidance on recording information; and
- An optional checklist to help gather local information – taken from the Keeping Children Safe Coalition; this provides a list of key protection actors and policies/conventions – such as legal resources, police and judiciary, health services, NGOs, inter-agency forums and community-related systems.

B – Save the Children UK's Child Safeguarding Policy, 2013

The policy includes, but is not limited to:

- Policy statement.
- Rules:
 - Notes that Save the Children identifies anyone under 18 as a child;
 - Notes that everyone involved with Save the Children, including partner organisations, consultants, supporters etc., must follow the policy;

- Provides guidance on what all staff and representatives must do, including: when there are concerns over child abuse or exploitation, identifying and minimising potential situations of risk, and undertaking induction and training on this policy;
 - Provides guidance on what all staff and representatives should not do, including: how they should treat children and what they should not do with/to children;
 - Identifies that all formal/contractual relationships between Save the Children and partners, individuals or organisations which bring the latter into contact with children must include agreement on the rules contained within the Child Safeguarding Policy; and
 - All Save the Children staff will undertake child safeguarding training within three months of joining the organisation, with a refresher session after two years.
- Reporting channels.
- It also directs staff to other key documents:**
- Child Safeguarding Local Procedures
 - Child Safeguarding – Reporting Suspected Abuse and Safe Child Participation Policies
 - Contracts with Implementing Partners Policy
 - Whistleblowing Policy

References/Links

The following documents can be found in the supporting information folder on the USB:

- WaterAid (2008) *Global People Management Framework, Child Protection Policy*. London, UK: WaterAid. ([on USB stick](#))
- Save the Children UK (2013) *Child Safeguarding Policy*. London, UK: Save the Children. ([on USB stick](#))

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A PRACTITIONER'S TOOLKIT

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

Toolset 3-G

**Codes of conduct,
peer mentoring**

VIOLENCE GENDER & WASH


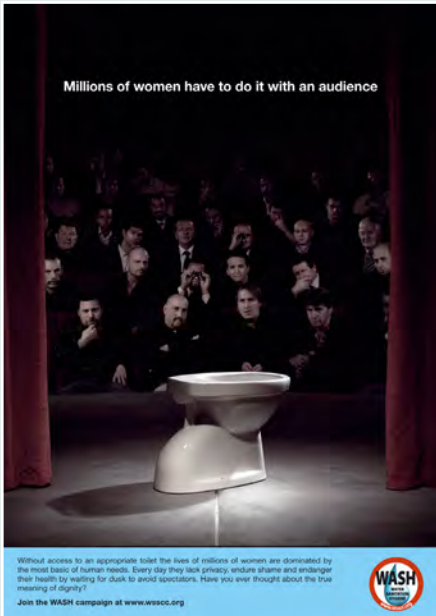

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Toolset 3-H

Advocacy materials and activities

TS3-H-1 – GBV posters/postcards: Water Supply and Sanitation Collaborative Council, advocacy campaign

Context	The following posters/postcards were developed as part of a wider campaign on the importance of water, sanitation and hygiene called 'Hurry Up!' (2007).
Implementing organisations	Water Supply and Sanitation Collaborative Council (WSSCC).
Description of good practices	  

WSSCC

References/Links

Water Supply and Sanitation Collaborative Council, Advocacy Materials. Available at: <http://www.wsscc.org/resources/resource-advocacy-materials/hurry#0> [accessed 11 October 2013].

Water Supply and Sanitation Collaborative Council, general website: <http://wsscc.org/> [accessed 11 October 2013].

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& WASH**

A PRACTITIONER'S TOOLKIT

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

Toolset 3-H

**Advocacy materials
and activities**

VIOLENCE GENDER & WASH

A PRACTITIONER'S TOOLKIT

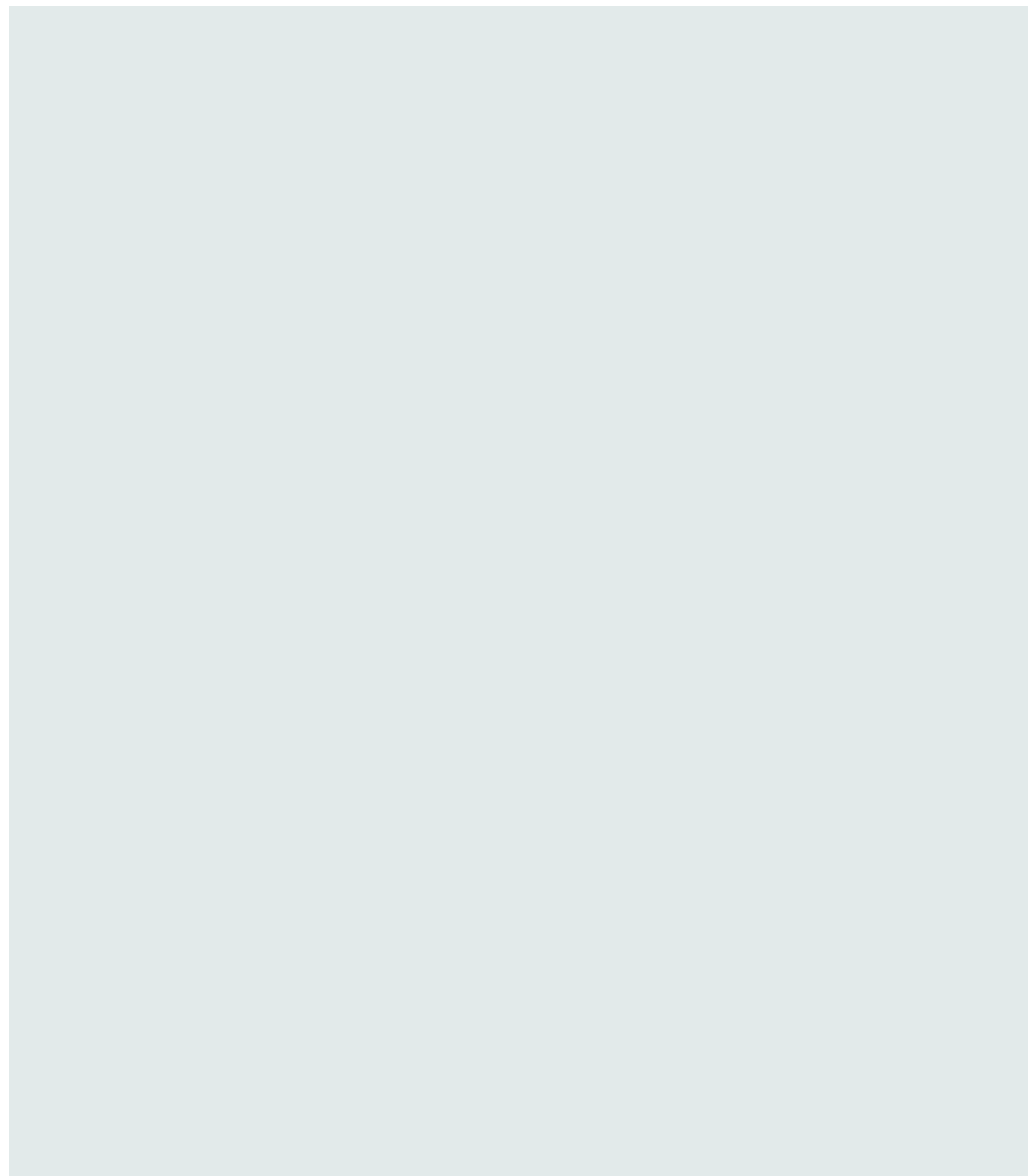
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Toolset 3-H

Advocacy materials and activities

TS3-H-2 – Campaign on stopping violence against girls in school, ActionAid

Context	ActionAid (2008–2013) poster on separate, clean toilets in school as part of a 'Stop Violence Against Girls in School' campaign.
Implementing organisations	ActionAid.
Description of good practices	<div data-bbox="427 857 922 1518"> </div> <div data-bbox="981 857 1453 1518"> </div> <p>The advocacy campaign included the promotion of separate, clean and safe toilets for girls as part of a broader campaign on violence against girls in school, which is running from 2008–2013.</p> <p style="text-align: right;">ActionAid</p>
References/Links	<p>ActionAid, Posters – Stop Violence Against Girls in School! Available at: http://www.actionaid.org/what-we-do/education/girls-education-violence/stop-violence-against-girls-schools/posters-stop-viole [accessed 11 October 2013].</p> <p>Parkes, J. And J. Heslop (2011) <i>Stop Violence Against Girls in School: A Cross-Country Analysis of Baseline Research from Kenya, Ghana and Mozambique</i>. Johannesburg, South Africa: ActionAid International. Available at: http://www.actionaid.org/publications/cross-country-analysis-baseline-research-kenya-ghana-and-mozambique [accessed 11 October 2013].</p>



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**Advocacy materials
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A PRACTITIONER'S TOOLKIT

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

Toolset 3-H

Advocacy materials
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TS3-H-3 – Posters for GBV and urban services campaign: Delhi, India

Context

Refer to case studies:

- [TS1-E](#) – on cross-cutting case studies, for contextual information on GBV risks to women and girls in Delhi; and
- [TS3-A-1](#) – for details of the research and advocacy campaign on safety for women and girls in urban environments related to their access to services.

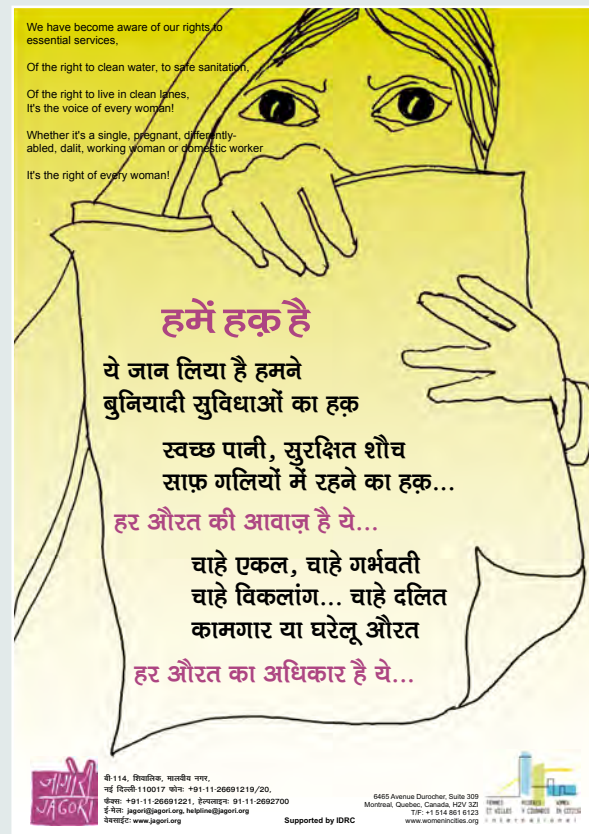
The following posters were used as part of the advocacy and awareness raising activities. Adolescent girls and boys also developed radio programmes, which were aired and discussed with groups of community members.

The English translations have been added.

Implementing organisations

Jagori, Women in Cities International, International Development Research Centre.

Description of good practices



Jagori, WICI and IDRC



Let us draw a map of our city today,
Where we have access to rations, water, electricity and sanitation,
One such city, one such slum, where there is no pool of garbage,
And dirty water does not flow in the drains.
Let us make a community where there is a partnership with sanitation workers,
And where there is women's safety,
Where the main focus is on women's needs and perspectives,
Let us together build a 'gender-equal' society

**चलो आज
अपने शहर का नक्शा बनायें हम...**
जहाँ राशन-पानी
बिजली और साफ शौच
लक पहुँच हो हमारी

एक ऐसा शहर, एक ऐसी बस्ती
जहाँ कूड़े का पहाड़ न हो अब
और नालियों में गन्दा पानी न बहे अब

चलो ऐसा मोहल्ला बनायें हम...
जहाँ सफाई कर्मचारियों की हो भागीदारी
और महिलाओं की हो सुरक्षा,
उनकी ज़रूरतों, उनके नज़रिए का हो डंका

चलो आज सब मिलकर बराबर समाज बनायें हम।

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www.somnolence.org

Supported by IDRC



**अपनी गलियाँ अपना मोहल्ला
सबकी ज़िम्मेदारी, सबकी साझेदारी**

Our lanes, our community,
Everyone's partnership and everyone's responsibility

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**गली गली में शोर है,
हुई अधिकारों की भोर है
हवा में उछले हाथों का,
जन सुविधाओं पर ज़ोर है।**

Hoisting voices among the lanes,
For the dawn of rights has dwindled,
We raise our hands in proclamation,
Of essential services which now cannot be meddled.

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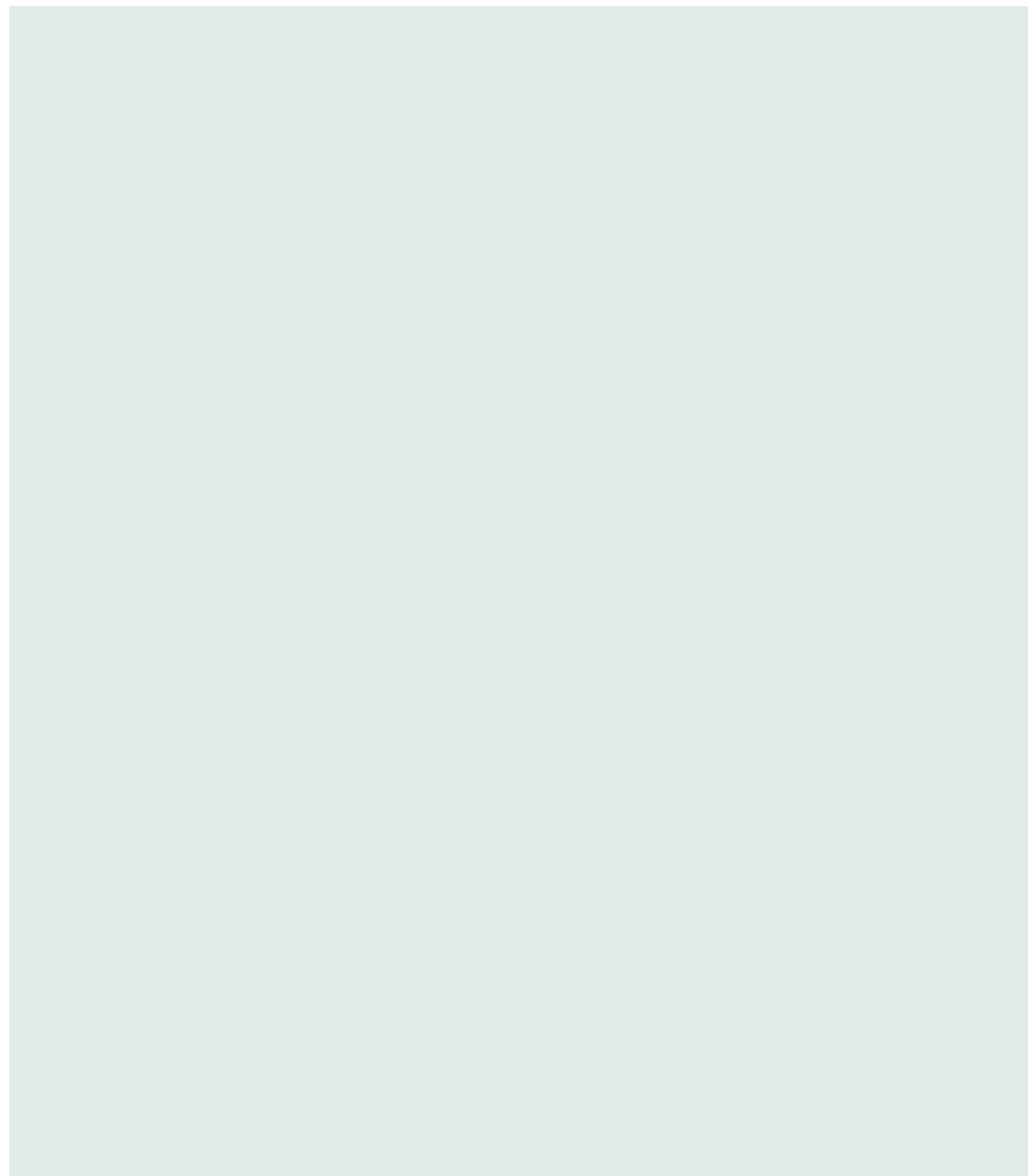
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Jagori, WICI and IDRC

References/Links

The posters relate to the examples documented in the following resources:

- Jagori, Research reports. Available at: <http://jagori.org/category/research-reports/> [accessed 11 October 2013].
- Women in Cities International, Jagori, International Development Research Centre (2011a) *Gender and Essential Services in Low-income Communities, Report findings of the action research project: Women's Rights and Access to Water and Sanitation in Asian Cities. Montreal, Canada, Delhi, India: Women in Cities International and Jagori.* ([on USB stick](#))
- Women in Cities International, Jagori, International Development Research Centre (2011b) *Women's rights and access to water and sanitation in Asian cities (2009–11), Key findings.* Montreal, Canada, Delhi, India: Women in Cities International and Jagori. ([on USB stick](#))
- Mehrotra, S.T. (2010) *A Handbook on Women's Safety Audits in Low-income Urban Neighbourhoods: A focus on essential services*, November 2010. New Delhi, India: Jagori and Women in Cities International. ([on USB stick](#))
- Jagori, Video: 'Our Lanes... Our Lives'. Available at: <http://jagori.org/category/video/> (video length 21.30 min) [accessed 11 October 2013]. Series of videos highlighting the problem of harassment for women, undertaking a safety audit with the involvement of women and government officials, and lobbying for improved services. These videos can also be found in [TS2](#) and on the supporting USB stick.



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& WASH**

A PRACTITIONER'S TOOLKIT

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

Toolset 3-H

**Advocacy materials
and activities**

VIOLENCE GENDER & WASH

A PRACTITIONER'S TOOLKIT

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

Toolset 3-H

Advocacy materials
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TS3-H-4 – Gender relations and WASH poster: Fiji and Vanuatu

Context

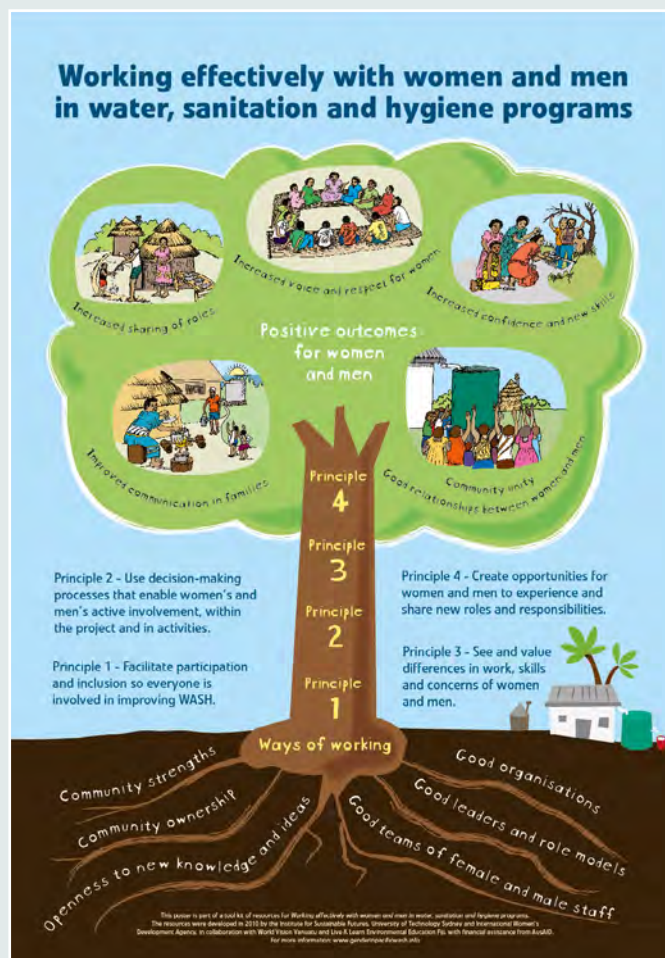
Many people living in the Pacific islands do not have access to safe WASH services. Gender-based violence is also highly prevalent, and sometimes occurs in relation to the lack of access to adequate services. This poster was developed as part of a series of resources on gender and WASH that were generated following learning from a research to study the impacts of WASH projects on changing gender relations in Fiji and Vanuatu.

Refer to case study [TS3-A-4](#) for more details on the research.

Implementing organisations

Institute for Sustainable Futures (ISF) and the International Women's Development Agency (IWDA), in collaboration with World Vision Vanuatu and Live and Learn Environmental Education Fiji.

Description of good practices



ISF and IWDA

References/Links

- Willetts, J., G. Halcrow, N. Carrard, C. Rowland and J. Crawford (2010) Addressing two critical MDGs together: gender in water, sanitation and hygiene initiatives. *Pacific Economic Bulletin*, 25(1), The Australian National University, 162–176. Available in: www.genderinpacificwash.info [accessed 11 October 2013].
- Halcrow, G., C. Rowland, J. Willetts, J. Crawford and N. Carrard (2010) *Resource Guide: Working effectively with women and men in water, sanitation and hygiene programmes*. University of Technology, Sydney, Australia: International Women's Development Agency and Institute for Sustainable Futures, – resource guide; flashcards; case study snapshots; poster of principles and practices. Available at: www.genderinpacificwash.info [accessed 11 October 2013]. ([on USB stick](#))



A PRACTITIONER'S TOOLKIT

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

Toolset 3-H

Advocacy materials and activities



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

Toolset 3-H

Advocacy materials and activities

TS3-H-5 – The Gender and Development Network and WaterAid's submissions and response to the International Development Committee (UK government) inquiry on violence against women and girls

Context	In 2013, the International Development Select Committee held an inquiry into violence against women and girls.
Implementing organisations	WaterAid and the Gender and Development Network (GADN).
Description of good practices	<p>WaterAid submitted a response to the inquiry highlighting the links between water, sanitation and hygiene and violence against women and girls. It made recommendations for the Department for International Development (DFID) to:</p> <ul style="list-style-type: none"> • Foster dialogue between the gender and WASH areas of technical expertise, to foster attention to safe access to water and sanitation in its programmes on violence against women and girls; • Ensure that a proportion of the £25 million research fund on violence against women and girls is invested to research this area further; • Note that the post-2015 goals or targets whose achievement can be influenced by access to WASH services – such as violence against women; women's empowerment; gender equity in education; and women's and maternal health – should include water and sanitation-related success indicators; and • Strongly encourage UK attendance and full participation in the 57th Session of the United Nations Commission on the Status of Women to highlight the relevance of WASH-related issues to violence against women and girls. <p>It also noted that DFID's Theory of Change on violence against women and girls currently does not make reference to the link with WASH. It recommended that DFID should review its Theory of Change to incorporate these issues.</p> <p>The Gender and Development Network submitted a broader paper of evidence, which covered progress made on violence against women and girls since 2008 and a range of recommendations encouraging the Government of the United Kingdom to take leadership on the issue – particularly in relation to establishing the post-2015 agenda. The paper refers to the WaterAid response noted above, and recommends that DFID recognise violence against women and girls as a central issue within the context of WASH programming, including in emergency response.</p> <p>In response, the recommendations by the International Development Select Committee included those related to reducing violence against women and girls that link to WASH.</p>

References/Links

- UK Parliament, Commons Select Committee, Violence Against Women and Girls. Available at: <http://www.parliament.uk/business/committees/committees-a-z/commons-select/international-development-committee/inquiries/parliament-2010/vaw/> [accessed November 2013].
- Gender and Development Network (2013) *IDC Enquiry on Violence Against Women and Girls* (unpublished).
- WaterAid (2013c) *WaterAid's Response to the International Development Committee Inquiry on Violence Against Women and Girls*. Available at: <http://www.publications.parliament.uk/pa/cm201213/cmselect/cmintdev/writev/934/contents.htm> [accessed 11 October 2013].

**VIOLENCE
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A PRACTITIONER'S TOOLKIT

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

Toolset 3-H

**Advocacy materials
and activities**

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.

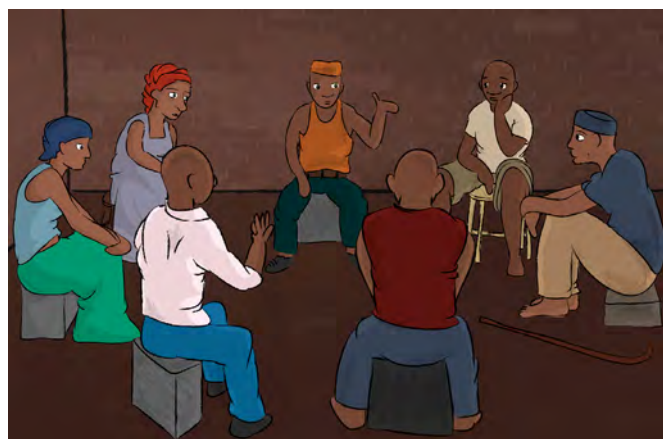
Working with communities

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



Matthew Fryer / University of Winchester

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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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 (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).

VIOLENCE GENDER & WASH

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.

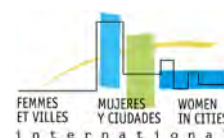


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Code	Tool	Description	Stage at which used
TS4	Introduction and overview	This sheet introducing Toolset 4.	Project initiation, analysis and design
TS4-A	Building trust and understanding	The exercises in this tool can be used as warm-up exercises, with 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
<u>TS4-E</u>	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,
<u>TS4-F</u>	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
<u>TS4-G</u>	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
<u>TS4-H</u>	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
<u>TS4-I</u>	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
<u>TS4-J</u>	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
<u>TS4-K</u>	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:



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.

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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A PRACTITIONER'S TOOLKIT

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

Toolset 4

Methodologies for working with communities



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

Toolset 4-A

Methodologies for working with communities

TS4-A – Building trust and understanding

This toolset includes:

Examples of short exercises that can be used as warm-ups and to build trust and understanding, which:

1. Relate to the different experiences and perspectives of women, girls, men and boys.
2. In some cases provide opportunities for humour, while also providing a learning opportunity. This can be useful for creating a trusting atmosphere in which to discuss more sensitive subjects.

Refer to the table below for a listing of the exercises and can be found on accompanying sheets.

Some of the activities listed below should be done in groups of the same age and gender, especially [TS4-A-6](#) – 'Ideal images and current realities'.

Exercises to build trust and understanding

Code	Title	Description	Source
TS4-A-1	A knotty problem	The exercise illustrates in a funny way how the people who can best work out solutions to problems are the ones who have experienced the problems first hand.	Welbourn, A. (1995)
TS4-A-2	Fixed positions	An exercise to encourage participants to realise that our perspectives on things are based on who we are and our own experiences. This encourages people to be less judgemental about the actions of others.	Oron, B., G. Sebuwufu and A. Welbourn (2014)
TS4-A-3	Spider's web	An energiser and to remind everyone that we depend on one another, and that each one is an important part of the group.	Welbourn, A. (2007)
TS4-A-4	Mime the lie	Warm-up game. Shows in a funny, obvious way that what people say they are doing is not necessarily what they are really doing.	Welbourn, A. (1995)
TS4-A-5	Folding paper game	To show in a funny way how easy it is for different people to interpret the same instructions in different ways.	Welbourn, A. (2007)
TS4-A-6	Ideal images and current realities	To explore people's perceptions of the ideal man, the ideal woman and how these ideal images vary from our own reality.	Oron, B., G. Sebuwufu and A. Welbourn (2014)

... continued

TS4-A-7**Game of life**

An exercise to highlight issues on discrimination and power. The exercise provides an opportunity to highlight various issues around the differences in position and status of people who are disabled and between men and women, and hence the differences in the challenges they face. Humour can take the edge off the game, but it can reveal things about communities which they may never have considered before.

Coe, S. and L. Wapping (2010)

References

Welbourn, A. (1995) *Stepping Stones, A training package on HIV/AIDS, communication and relationship skills*. Oxford, UK: Strategies for Hope Trust.

Oron, B., G. Sebuwufu and A. Welbourn (2014) *Stepping Stones for Peace and Prosperity*. UK: Strategies for Hope.

Coe, S. and L. Wapping (2010) *Travelling together; How to include disabled people on the main road to development*. UK: World Vision.

TS4-A-1

A knotty problem

Aim: The exercise illustrates in a funny way how the people who can best work out solutions to problems are the ones who have experienced the problems first hand.

Welbourn, A.
(1995)

Description: Two members of the group try to give directions to the rest of the group about how to disentangle themselves from their problem. This is very hard for them.

Directions:

1. Ask two people to volunteer to be 'professional health workers' and ask them to go away from the group until called back.
2. Ask the rest of the group to form a big circle by holding hands with their neighbour on each side of them. Then, by keeping their hands held tightly throughout the exercise (until stage 6 below), the circle of participants should tie itself into as entangled a knot as possible. Remind the group never to drop their hands and only to follow the instructions of the 'professional health workers' literally, not going out of their way to help them.
3. Call the 'health workers' back to the group and instruct them to hold their own hands behind their backs.
4. Then ask them to unravel the knot of the others, using verbal instructions only, within three minutes. They can move round the knotted circle of people, but cannot touch anyone.
5. You will find that the 'health workers' will move around the group and may manage to change the positions of a few of the group slightly, but they will fail to disentangle them! After three minutes, call stop.
6. Ask the circle members now to drop their hands. Then ask them to form a new circle, this time with the 'health workers' and yourself too. All of you should now join hands again, in a big circle.
7. Tie yourselves into another knot. Then time your own disentanglement: it should take about 20 seconds.



Petra Röhr-Rouendaal / Strategies for Hope

Feedback and discussion: This exercise shows us and the community how we as managers or outsiders do not have solutions for all problems. Instead the community should have the major role in solving its own problems. Sometimes they only need a little input from outside to make a great advance in their achievements.

Encourage the participants to relate this game to their own lives by asking them for examples of when they have experienced this for themselves: e.g. in relation to their parents, school, extension workers, elders etc.

► In some societies this exercise is not possible for men and women to do together. However, it can be undertaken with peer groups of a similar age and gender.

TS4-A-2

Fixed positions

Aim: To encourage participants to realise that our perspectives on things are based on who we are and our own experiences. This encourages people to be less judgmental about the actions of others.

Oron, B., G. Sebuwufu and A. Welbourn (2014)

Description: Participants stand in a circle and comment about what they see, from different angles, of someone standing in the middle.

Directions:

1. Form a circle and ask one participant to stand in the middle. Ask her/him to stand still, facing the same way throughout the questions and answers that are to follow.
2. Explain to all participants that you are going to ask some questions. Ask everyone at all times to answer according to what they can actually see from their own position, not what they know is there.
3. Ask someone standing in front of the person in the middle: "How many eyes has s/he got?"
4. Ask someone standing behind the person in the middle the same question.
5. Ask someone standing directly to the side of the person in the middle the same question.
6. Then ask the person in the middle how s/he feels being described, without being asked themselves who they are?!
7. Then place someone else in the middle and choosing, say, the arms this time, run through the same questions with three different people.
8. Next, ask one participant to walk round the whole circle, looking at the person in the middle and perceiving her/him from all angles. Ask the walker to give a running commentary on what s/he is seeing and how her/his vision of the person in the middle changes.
9. Then again, ask the person in the middle how s/he feels about being described by others, without themselves being asked.



Petra Röhr-Rouendaal / Strategies for Hope

Feedback and discussion: Ask the participants to consider how our perspective on a situation shapes our understanding of it. Think about how each observer felt when the other observers gave a different description of what they saw to their own. Then think about how the person in the middle felt when her/his views were not asked about at all. How can we give ourselves a more complete picture more of the time? In what way can we relate this exercise to our everyday experience?

This is a useful exercise to remind participants about during future sessions. It is often hard for us to remember that there are more valid views than our own about a situation or a person. We are often quick to judge others without trying to understand more about them first. And we often completely forget to ask them themselves!!

TS4-A-3

Spider's web

Aim: An energiser and to remind everyone that we depend on one another, and that each one is an important part of the group.

Welbourn, A.
(1995)

Materials needed: Ball of string.

Description: A ball of string unravelled and held taught by everyone, like a spider's web.

Directions:

1. Make sure everyone is sitting in a circle. Produce a big ball of string. Hold on to the end of the string, then roll it across the ground to someone sitting opposite you, saying his/her name as you roll it to him/her. Keep holding on to your end, tightly.
2. Ask the recipient to hold on to the string, so that it makes a taut line on the ground between you both. Then ask him/her to roll the ball back across the circle, across the ground, to someone else, saying that new person's name as it rolls to him/her.
3. Everyone keeps on with this, until the circle is full of taut lines cross-crossing the circle. Each person should be holding on tightly to a bit of string. The ball of string should finally be rolled back to you, so that you hold the beginning and the end of the string.
4. Next ask everyone to look at how the string connects you all, like a spider's web. You are all dependent on one another to keep this web firm and supportive. If anyone were to take their hand away from the web, that part of it would collapse.
5. Ask people to suggest how this spider's web exercise relates to our real lives.
6. After a few comments, ask everyone to lay their piece of string down on the ground. Gather up the string in a loose pile, so that it can be rewound later. Ask everyone to think about our dependence on one another – and our need to support one another – during the course of today's session.



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TS4-A-4

Mime the lie

Aim: Warm-up game. Shows in a funny, obvious way that what people say they are doing is not necessarily what they are really doing.

Welbourn, A.
(1995)

Description: Each person in turn mimes an action and, when asked, says s/he is doing something else. The next person has to mime what the previous person said s/he was doing.

Directions:

1. Ask everyone to stand in a circle. You start by going into the middle of the circle and mime an action, such as getting dressed. Ask the person who was next to you in the circle to ask you aloud what you are doing. You reply by saying out loud, for example, "I am digging the ground!" Everyone will laugh! Next, ask the person who asked you now to enter the circle instead of you and to mime what you said you were doing.
2. When her/his neighbour asks what s/he is doing, s/he also lies, and so the game continues, until everyone in the circle has had a go at doing one thing and saying they are doing something else.



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- This is a good warm-up exercise, because it makes everyone laugh and includes everyone. It is also useful to refer back to later in the session: we often say we are doing one thing, when in fact we are doing something else. We may also lead others into problems if they don't see through our lie.

TS4-A-5

Folding paper game

Aims: To show in a funny way how easy it is for different people to interpret the same instructions in different ways.

Welbourn, A.
(1995)

Materials: Four sheets of large (A4) writing paper.

Description: Four volunteers are asked to close their eyes and fold a piece of paper, according to spoken instructions. Onlookers see how differently they interpret the same instructions.

Directions:

1. Ask for four people to volunteer to move out in front of the other participants. Place them where all four volunteers can clearly be seen. Ask each volunteer to put on a blindfold or to promise to keep their eyes shut! No participant is allowed to ask any questions during the exercise.
2. Hand each volunteer a piece of writing paper. Each piece should be just the same size.
3. Then ask participants to do the following: they should fold their paper in half. Then they should tear off the bottom right hand corner of the paper. Then they should fold the paper in half again. Next they should tear off the lower left hand corner. Remind them not to peek!
4. Then ask all four volunteers to open their eyes and unfold their pieces of paper, displaying them to the other participants. It is highly unlikely that all four pieces of paper will have been torn in the same way.



Petra Röhr-Rouendaal / Strategies for Hope

Feedback and discussion: Ask the participants what this exercise can show us. One point is to show everyone how even simple instructions can mean very different things to different people (it makes no difference in this game how literate someone is). We often think we are saying something clearly to someone, only to discover later that what we have meant and what they have understood have been quite different! Everyone followed the instructions correctly, but the results were very different.

TS4-A-6

Ideal images and current realities

Aims: To explore people's perceptions of the ideal man, the ideal woman and how these ideal images vary from their own reality.

Oron, B., G. Sebuwufu and A. Welbourn (2014)

Description: Introduction from the facilitator, followed by a drawing exercise and discussions.

Directions:

1. Explain to the participants how in the last session we looked together at verbal communication and at body language, which are two of the ways in which people relate to one another. We are now moving on to explore how different people in our society are expected to behave.
2. Ask them if they remembered to bring some examples of short songs, short stories or proverbs. Ask five or six to tell them or sing them to the rest of the group.
3. After a few general examples, ask them to break into new groups of three or four and to focus particularly on the ideal image in their own society – and in the town – of their own age and gender. Note that from now on in the exercise, the discussion will focus only on people of their own age and gender.
 - If you are working with the young women, ask them to describe what a young woman is expected to say and do or not say and not do – both in her own community, and in the eyes of wider society.
 - If you are working with the older men, ask them to describe what an old man is expected to say and do or not say and not do – both in his own community, and in the eyes of the people in town.
 -and so on.
4. After a few minutes of small group discussion, ask the participants to re-form a large circle and share with the large group their ideas on the perfect young woman or old man or whichever your peer group is, from the point of view of their own community and from people in town.
5. Next, ask the participants to re-form into the same groups of three or four and discuss how easy they find it actually to live up to the expectations which their society – and people in town – has for them – and how realistic these expectations are. Encourage the participants to go on to consider what a normal young woman, normal old man etc. (whichever is the peer group you are with) is most likely to be like – from their own perspective.
6. After a few more minutes, ask the groups to re-form a large circle and share with the whole group what their real experiences are like.



Petra Röhr-Rouendaal / Strategies for Hope

Feedback and discussion: The idea of this exercise is to help people to appreciate that we all have ideal images of how we are supposed to behave, placed upon us by our own community and also by wider society in our country; and that there is always a gap between our images and reality. We all find our images hard to live up to at times. It can often be reassuring to realise this and to appreciate that we all feel this at times.

Sometimes ideal images can actually be very far from current realities. For instance, if people believe that 'a woman's place is in the home', this can often be used as an excuse to keep girls out of school or for them to marry early. Similarly the belief that 'real men steal many cattle each year' can result in a man risking his life very often. Encourage participants to think about this and to make their own comments about the way some of the examples they have already mentioned can be difficult for us to live up to, and can sometimes also make us feel that we are somehow failures.

Please emphasise to your group that this is not supposed to be an exercise that reminds them how they should behave! Instead, it is supposed to help us recognise how difficult and limiting some of the labels that our societies put on us are for us to live up to. If your group finds it a bit hard to think of examples to begin with, here are some suggestions that you might make to help them start to express their own ideas. Do not impose these ideas on your group: they need to come up with their own descriptions of their lives. But you could say that in other countries, people have described differences between their ideal and their real lives in this way, and how is it here for them?

e.g. older men	IMAGE	As leaders, decision-makers, with many children, grandchildren, authority, power, money etc.
	REALITY	Young don't listen to us, not much authority, too many bills to pay etc.
e.g. younger men	IMAGE	Brave warrior, strong, macho, many kids, good income, many wives, protector of family and community etc.
	REALITY	Many demands on income, unemployment, too many mouths to feed, just girlfriends or one wife, no ability to protect family and community etc.
e.g. older women	IMAGE	Honoured old lady, looked after by children, respected by all, less work etc.
	REALITY	Too much work, grandchildren to look after, no access to cash etc.
e.g. younger women	IMAGE	Polite, submissive, undemanding, hard-working, obeying father or husband, officially married or soon to be officially married, many kids etc.
	REALITY	Too many kids, no money to spend, no personal freedom, failure to marry because no money, still living in father's house etc.

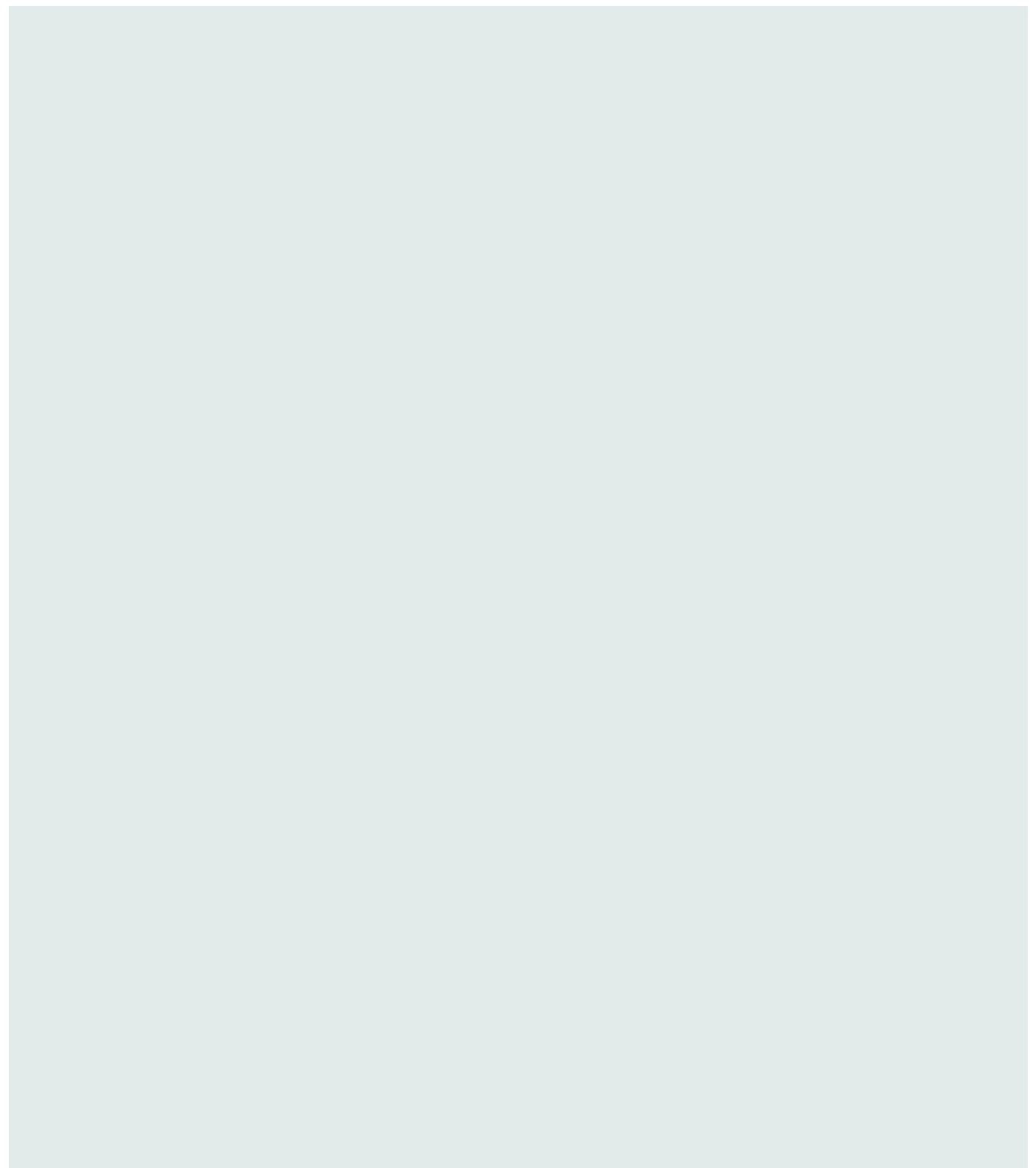
Again, talk only about the experiences of the peer group you are working with – e.g. if you are working with younger women, talk only about what it is like to be a younger woman in their community!

TS4-A-7 Game of life

Aims: An exercise to highlight issues on discrimination and power. The exercise provides an opportunity to highlight various issues around differences in the position and status of people who are disabled and between men and women, and hence the differences in the challenges they face. Humour can take the edge off the game, but it can reveal things about communities which they may never have considered before.

Coe, S. and L. Wapping (2010)

Refer to the exercise in the supporting documents folder [on the USB stick](#).



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Toolset 4-A

**Methodologies for working
with communities**

TS4-B – Barrier and solution analysis

This toolset includes:

1. A tool to help communities consider barriers to equity and inclusion, including those relating to safety and harassment
2. A tool to help communities consider solutions, and the role of WASH actors in implementing solutions

Barrier analysis and problem solving

The barrier analysis tool is a simple tool for using with communities to help them consider barriers that prevent people from being able to obtain their rights with regard to WASH.

The tool helps users to consider different reasons for exclusion and how people with disabilities or others who are marginalised in society can be excluded, including because of their gender. The tool is based on the 'Social Model of Inclusion', where difference such as disability is considered a normal part of every society. Society needs to adapt itself to support all different needs, rather than the other way around where people who are different are expected to change and fit in with society as it is.



Rod Shaw / WEDC, Loughborough University

This approach helps WASH practitioners to consider potential barriers and ways of overcoming these barriers in the following categories:

- Physical – natural
- Physical – infrastructure
- Policy/institutional
- Social/cultural/attitudinal

Materials on the barrier analysis and problem solving methodology

Code	Title	Description	Source
TS4-B-1 (on USB stick)	Equity and inclusion in WASH provision – using the social model of exclusion	A PDF of a PowerPoint presentation (version 3), which guides the user through the process and activities of using the barrier analysis tool and identifying solutions. This is to be used in conjunction with the three activity sheets that follow.	Jones, H. et al. (2013)
TS4-B-2 (on USB stick)	Equity and inclusion in WASH provision – using the social model of exclusion – facilitators notes	Facilitators' notes for using the PDF above (version 2) and the activity sheets below.	Jones, H. (2013d)

... continued

TS4-B-3 (on USB stick)	Activity sheet 1: Using the social model to identify individual and environmental barriers	An introduction to the social model of inclusion and an activity to identify individual and environmental barriers to accessing WASH (version 2).	Jones, H. (2013a)
TS4-B-4 (on USB stick)	Activity sheet 2: Identifying barriers to water, sanitation and hygiene	An activity to identify individual, physical environment, institutional/organisational and attitudinal/social barriers, which can prevent a person's access to WASH (version 2).	Jones, H. (2013b)
TS4-B-5 (on USB stick)	Activity sheet 3: Identifying solutions to reduce barriers to water, sanitation and hygiene	An activity sheet to identify solutions to reduce the barriers (version 2).	Jones, H. (2013c)

Note: In addition to the tools above, a range of supporting materials are proposed for use in discussions. These are listed on the activity sheets. Alternatives can also be identified that are appropriate to the local context and also depending on the literacy levels of users.

References

Jones, H. (2013a) *Activity sheet 1: Using the social model to identify individual and environmental barriers. (Version 2)*. UK: WaterAid and WEDC, Loughborough University. [\(on USB stick\)](#)

Jones, H. (2013b) *Activity sheet 2: Identifying barriers to water, sanitation and hygiene. (Version 2)*. UK: WaterAid and WEDC, Loughborough University. [\(on USB stick\)](#)

Jones, H. (2013c) *Activity sheet 3: Identifying solutions to reduce barriers to water, sanitation and hygiene. (Version 2)*. UK: WaterAid and WEDC, Loughborough University. [\(on USB stick\)](#)

Jones, H. (2013d) *Equity and inclusion in WASH provision – using the social model of exclusion – facilitators notes. (Version 2)*. UK: WaterAid and WEDC, Loughborough University. [\(on USB stick\)](#)

Jones, H., L. Gosling, S. Jansz and E. Flynn (2013) *Equity and inclusion in WASH provision – using the social inclusion model of inclusion (Version 3)*. UK: WaterAid and WEDC, Loughborough University. [\(on USB stick\)](#)

The documents above can also be accessed on:

<https://wedc-knowledge.lboro.ac.uk/collections/equity-inclusion/>

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Toolset 4-B

Methodologies for working with communities

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

Toolset 4-C

Methodologies for working with communities

TS4-C – Accessibility and safety audits and safety mapping

This toolset includes:

1. Tools that can be used to undertake accessibility and safety audits
2. A number of tools that can be used to assess feelings of safety in urban environments – including safety audit/transit walks, safety mapping and a girls' opportunity star



A group of girls undertaking a safety walk as part of Plan Peru's Safer Cities workshops highlighting the risks in their city



Plan International



Kiloran Benn O'Leary / Independent

Accessibility and safety audits/walks, safety mapping and associated tools

Code	Title	Description	Source
TS4-C-1 (This report can be found on the USB stick in the supporting documents folder)	Women's safety audit, including safety walk	<p>This clearly written handbook guides the user on how to undertake women's safety audits in low-income urban neighbourhoods. It includes the following steps:</p> <p>Step 1: Rapid situational analysis</p> <p>Step 2: Interviews with key informants: the perspective of the service providers</p> <p>Step 3: Focus group discussions</p> <p>Step 4: In-depth interviews</p> <p>Step 5: The safety audit walk</p> <p>Step 6: Community members work with the local government</p>	Mehrotra, S.T. (2010)

... continued

TS4-C-2a TS4-C-2b	Safety mapping, safety walk and girls' opportunity star	<p>Short report (UN-Habitat et al., 2013) that describes adolescent girls' views on safety in cities and a number of participatory approaches that were used to identify these views. Methods include:</p> <ul style="list-style-type: none"> • Stakeholder, programme and policy mapping. • Key informant interviews. • Social cartography (mapping) – identifying the spaces/places that the girls use and how they feel along the way, and then in small groups drawing their visions for an ideal city. • Girls' opportunity star – Used by girls in focus groups to discuss issues surrounding seven points of safety and inclusion, with ratings on feelings of safety (whether a girl always feels safe, sometimes feels safe or never feels safe in certain locations). • Girls' safety walks – Girls walk as a group through particular areas with a checklist and note particular areas and features that contribute to or hinder feelings of safety. At the end they discuss and propose recommendations for the priority issues they would like to be addressed. <p>A second report (Schulte, S. and Z. Rizvi, 2012) provides a case study of where the perceptions of safety were identified from adolescent girls and boys in a refugee context. Methodologies used included:</p> <ul style="list-style-type: none"> • Focus group discussions with adolescent girls, adolescent boys and community leaders. These included a 'safe-scaping' participatory mapping exercise to indicate what they do during the day and the locations, and to indicate where they feel unsafe. They then told stories to present the drawings and their meanings. • Individual interviews – with girls who are specifically vulnerable to GBV. 	<p>Plan International et al. (2013) & Schulte, S. and Z. Rizvi (2012)</p>
TS4-C-3	Facilitator notes: Accessibility and safety audit of water & sanitation facilities	<p>Facilitators notes on how to undertake an 'accessibility and safety audit'. This is to be used in conjunction with the three forms below.</p>	<p>WEDC and WaterAid (2013d)</p>
TS4-C-4	Accessibility & safety audit form: Waterpoint	<p>A form to guide users through the process of undertaking an accessibility and safety audit relating to an existing waterpoint or planned location for a waterpoint.</p>	<p>WEDC and WaterAid (2013c)</p>

... continued

<u>TS4-C-5</u>	Accessibility & safety audit form: School latrine	A form to guide users through the process of undertaking an accessibility and safety audit relating to an existing school latrine or planned location for a school latrine.	WEDC and WaterAid (2013b)
<u>TS4-C-6</u>	Accessibility & safety audit form: Latrine	A form to guide users through the process of undertaking an accessibility and safety audit relating to an existing public latrine or planned location for a public latrine.	WEDC and WaterAid (2013a)

References

Jones, H. (2013d) *Facilitator notes: Accessibility and safety audit of water and sanitation facilities (Version 2)*. UK: WEDC and WaterAid. [\(on USB stick\)](#)

Mehrotra, S.T. (2010) *A Handbook on Women's Safety Audits in Low-income Urban Neighbourhoods: A focus on essential services*, November 2010. New Delhi, India: Jagori and Women in Cities International. [\(on USB stick\)](#)

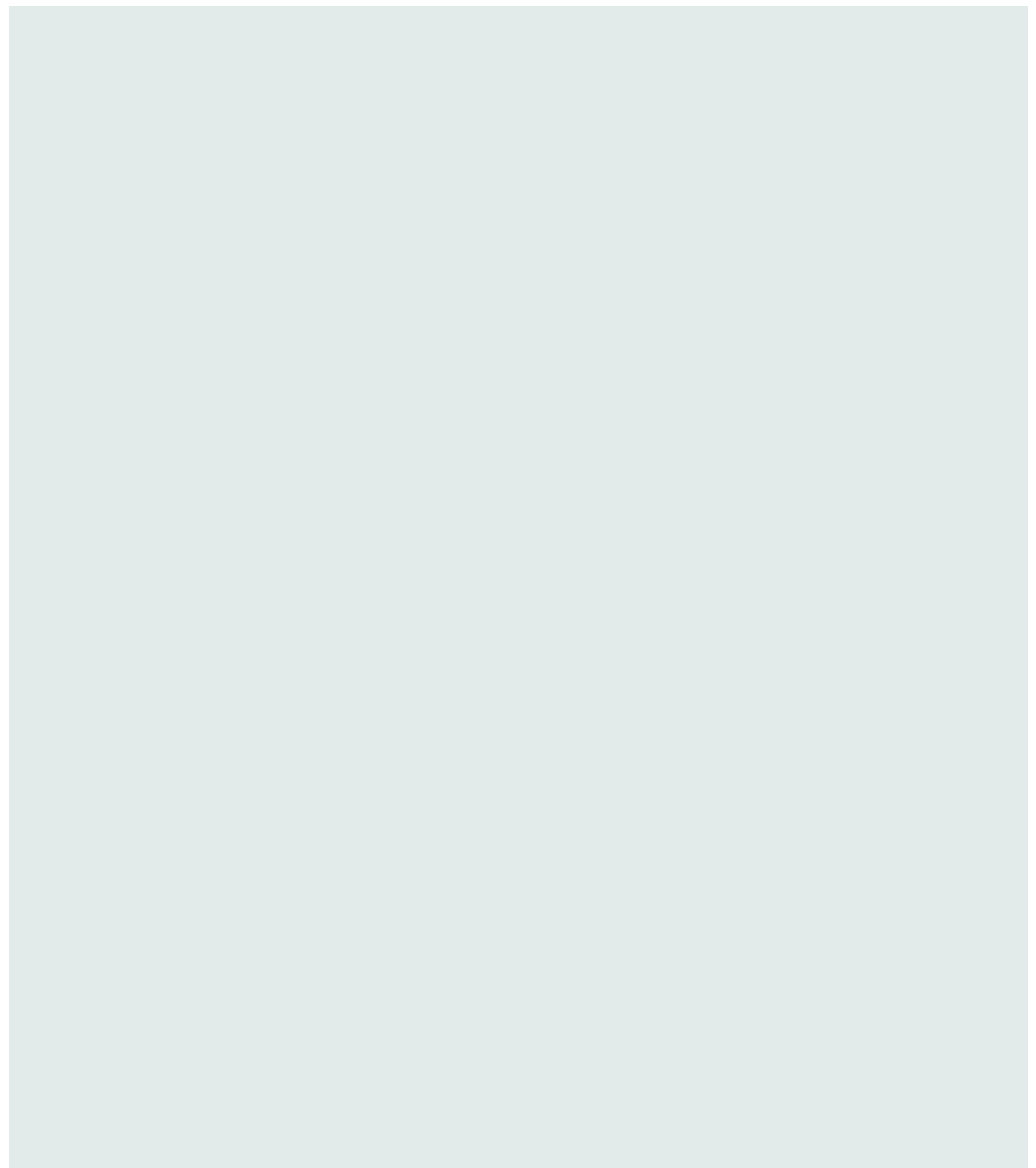
Plan International Because I am a Girl, Women in Cities International, UN-Habitat (2013) *Adolescent Girls' Views on Safety in Cities; Findings of the Because I am a Girl Urban Programme study in Cairo, Delhi, Hanoi, Kampala and Lima*. Woking UK: Plan International; Montreal, Canada: Women in Cities International; New York, USA: UN-Habitat. [\(on USB stick\)](#)

Schulte, S. and Z. Rizvi (2012) *In Search of Safety and Solutions: Somali Refugee Adolescent Girls at Sheder and Aw Barre Camps, Ethiopia*. New York, USA: Women's Refugee Commission. [\(on USB stick\)](#)

Water, Engineering and Development Centre (WEDC) and WaterAid (2013a) *Accessibility and safety audit: Latrine*. UK: WEDC and WaterAid. [\(on USB stick\)](#)

Water, Engineering and Development Centre (WEDC) and WaterAid (2013b) *Accessibility and safety audit: School Latrine*. UK: WEDC and WaterAid. [\(on USB stick\)](#)

Water, Engineering and Development Centre (WEDC) and WaterAid (2013c) *Accessibility and safety audit: WaterPoint*. UK: WEDC and WaterAid. [\(on USB stick\)](#)



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Toolset 4-C

**Methodologies for working
with communities**

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

Toolset 4-D

Methodologies for working with communities

TS4-D – Videos, role plays and drama

This toolset includes:

1. Tips on using role plays and drama for the purpose of raising awareness and developing community strategies to respond to violence and WASH
2. Some ideas for short role plays to promote discussion
3. Links to information on preparing and using community video

Drama, street theatre and role plays¹

Street theatre and drama has its roots in storytelling, and can be used as a learning tool and a way of passing on information. It should be short and lively, and flexible enough so that it can also involve audience participation.

Dramas and street theatre can all be very useful methods for raising sensitive issues with a mix of humour and engaging a wide range of people.



Petra Röhr-Rouendaal / WASH Cluster Visual Aids Library

'Street theatre' is a play undertaken in a public place like a street, market or other places where people gather. The street theatre is usually interactive and encourages audience participation. A play should ideally be between five and ten minutes long. It is a good idea to guide the crowd to their seats and play music while people are being seated. Announce the start and ask for applause. Ask open questions to the crowd at the end of the play, as this will encourage them to think about what they have seen and the issues that have been highlighted. Ask for applause for each correct answer.

Do's and don'ts for street theatre

Do's

- Men dressed as women
- Comic village stereotypes such as lads, traditional healers, religious leaders, unscrupulous leaders or dishonest tradespeople
- Exaggerated characterisation
- Villain/hero conflicts
- Macabre incidents – for example, ghosts returning, death, white sheets
- Dance and song
- Asking the audience questions ("where is she?") and getting them to reply
- A few simple messages
- Frequent repetition of the messages
- Messages made clear through actions rather than words
- Audience participation (asking members of the audience to come into the performance area and help with certain tasks)
- Spontaneous and lively with a minimum of characters and props

Don'ts

- Long gaps between scenes
- Fast speech
- More than one person speaking at one time
- Scenes involving sitting or lying down
- Long speeches or dialogues without action
- Lecturing one actor by another
- One actor playing different roles that may be confused – for example, a dishonest pharmacist and a doctor
- Complicated plots and detailed scripts

Role plays²

Role plays are similar to street theatre, but require less organisation and can be used to involve a range of participants. They are useful for highlighting sensitive issues and for learning on good and bad behaviours.



CARE / Practical Action / Oxfam



Rod Shaw / WEDC, Loughborough University

Ideas for role plays to prompt discussion on WASH, gender and violence-related issues

- Consider what are the vulnerabilities to violence linked to WASH in the area, and design role plays around these issues to promote discussion.
- Reverse roles:** Ask separate groups of women and men to look at a particular situation, and role play the other gender's views and experience. Or in a role play, get the men to play the women and the women to play the men. Switching roles is positive because it can make the situation a little humorous/keep the atmosphere non-threatening, and helps men and women to consider the other person's perspective.
- Violence events:** Role play situations where women and girls are harassed going to collect water, or they are going to toilets in the night because of lack of privacy, and the way women can be ignored and not listened to in committee situations. Or role play someone of a lower caste being turned away from a water or toilet facility and having to go to a polluted source.
- Good and bad situation:** Ask one group to develop two role plays, one about the group's vision of how things could be good at the household level with respect to the management of WASH (such as the women and men sharing roles), and the second depicting a bad situation at the household level with respect to WASH (including violence-related issues such as the husband beating the wife for coming back late from collecting water or the wife being attacked at the water source). Ask another group to prepare two similar plays but at the community level: one a good situation and one a bad situation. After the plays have been undertaken, facilitate a discussion with the audience on what they saw. Additional questions can be asked to prompt the community to acknowledge if these plays were realistic to situations in the community, and to propose solutions as to how to move nearer the good situation.
- Saying yes or no:** Perform a role play of a young girl who has no money for sanitary pads, and who is persuaded by an older man to do sexual favours for him in return for money. Perform a second play of an alternative scenario where the young girl has been shown how to make reusable sanitary pads, and when she is propositioned by the man she is able to say a definite "no" and rebuff his advances.
- Role play the different work of women and men related to water, sanitation and hygiene within families and communities.
- Problem solving:** Ask the groups to think about a challenge associated with the WASH programme, such as maintenance issues or conflict on committees. Role play different scenarios and solutions involving women and men in different types of roles from those they might usually take.
- During training on roles and responsibilities of committees, encourage men and women to role play the different positions, such as chair or secretary.

Videos and radio broadcasts³

Films and videos are entertaining ways of passing on information to large groups of people at one time.

Benefits of community-made, participatory video⁴

- Features faces, stories and examples of change from within the community itself. For this reason, community-made videos often 'speak' more powerfully to people than films from outside.
- Enables different groups and individuals to represent their views, including those who may be unrepresented or marginalised – such as women, youth, people living with HIV/AIDS or people with disabilities. It allows participants to 'step into the shoes' of another person and gain compassion for the challenges they are facing.
- Helps draw the attention of local leaders and authorities to priority concerns in the community.
- Is immediate. Video can be played back right away: people who take part in filming can watch material and offer instant feedback. An entire programme may be completed and shared with community audiences on the same day.
- Is highly versatile, and can be used to address any theme or topic prioritised by community members.
- Is accessible to people of any educational or literacy level.
- Integrates storytelling and oral traditions that are valued in many cultures.
- Builds capacity and self-confidence among individuals and groups as they master technical and interpersonal communication skills.
- Strengthens advocacy and leadership skills among team members.
- Fosters collaboration and creates a shared sense of purpose among concerned community members.
- Generates excitement and interest among community members and staff.

They can be played to people who have gathered for the specific purpose of seeing and discussing the film or radio broadcast, or they can be played to people who have gathered for other purposes, such as waiting during child vaccination campaigns. They can also reach a wide range of people, including those from disadvantaged and vulnerable groups.

Radio broadcasts can include news programmes, spot announcements, slogans, jingles, discussions, radio programmes, interviews, talks and documentaries, dramas, music, quizzes and panel games. Many people have access to radios, although men tend to have better access than women and children. At certain times of day programmes may be listened to by the whole family. Broadcasts can be used to promote discussion and debate.

Tips when showing films or videos

- Choose a suitable site to show the film or video, where the light conditions allow people to see the pictures.
- Obtain permission from the relevant authorities to show the film or video. Request help from the police to assist with crowd control if you are showing it to a large number of people.
- Publicise the show, including the topic of the film or video, by loudspeaker or notices.
- If you have something important to say, it can be useful to say it before the show starts so you can dismiss the audience immediately after the show. This is particularly the case with larger audiences, which are harder to manage and maintain attention.
- With small audiences you can facilitate debate after the show and have a discussion on what people learned or on their reactions. This is more difficult with larger audiences.



The issue of violence can be integrated along with other issues linked to WASH into a role play; this can be videoed and played back to community groups to promote discussion on the problem and solutions.



Petra Röhr-Rouendaal / WASH Cluster Visual Aids Library

Using radio broadcasts to promote discussion on safety in relation to urban services⁵

Between 2009 and 2011, young women and men in Delhi were involved in a process of undertaking women's safety audits and deepening their understanding about access to essential services and safety. They made 15-minute radio programmes, which were broadcast locally and nationally. With the Jagori team they then organised meetings in the lanes to listen to the programmes with residents, and to discuss and debate the issues raised in the broadcasts. This action has raised awareness of the issues and their gender implications to many more residents.

(For more details refer to [TS3-A-1](#) for more details)

Stepping Stones use video to play back role plays to community groups⁶

Stepping Stones is a participatory process for community transformation on HIV, communication and relationship skills. It involves a series of participatory processes, which are used over a period of several months. They include role plays as one methodology to investigate behaviours and communication-related issues.

Pre-prepared videos are used to prompt discussion on specific issues. The groups undertaking the Stepping Stones process also develop their own role plays to highlight issues pertinent to the community. These are videoed and played back in a wider community meeting to prompt wider discussion.

See: Strategies for Hope, Video: 'Stepping Stones Revisited; Stories from the Village of Buwenda, Uganda'.

Available ..at: http://www.stratshope.org/resources/dvds_item/stepping-stones-revisited (video length 7.52) [accessed 8 April 2014]. The video play back is not shown in this clip, but it occurs after the role play exercises and group work has been undertaken. The video can also be seen in [TS2](#) – video [TS2-B-7](#)

Guidance on all stages of preparing community videos and a training programme for the same can be found in the toolkit and associated training guide on Community Video for Social Change by the American Refugee Committee et al. (no date). These can be found in the folder of supporting documents.

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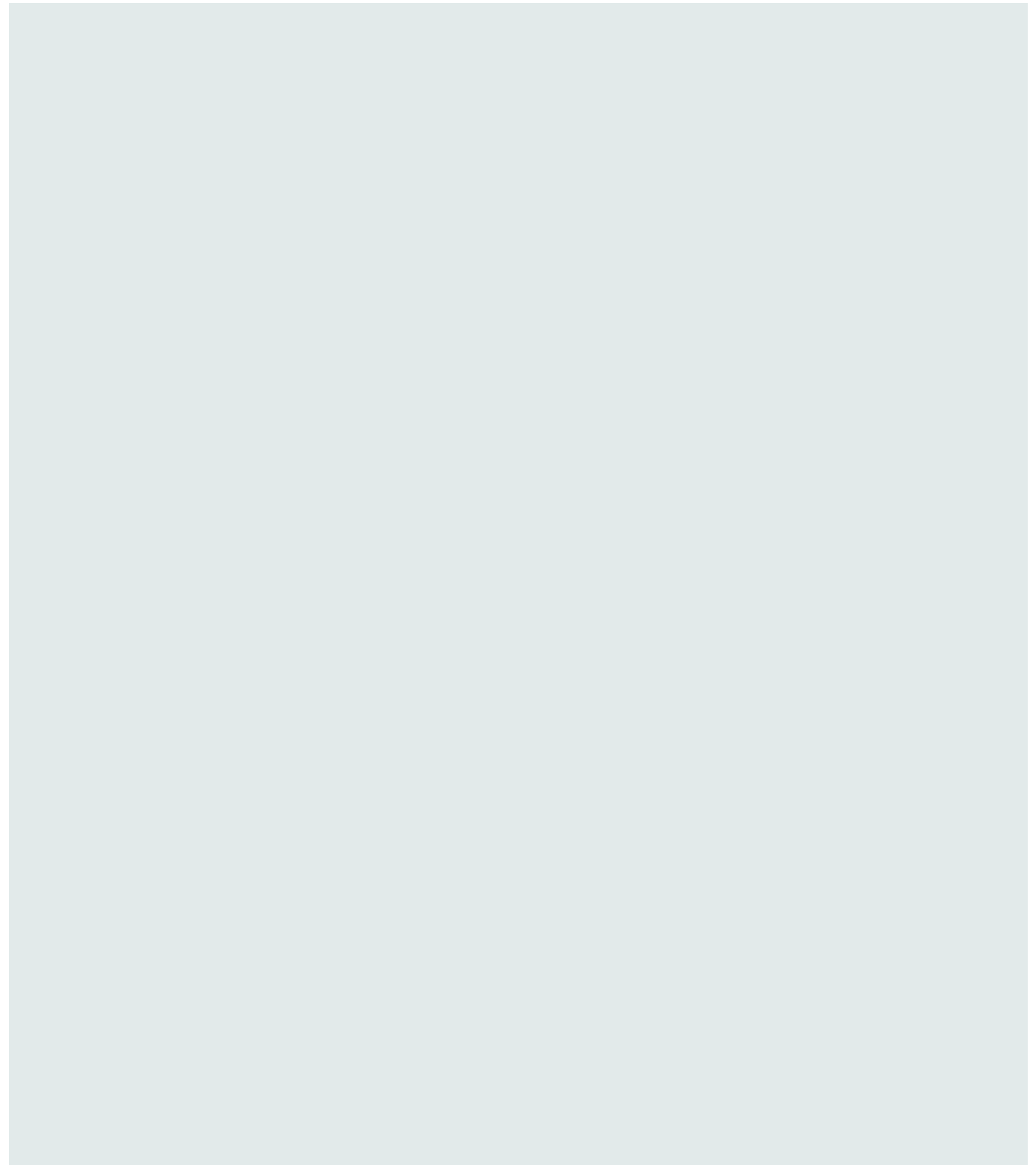
² Halcrow, G., C. Rowland, J. Willetts, J. Crawford and N. Carrard (2010) *Resource Guide: Working effectively with women and men in water, sanitation and hygiene programmes*. Sydney, Australia: International Women's Development Agency and Institute for Sustainable Futures, University of Technology – resource guide; , flashcards; case study snapshots; poster of principles and practices. (on USB stick). Available at: www.genderinpacificwash.info [accessed 11 October 2013]; WaterAid (2013a, draft) *Exploring gender aspects of community water, sanitation and hygiene projects: A Training Manual (Esplora aspetu jeneru husi projeto bee saneamentu no ijeniku iha comunidade: Manual Treinamentu)*. Timor-Leste: WaterAid Timor Leste; and Welbourn, A. (1995) *Stepping Stones, A training package on HIV/AIDS, communication and relationship skills*. Oxford, UK: Strategies for Hope Trust.

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⁵ Women in Cities International, Jagori, International Development Research Centre (2011a) *Gender and Essential Services in Low-income Communities, Report findings of the action research project: Women's Rights and Access to Water and Sanitation in Asian Cities*. Montreal, Canada, Delhi, India: Women in Cities International and Jagori. (on USB stick)

⁶ Welbourn, A. (1995) *Stepping Stones, A training package on HIV/AIDS, communication and relationship skills*. Oxford, UK: Strategies for Hope Trust.



**VIOLENCE
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A PRACTITIONER'S TOOLKIT

**Making water, sanitation and
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Toolset 4-D

**Methodologies for working
with communities**

VIOLENCE GENDER & WASH

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

Toolset 4-E

Methodologies for working with communities

TS4-E – Pocket chart voting and participatory ranking

This toolset includes:

1. An overview of the method pocket chart voting, which can be used for assessments and monitoring and to promote discussion
2. An overview of the method participatory ranking, which can be used to get a idea of the scale of a problem in a community

Introduction

Pocket charts and participatory ranking are two useful methodologies that can help to identify differences in experiences and opinions of different groups in the community, as well as to understand the scale of a problem.

As pocket chart voting can be done in private, this method could be well suited for identifying the experiences women and girls or other community members have of harassment or other violence when using WASH facilities.

Participatory ranking has been used to identify and prioritise problems in communities, including those linked to violence in fragile contexts.

Participatory ranking

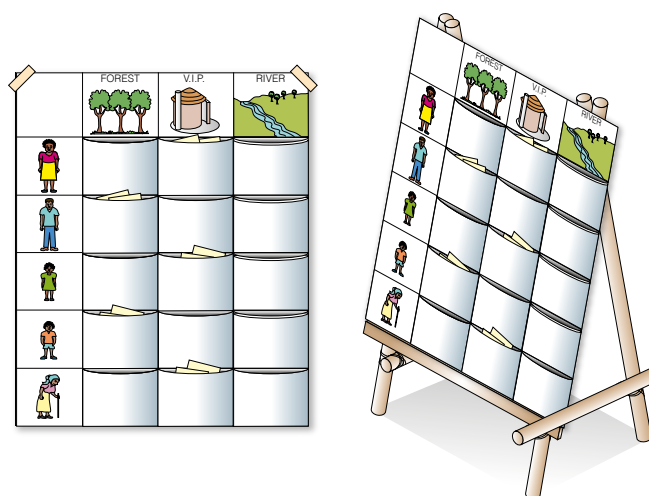
Can be used as a tool to:

- Identify issues which are concerning the community;
- Identify the scale of the concern for particular issues;
- Assess the different experiences of women, men, girls, boys, older women and older men – including in relation to GBV (harassment, feelings of lack of safety etc.); and
- Identify community priorities.

Refer to the following pages for a summary of the recommended steps in each activity, and to the references below for further details.

Pocket charts

- Assess the different practices and behaviours in a community;
- Assess the different experiences of women, men, girls, boys, older women and older men – including in relation to violence (harassment, feelings of lack of safety etc.);
- Help community members to see one another's opinions and preferences, to help in community decisions on different WASH options; and
- Record and monitor participation within projects.



Ken Chatterton / WEDC, Loughborough University

Pocket chart voting – for information, voice and choice¹

Pocket charts can be made from cloth with pockets to hold the voting slips (pieces of paper, seeds, shells, small stones etc., so it is possible to count the number of individuals who voted for a particular idea, choice or option). Pocket charts can also be drawn on the ground and incorporate locally available materials such as bowls or jars into which people place their 'vote'.

This exercise could be modified to discuss issues and concerns about violence and WASH, perhaps integrated with other WASH-related questions. For example:

- It could include pictures to learn about gender roles and responsibilities before the project. If it is then repeated after the project, it should be possible to see if there are any changes in who is undertaking which task. For example, pictures could include ones indicating different people in the community

and:

- Who collects water
- Who cleans the waterpoint
- Who repairs the handpump/fence etc.
- Who cleans the house
- Who washes the clothes etc.
- It could include pictures relating to violence to determine issues around feelings of safety. For example, with a picture of:
 - A person looking scared at the waterpoint
 - One of a person looking happy at the waterpoint
 - A person looking scared at the latrine – during the day
 - One of a person looking happy at the latrine – during the day
 - A person looking scared at the latrine – during the night
 - One of a person looking happy at the latrine – during the night

Steps – for using pocket chart voting to monitor the participation of different groups in the community

1. Prepare simple, locally recognisable pictures of the main people or groups involved in the project. For example, NGO staff, community leaders, women, men, main community groups and so on.
2. Place these pictures down the left side of a pocket chart, leaving the top square free.
3. Place pictures representing types of opportunities, choices and decisions across the top of the chart. These might include (for example) receiving information about a project, selection of a committee, choosing the type of water supply or toilet to be constructed, location of toilets, who will provide labour and fundraising.
4. Go through all of the pictures first with the group so they know what they represent.
5. It may also be useful to carry out a trial run with a few people to check they understand the process.
6. For the actual voting activity, women and men from the community involved with the project vote twice, first, on *who participated* and second on *who made the decisions*.
7. Women and men need to use voting paper, seeds or shells that are a different colour or shape, so it is possible to see if women's and men's experiences and practices differ.
8. After voting is complete, lay the contents of the pockets out for analysis and discussion. The contents will provide information for discussion about:
 - Who participated (and in what way) during the planning phase?
 - Who participated in making the main decisions leading to the water and sanitation facilities?
 - Who did and did not participate and why?
 - How much information and choice was available to those involved in making the decisions?
9. Facilitate a discussion with participants about the results, and ask them to give their thoughts on the similarities and differences between the groups and why these exist. Are there differences between women's and men's votes? Did some people participate in decisions while others were excluded?

Participatory ranking²

Steps

Step 1 – Pile: The basic process is very similar to that of an open-ended focus group discussion: the facilitator or moderator first defines the scope of the research question for the participants with a simple framing question, and then works to obtain responses from the individuals in the group. However, instead of relying solely on a note-taker to capture the key features of discussion, the method uses objects that are selected by participants to represent key themes of their discussion. This selection process is iterative, in that the facilitator works with participants to negotiate which object represents which theme. Depending on the tendencies of the group and the sensitivity of the research question, the moderator may need to prompt participants to obtain feedback and responses on specific issues. As participants' responses are linked to specific themes or topics, objects representing these issues are 'piled' in front of the group.

Step 2 – Rank: The facilitator then defines a line along which participants can rank the importance of the issues represented by each of the objects in the pile. This can simply be a line drawn on the ground with a heel. Participants are then encouraged to place objects along the line in an order that reflects their relative importance. When an individual places an object, the facilitator asks others if they agree with its positioning, inviting others to reposition it as appropriate. Adjusting the positions of objects continues until a final ordering is agreed among the group (see the photo below).

Step 3 – Meaning: At each step of the process, responses are recorded by the note-taker. This includes recording all of the responses in the 'pile'

section, as well as the final 'rank' of each agreed afterwards. Crucially, however, the note-taker records the reasons stated by any participant – the meaning behind positioning of any object. These accounts – generally expressed as clear statements – often provide an insight into local circumstances, attitudes and challenges.

This tool has been used to undertake violence-related assessments in camps and to assess child protection programming activities. The method can also be used to assess and prioritise concerns around accessing WASH facilities, such as:

- Distance
- Light
- Men standing outside/harassment
- Feelings of lack of safety when using facilities etc.



Alastair Ager / Columbia University

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² Taken from: Ager, A., L. Stark, T. Sparling and A. Potts (2011) *Rapid Appraisal in Humanitarian Emergencies Using Participatory Ranking Methodology (PRM), Version 1.1*. New York, USA: Program on Forced Migration and Health, Mailman School of Public Health, Columbia University; and Ager, A. and T. Sparling (2013) *Participatory Ranking Methodology (PRM), A Brief Guide, Version 3.1*. New York, USA: Program on Forced Migration and Health, Mailman School of Public Health, Columbia University. More details available at: www.cpcnetwork.org/learning-details.php?ID=2 [accessed 11 October 2013]. [\(on USB stick\)](#)

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

Toolset 4-E

Methodologies for working with communities

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

Toolset 4-F

Methodologies for working with communities

TS4-F – Adapted 24-hour clock

This toolset includes:

Notes on how to adapt the commonly used 24-hour clock exercise to analyse gender roles so that it incorporates considerations related to safety.

Adapted 24-hour clock

The 24-hour clock is commonly used as part of gender awareness training to help participants to understand the different workloads of women and men in the community.



Rod Shaw / WEDC, Loughborough University

Step 1 – An example of how to run the 24-hour clock exercise can be found on pages 26–27 of the publication by Halcrow et al. (2010).

The 24-hour clock can be adapted by adding additional questions at the end of the original exercise to take it a further stage.

Ask both the men's group and the women's group to follow step 2.

Step 2 – Ask them to consider their 24-hour day and the activities and locations where they are when undertaking those activities. Ask them to reflect on these different activities/locations and indicate if they feel at these times:

- a) Totally safe
- b) Partially safe
- c) Very unsafe

Once this has been done, ask the groups to present back to explain why they have indicated a), b) or c). Pay particular attention to any that have been indicated as b) or c).

Step 3 – Ask the group to consider what could be done to make the women or men feel more safe during the times they indicated they felt only partially safe or very unsafe. Discuss these recommendations and if there is anything that can be incorporated into the WASH programme to respond to them.

Reference

Halcrow, G., C. Rowland, J. Willetts, J. Crawford and N. Carrard (2010) *Resource Guide: Working effectively with women and men in water, sanitation and hygiene programmes*. Sydney, Australia: International Women's Development Agency and Institute for Sustainable Futures, University of Technology – resource guide; flashcards; case study snapshots; poster of principles and practices. Available at: www.genderinpacificwash.info [accessed 11 October 2013]. (on USB stick)

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Toolset 4-G

Methodologies for working with communities

TS4-G – Three-pile sorting

This toolset includes:

Information on adapting the three-pile sorting method to stimulate a discussion about reducing vulnerabilities to violence.

Three-pile sorting method

The three-pile sorting method is a participatory method commonly used by WASH actors. It is used to encourage discussion, to identify problems and to enable group problem solving.

It might be helpful to have an introductory discussion on violence and what the problems are in the particular context before using this activity.

The facilitator introduces the activity and divides the participants into small groups. He/she explains that each group will be given a set of cards depicting situations relating to WASH and violence or people feeling unsafe.

Each small group of participants is given a set of cards and asked to sort them into three piles of:

- Good
- Bad
- In-between (this could be a picture that has both good and bad things about it or one where the group was undecided)

Each group discusses each picture in turn and what they see in the picture. They then decide to place it in one of the three piles.

After sorting the piles, the small groups can discuss in plenary why they have chosen a particular pile and the facilitator leads a discussion asking questions such as:

- Does this happen here?
- What do men do? What do women do?
- What can be done about it?
- What are the advantages and disadvantages?
- What can be done to make the WASH facilities safer and avoid vulnerabilities to violence for women and children etc.?



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The method can be adapted to help the group consider gender issues in WASH programmes, and what practices may increase or decrease vulnerabilities to violence.

It can also be used as an assessment tool to better understand what the vulnerabilities are in a particular community. If used as an assessment tool, it is useful to have a facilitator with each group taking notes of what people say (with their permission).

Three pile sorting cards – gender, GBV and WASH

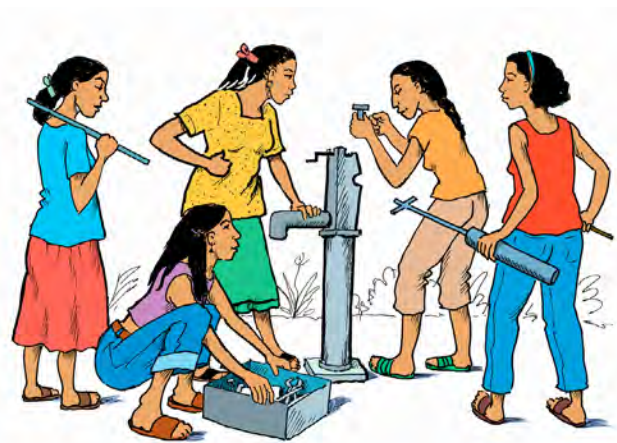
Below are examples of cards that could be used in three-pile sorting to promote discussion on how men and women in the community might view the relationship between the sexes, and how this could give rise to violence linked to WASH. The idea behind the activity is to encourage discussion, identify potential problems and try to work out as a group how such problems might be addressed. It is the responsibility of the facilitator to stimulate debate and discussion and to enable people to take more control over the decisions that affect them.

Some examples of how different groups might interpret the pictures are given below. It is important to remember that there are no right or wrong 'piles' of cards. The activity is meant to provoke discussion about a particular subject, identify potential problems and get people to consider context-specific solutions.

In discussing violence, there might be a temptation for some to try and avoid the problem and maintain the status quo by e.g. not making men angry. However, a skilled facilitator should get the group to see that this is not really a 'solution'.

Points which may be raised during discussions

- This picture shows women involved in maintaining the waterpoint.
- They might have been involved in the project, have been trained and have some control over keeping the waterpoint operational.
- If it is working, this might mean that women and children are less likely to have to walk long distances to get water, so making them less vulnerable to harassment and rape. Keeping the waterpoint well maintained will therefore have much more impact on them than on men, and can be a motivating factor.
- However, the fact that women are taking on traditional male roles might make men in the community frustrated or angry.
- What can be done about this? What are the pros and cons?



Petra Röhr-Rouendaal / WASH Cluster Visual Aids Library

- Men and women are cleaning the waterpoint.
- Often this task may fall to women alone and is often unpaid.
- It is good practice that men and women should share such a task – it reduces workloads on women and indicates that there is respect between men and women through sharing the task.



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... continued

- The husband and wife are sharing household cleaning tasks.
- This might indicate that there is some level of understanding and respect between them.
- This may indicate that this couple have a more equal relationship, fewer arguments over responsibilities for WASH-related tasks and that domestic violence is less likely.



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- Joint meetings between men and women or boys and girls can sometimes be useful to discuss or resolve issues associated with the provision of WASH facilities.
- These pictures indicate that men respect that women should also be involved in discussions on WASH.
- The women will have more opportunity to contribute their opinions than if they were not involved, and to influence the project design and operation and maintenance to make it safer to use for women and children.
- However, being part of a committee does not always indicate that women will be listened to or can make decisions.
- Women or girls may sometimes feel intimidated in such situations. It is usually good practice to have separate discussions also with men and women or boys and girls.



Petra Röhr-Rouendaal / WASH Cluster Visual Aids Library



Annina Bornstein / Independent

... continued

- This picture shows a water committee meeting where all the members are male except for one who is female [note that the two people with their backs shown are meant to be men not women].
- From the picture it looks like she is not being included in the discussions.
- She may feel shy, intimidated or uncomfortable being the only woman on the committee, or the male members may not listen to her or make her feel welcome.
- In this situation the water committee will not benefit from her knowledge and the experiences of women, who have lots of experience in relation to water.



WaterAid Tabora Programme, Tanzania

- If this is a picture of a water committee, it highlights that it has both active male and active female members.
- This could also be a picture of the treasurer collecting household contributions for sustaining WASH facilities.
- Alternatively, this could be a picture of a savings group which can help both women and men save money for multiple purposes – including for improving their access to household WASH services.
- A woman holds the position of treasurer – she looks confident and good at her job, and the other people in the picture give the impression that they are comfortable and respectful of her.
- This picture shows that the men and women are comfortable to work together.



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- Women are being involved in selecting technology choices.
- They therefore have the opportunity to select facilities etc. that will make women and children feel safer when using them.



Petra Röhr-Rouendaal / WASH Cluster Visual Aids Library

... continued

- This picture shows a man collecting water.
- This will reduce the workload for his wife and/or children, and also reduces the vulnerabilities that they may face linked to harassment or attack while collecting water.
- It may not always be acceptable for men to do this, but why does it happen and where?
- What are the pros and cons?



Rod Shaw / WEDC, Loughborough University

- This image shows men fighting and women looking angry with one another.
- The group decides which pile to place the picture in, and then they have to imagine if this was a WASH programme what are they fighting about?
- What can be done about this – how would can we prevent such a problem or resolve it?



CARE / Practical Action / Oxfam

- This picture shows how 'role play' can be used to encourage discussion on WASH-related issues (people will interpret the picture how they want in the context of violence and WASH).
- The group includes both men and women and also involves humour.
- Role play can provide an opportunity to discuss difficult issues, such as harassment of women and girls when they collect water, and hence allows communities to discuss and identify solutions to the problem.



CARE / Practical Action / Oxfam

- This picture shows a group of women feeling at ease with one another and discussing openly and in an animated way the issues of interest.
- Women 's groups can be a useful way for women and girls to form alliances with their peers, and provide a safe environment for discussing sensitive issues and challenges (such as gender-based violence) that they may be facing, as well as for developing solutions.



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... continued

- This picture shows the husband, wife and male child helping to clean the WASH facilities.
- This could indicate that there is some level of understanding and respect between the man and his wife.
- This may indicate that arguments over WASH-related tasks and incidents of domestic violence are less likely.
- It also shows that the latrine is likely to be kept clean and well maintained, which will make it more likely that the family members will be able to use it regularly, including women and children. Good hygiene can also make it easier for a family member with disabilities to be able to use the facilities.
- There are, however, no handrails or a seat. These would make a latrine more accessible if a family member has limited mobility.



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- This picture shows a woman or girl collecting water at an open water source.
- This means she may have to walk outside of the village and into the bush.
- She also seems to be alone.
- Walking some distance to collect water, walking into the bush and being alone are all factors that can increase the vulnerability of women and children to violence when collecting water.



Petra Röhr-Rouendaal / WASH Cluster Visual Aids Library

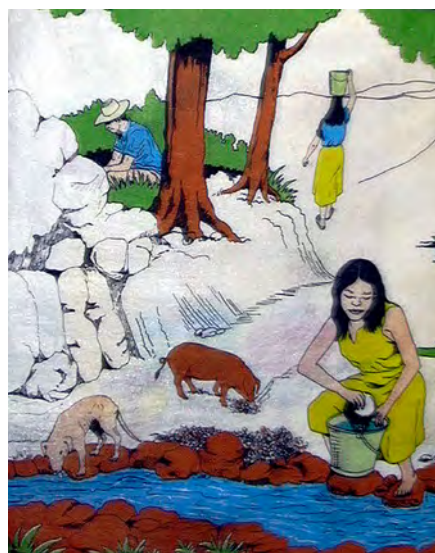
- This picture shows a young girl paying for water.
- A young girl might be more vulnerable to exploitation by unscrupulous men than older women would be. He may start to give her free water for some time acting as her friend, but then require that she pays him with sexual favours.
- However, it might also be seen as a good thing that she can access water closer to home, and that there is someone managing the taps.



Rod Shaw / WEDC, Loughborough University

... continued

- This picture shows women/girls collecting water at an open water source.
- The women/girls have had to walk outside of the village and into the bush.
- One woman is walking back to the village leaving a man behind with the other woman. He seems to be defecating behind a tree.
- Walking some distance to collect water, walking into the bush and being alone are all factors that can increase the vulnerabilities of women and children when collecting water as they make them easy targets for attack.



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- These pictures may be of a husband and wife, or may be of a man and woman from the community.
- They look friendly and as though they may have a good relationship.
- Respect between a husband and wife can help to make it easier for them to discuss problems they are facing and to develop solutions together, and this in turn is likely to reduce vulnerabilities to violence.



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- If girls and boys latrines are not separated, girls may feel uncomfortable going to the toilet.
- Groups of boys may tease or taunt them, or even try and look at them using the toilet. It is important to involve girls in the decisions about where to site the toilets and how the separation and privacy can be maintained.



Annina Bornstein / Independent

... continued

- Separate latrines for girls and boys can help girls feel safer when using them.
- How can girls and boys be involved in deciding on locations and designs of latrine facilities in schools?



Annina Bornstein / Independent

References

Thoughtshop Foundation, Gender Equity. Available at: http://thoughtshopfoundation.org/project_summaries/Gender.html [accessed 11 October 2013].

**VIOLENCE
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A PRACTITIONER'S TOOLKIT

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

Toolset 4-G

**Methodologies for working
with communities**

VIOLENCE GENDER & WASH

A PRACTITIONER'S TOOLKIT

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

Toolset 4-H

Methodologies for working with communities

TS4-H – Community information leaflet

This toolset includes:

Guidance on the information that should be provided to communities on the WASH programme in terms of their rights and the responsibilities of WASH actors supporting programmes.

Information leaflets

It is important for communities to know their rights and entitlements with respect to the WASH programmes and the way that they should be treated by the staff who are supporting the programme.

Where communities are generally literate, leaflets can provide information on:

- The quality of the facilities in terms of privacy, safety and access for children and people with disabilities;
- Information on staff behaviour and what is unacceptable (including sexual exploitation and abuse);
- How staff should involve people in the project; and
- Who to contact if a problem occurs.

Where communities are less literate, leaflets or posters can still be provided for those who can read, but it is important to use other media for communication as well. This could be through sharing the same information in meetings or using a loud speaker during distribution of non-food items in emergencies.

For an example of a leaflet developed by the Global WASH Cluster, see example [TS4-H-1](#): the original versions in PDF and Word can be found [on the USB stick](#) in the folder of supporting information.

Another example, [TS4-H-2](#), can also be found [on the USB stick](#) in the folder of supporting information. This is of a generic information leaflet by the Inter-Agency Steering Committee used in West Africa to share information specifically on issues around sexual abuse and exploitation by the protection cluster.

It is good practice for such information leaflets to be developed for projects in development contexts as well as emergency contexts, as problems including sexual exploitation and abuse can occur in both.



Rod Shaw / WEDC, Loughborough University

Where protection issues and violence are particularly high, WASH actors should collaborate with protection and GBV experts to develop appropriate information

for sharing with communities. This may also include specific links to services for people who have experienced violence. Refer to [BN4](#) for further details.

We Want to Hear Your Views

Agencies are keen to hear your views (good or bad) about the water, sanitation and hygiene projects.

In order to learn and improve the service we provide it is important that any problems are brought to the attention of the agency concerned as soon as possible.

Staff Behaviour

Agency staff should:

- Be respectful and polite
- Treat you as equal partners in the project
- Actively seek your views on the way in which the water, sanitation and hygiene (WASH) programme is designed and carried out
- Always be able to explain their actions

WASH

Water, Sanitation and Hygiene

Our Commitments to You



It is not acceptable for agency staff to demand favours or payment in return for the provision of hygiene kits or water and sanitation facilities.

Please report this if you hear of this happening.

Providing You With Information

Every agency should provide you with details of:

- The agency name and contact
- Name(s) of staff working in your community
- What is planned and for how long
- Who will receive what and why they have been selected
- Follow up visits
- Feedback following assessments or evaluations

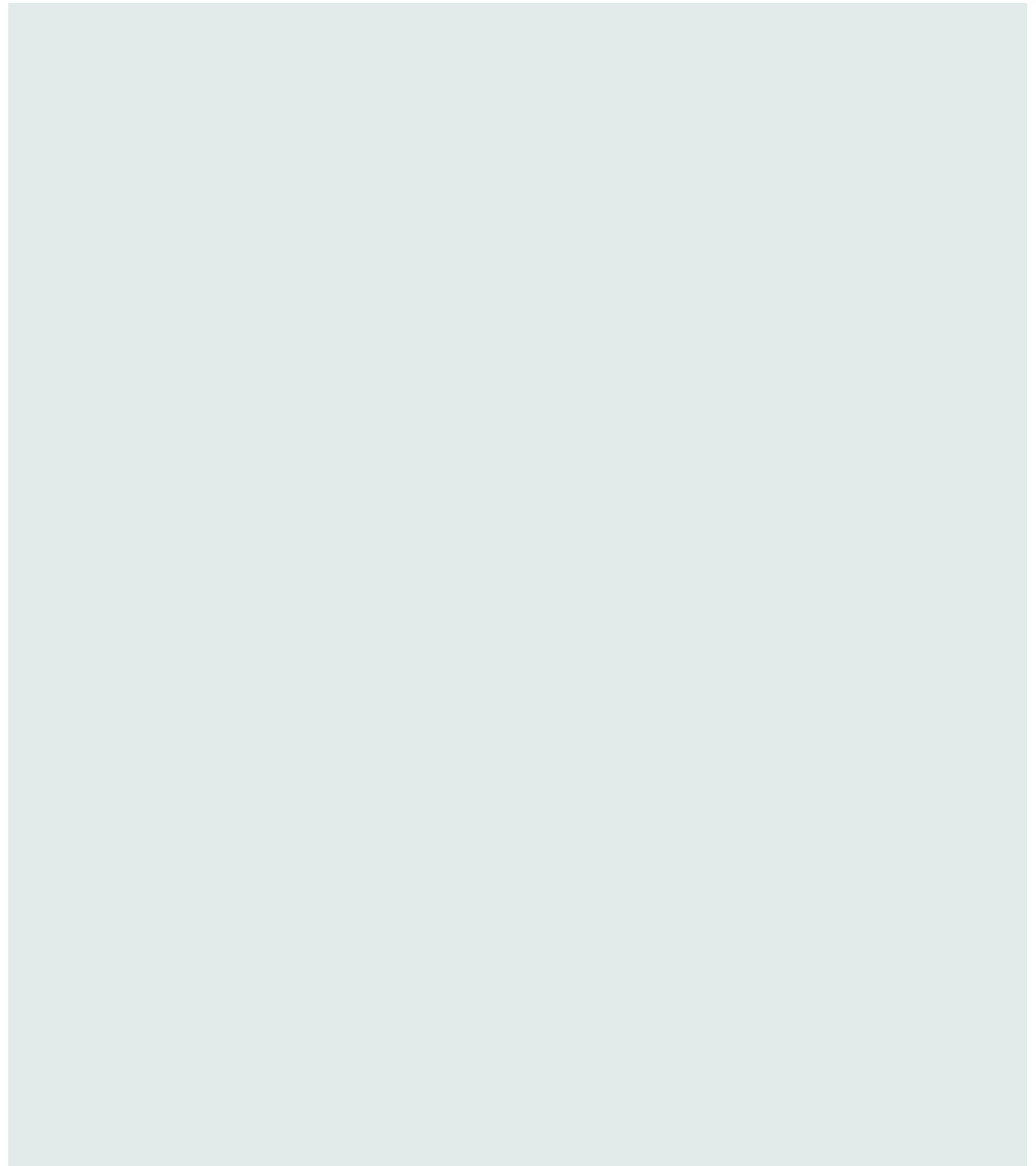
WASH Commitments

We aim to meet your needs for acceptable water, sanitation and hygiene facilities.

Women, men, children and different sections of the community should be able to have a say in how these facilities are provided.

Examples of information leaflets for communities

No	Title	Description	Source
TS4-H-1 (on USB stick in supporting documents folder)	Leaflet: WASH – Our Commitments to You	<p>Two examples of community leaflets were developed by the Global WASH Cluster accountability project (see case study TS3-F-2 for more details). The information leaflets are bright and attractive, and are provided in a format that can be edited. The leaflet explains what commitments the organisations supporting the humanitarian response have to the communities they are working with. This includes issues related to:</p> <ul style="list-style-type: none"> • Ensuring the safety of facilities; • Involving communities in the design of facilities; • Providing information and feedback and being available to answer questions; • Exploitation – stating that it is not acceptable for agency staff to demand favours or payment in return for the provision of hygiene kits or WASH facilities, requesting that any such incidents are always reported; and • How to make a complaint and the contact details of the agency. 	Global WASH Cluster
TS4-H-2 (on USB stick in supporting documents folder)	Leaflet: Special measures for protection from sexual exploitation and abuse	<p>Example of a model leaflet developed for West Africa, which provides information on sexual exploitation and abuse. More specifically it contains information on:</p> <ul style="list-style-type: none"> • What sexual exploitation and abuse is; • What behaviours are not allowed by UN staff and other staff working in humanitarian responses; and • What the person should do if they have a complaint regarding sexual exploitation or abuse. <p>A range of other materials can be found on the website: Protection, Sexual Exploitation and Abuse (PSEA) Task Force. Tools Repository. Response Systems. Available at: http://www.un.org/en/pseataaskforce/tools_response.shtml#Standards [Accessed 11 October 2013].</p>	Inter-Agency Standing Committee Task Force on Protection from Sexual Exploitation and Abuse



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Toolset 4-H

**Methodologies for working
with communities**

VIOLENCE GENDER & WASH

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

Toolset 4-I

Methodologies for working with communities

TS4-I – WASH committees, gender and decision-making

This toolset includes:

Tools to help facilitate participation and inclusion of women and men in projects, to focus on how decisions are made to involve both women and men, and to see and value differences as well as to monitor changes.

WASH committees, gender and decision-making

A range of materials and tools are available globally for training on gender issues for WASH committees and community leaders.

A particularly nice set of tools, clearly written with associated case studies and available for download and use, has been developed by Halcrow et al. (2010). It is based on research undertaken in Fiji and Vanuatu in the Pacific. A resource guide, flash cards and an associated poster are included in this toolkit.

The stated aim of the materials is to provide ideas on how to make WASH approaches more sensitive and responsive to the views, status, needs and responsibilities of both women and men. It is designed to build on other WASH guidance materials and to build on existing WASH approaches.

These materials are particularly relevant to the issue of violence and WASH, because they help the community to work through issues relating to power and decision-making in the context of WASH committees and also in relation to WASH-related roles and responsibilities in the community, and to reflect on ways to move forward.



Thoughtshop Foundation

The resources are based on the following principles:

- Principle 1** – Facilitate participation and inclusion
- Principle 2** – Focus on how decisions are made
- Principle 3** – See and value differences
- Principle 4** – Create opportunities

The resources include the following particularly useful materials:

- a. **Tips for encouraging good participation in a consultation or planning process** (p.11).
- b. **A methodology called a 'Learning Circle'** – which is a group of people who meet regularly to discuss, explore and learn about issues in their communities, looking at different sides to the same issue (p.12–13).
- c. **A participatory monitoring tool** – using **pocket chart voting** for information, voice and choice (p.14–15).
- d. **Discussion on decision-making processes and tips for working with women and men in making decisions and when working with committees.** This also includes the use of talking sticks for committees and the use of participation ladders for monitoring how effectively men and women report they are participating in decisions in committees (p.16–23).
- e. **The 24-hour clock and discussion on seeing and valuing differences** (p.24–27).
- f. **Role playing on different WASH-related gender roles** – suggesting that women and men play each other's roles to start what can be quite challenging conversations in a fun way (p.28–30).
- g. **Tips for managers and organisations as to how they can support gender-related principles and practices** (p.35–37).

Reference

Halcrow, G., C. Rowland, J. Willetts, J. Crawford and N. Carrard (2010) *Resource Guide: Working effectively with women and men in water, sanitation and hygiene programmes*. Sydney, Australia: International Women's Development Agency and Institute for Sustainable Futures, University of Technology – resource guide; flashcards; case study snapshots; poster of principles and practices. Available at: www.genderinpacificwash.info [accessed 11 October 2013]. ([on USB stick](#))



A PRACTITIONER'S TOOLKIT

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

Toolset 4-I

Methodologies for working with communities

VIOLENCE GENDER & WASH

A PRACTITIONER'S TOOLKIT

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

Toolset 4-J

Methodologies for working with communities

TS4-J – Involving users in the design and location of WASH facilities

This toolset includes:

Tips on how to involve users in the design and location of WASH facilities.

Involving users in the design and siting of infrastructure

It is good practice and leads to a more effective response to involve end users in the design of WASH facilities – including people from different social groups, such as people with disabilities, older people, children of different ages, including adolescents, women and men.

It is not possible to involve every person in a community in this process, but it is possible to consult with representative groups. A number of tips follow that can help to ensure that the design and siting of facilities is appropriate to the needs of users and reduce vulnerabilities to violence.



Petra Röhr-Rouendaal / WASH Cluster Visual Aids Library

Tips

1. Explain in the initial meeting with community leaders that it is important for your organisation to consult with both men and women in all project aspects. This will make the process easier when seeking feedback from different groups in the design and siting of facilities.
2. Undertake an assessment with the community to identify who is likely to be the most vulnerable to violence and to make sure that this group is consulted. It may be that sharing the draft designs and locations with representatives from the group identified to be most vulnerable will allow them to provide recommendations on improvements to help the facilities meet their needs.
3. In the case of school latrines, involve groups of adolescent girls and boys in the design of the WASH facilities, perhaps in separate groups to first make their own suggestions and then to feedback and discuss together. Make sure that any design features that the girls suggest relating to privacy, dignity and/or safety are incorporated wherever possible.
4. If possible allow user representatives to make suggestions and then put them together with technicians who can help them design a prototype. Once a prototype/trial has been constructed, then more people can have a chance to comment on it to make improvements.
5. Construct an example structure – for example, a toilet, bathing and laundry block in a refugee or internally displaced persons camp might be particularly useful for obtaining comments on a design. Once people have seen the design, specific questions can be asked about features such as locks on doors, the need for screens or otherwise etc.
6. Make sure that representatives of men, women, adolescent girls, adolescent boys and younger children all have an opportunity to input into the designs of shared or public facilities. It maybe that the WASH committee can first develop suggestions and a design and drawing, and then ask some representatives of other groups to come and comment on the design and siting.
7. Take particular care to ensure that adolescent girls are involved in the design and siting of facilities, as they are likely to be a highly vulnerable group in terms of violence.
8. Use the accessibility and safety audit, or the women's safety audit or safety mapping (see TS4-C for further information) to identify any locations of particular concern where women, girls, men or boys feel especially unsafe. Use these maps to try and locate the safest sites for facilities.
9. If there are options for technologies or locations, secret pocket chart voting could be used to get the preferences of different groups. The results can then be discussed as a wider group (see TS4-E for further details).
10. groups within the community, such as women's groups, savings groups, disabled person's organisations and groups for older people, could also be involved in the process of design and siting.

References

Layton, M. and S. Layton (no date) Real involvement, real participation. ATprojects. [\(on USB stick\)](#). In: WaterAid, Australia, the International Water Centre and IRC International Water and Sanitation Centre (2010) *Sharing experiences: Effective hygiene promotion in South-East Asia and the Pacific*. Australia: WaterAid, Australia, the International Water Centre and IRC International Water and Sanitation Centre. Available at: <http://www.watercentre.org/projects/sharing-experiences-hygiene> [accessed 29 May 2013].

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A PRACTITIONER'S TOOLKIT

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

Toolset 4-J

**Methodologies for working
with communities**

VIOLENCE GENDER & WASH

A PRACTITIONER'S TOOLKIT

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

Toolset 4-K

Methodologies for working with communities

TS4-K – Monitoring violence and WASH risks

This toolset includes:

Guidance on monitoring and tracking changes linked to violence and WASH.

This toolset includes the information on monitoring and evaluation in [BN3](#), and also additional information on useful methodologies.

Violence is a complex issue and WASH programmes can only make a contribution to longer-term change. However, it is important to collect some information that relates to safety and violence without making the WASH monitoring system too complex. Many of the indicators that are relevant to violence are also relevant to gender mainstreaming, protection and participation. The WASH monitoring system should be conceived so that it remains practical, feasible and ethical.

Detailed research studies on violence or GBV – by GBV or protection specialists

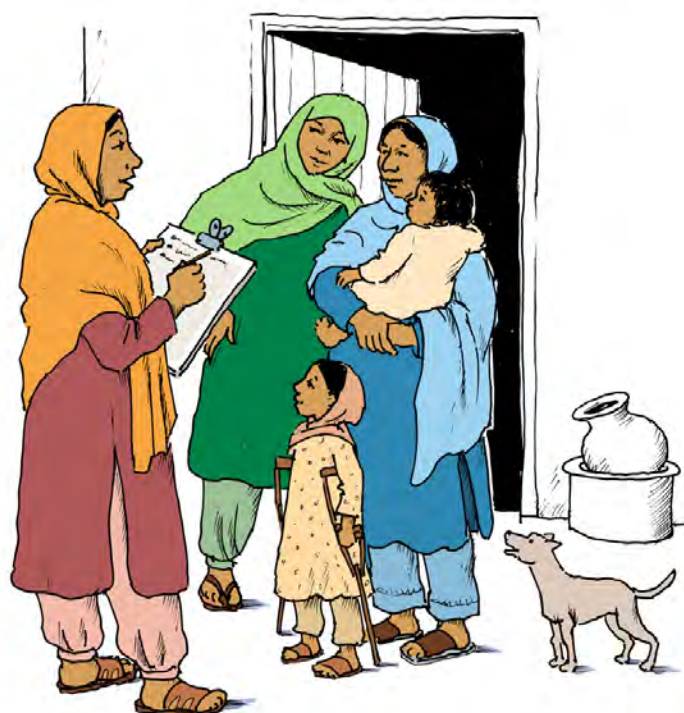
Detailed research studies into violence or GBV, particularly where people who have experienced violence are to be interviewed, should always be undertaken by someone who has trained in researching violence or GBV. This is important because of the ethical considerations required for the handling of data on people who have been affected by violence, so as not to re-traumatise them or make their situation worse. Ethical guidelines are available which are used by specialists in this area.¹ Refer to [BN4](#) for further details.

Monitoring of violence related to WASH – by WASH practitioners

Monitoring of violence related to WASH is important to:

- Understand the scale of the problem;
- Check that WASH programmes are not resulting in increases in violence; and
- To measure the social outcomes of the programme for women and men.

Therefore WASH practitioners should integrate questions into assessments and monitoring regimes that allow learning to take place, so that programmes can be improved to reduce vulnerabilities. Recording and reporting events is different from detailed questioning on how an event impacted someone or made them feel. Care must be taken not to overstep the skills and capacities of WASH practitioners, and in particular not to start interviewing people affected by violence directly. The latter may result in re-traumatisation and so it is important to be mindful of the way that we interview people who have been directly affected by violence. As noted above, such interviews should be undertaken by someone trained in GBV, while incidents should be reported in ways that protect confidentiality.



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What should WASH practitioners monitor?

Indicators for violence linked to WASH

The following indicators could be included in the WASH monitoring system and measured using both qualitative (e.g. group discussions or accessibility audits) and quantitative means (e.g. household surveys):

Safety and use of facilities:

1. General feelings of safety when collecting water/going to the toilet or performing other WASH-related activities.
2. Whether or not women and girls feel safe to use latrines at night.
3. Whether or not women and girls feel that they have adequate provision for menstrual hygiene management.

Women and girls' empowerment:

4. Increases in engagement of women in WASH committees
 - a. What percentage of members are men and what percentage are women?
 - b. What roles do women have (including leadership roles)?
 - c. Are women speaking during meetings?
 - d. Are other members listening to their views?
 - e. Do women feel confident and respected?
5. How many women and how many men have paid jobs relating to the WASH programme?
6. Have adolescent girls, and younger girls and boys, been involved in the design, siting and management of facilities (where appropriate)?
7. Have there been any changes in gender roles – such as a reduction in the workload for women and girls, engagement of men in hygiene-related activities etc.?
8. Has there been an adjustment in the attitudes of men and women in the community supporting a change in women's and men's work roles?
9. Do women know where to go for help if they are subject to violence, and do they know where and how to make a complaint?

Incidents of violence and feedback / complaints mechanisms:

As well as monitoring indicators that relate to WASH programme outcomes, such as women feeling safe using facilities, it is also important to keep track of any incidents of violence including GBV or whether there are any complaints related to violence including GBV. Two main types of violence may be reported: a) violence that is committed by other community members, and b) violence that is committed by staff from agencies providing support (sexual exploitation and abuse).

Community-based complaints or feedback mechanisms should allow for feedback and complaints related to both a) and b), above. Yet the response mechanisms for each are likely to vary.

Either type of information may also be collected by other agencies, and collaboration with them will be important to track these indicators and respond to complaints as they arise. The IASC Working Group on Accountability to Affected Populations is planning (2013) to trial more inter-agency community-based complaint mechanisms.²

Possible indicators that relate to reports of violence including GBV committed by community members on other community members include:

1. Number of reported incidents of violence including GBV related to WASH;
2. Number of complaints of violence including GBV-related issues identified through the feedback/complaints mechanism; and
3. How many of these have been responded to.

Incidents of sexual exploitation and abuse by staff working in WASH organisations or other institutions should be monitored by the head offices of the WASH organisations (which may be in or external to the country) and in-country by organisations/institutions that specialise in and are responsible for protection.

Assessing staff awareness:

It is also important to try to assess staff awareness of GBV issues and what they can do to minimise the risks. This can be done formally during training evaluations or informally in staff meetings, supervision sessions or annual reviews.

Methodologies

The following methodologies can be used to monitor changes in vulnerabilities to violence:

- Focus group discussions
- Accessibility audits – see [TS4-C](#)
- Community safety mapping – see [TS4-C](#)
- Pocket chart voting – see [TS4-E](#)
- Participatory ranking – see [TS4-E](#)
- Participation ladder – see the following page
- Individual interviews
- Observations on engagement in WASH committee meetings



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Participation ladder – participatory monitoring tool for decision making³

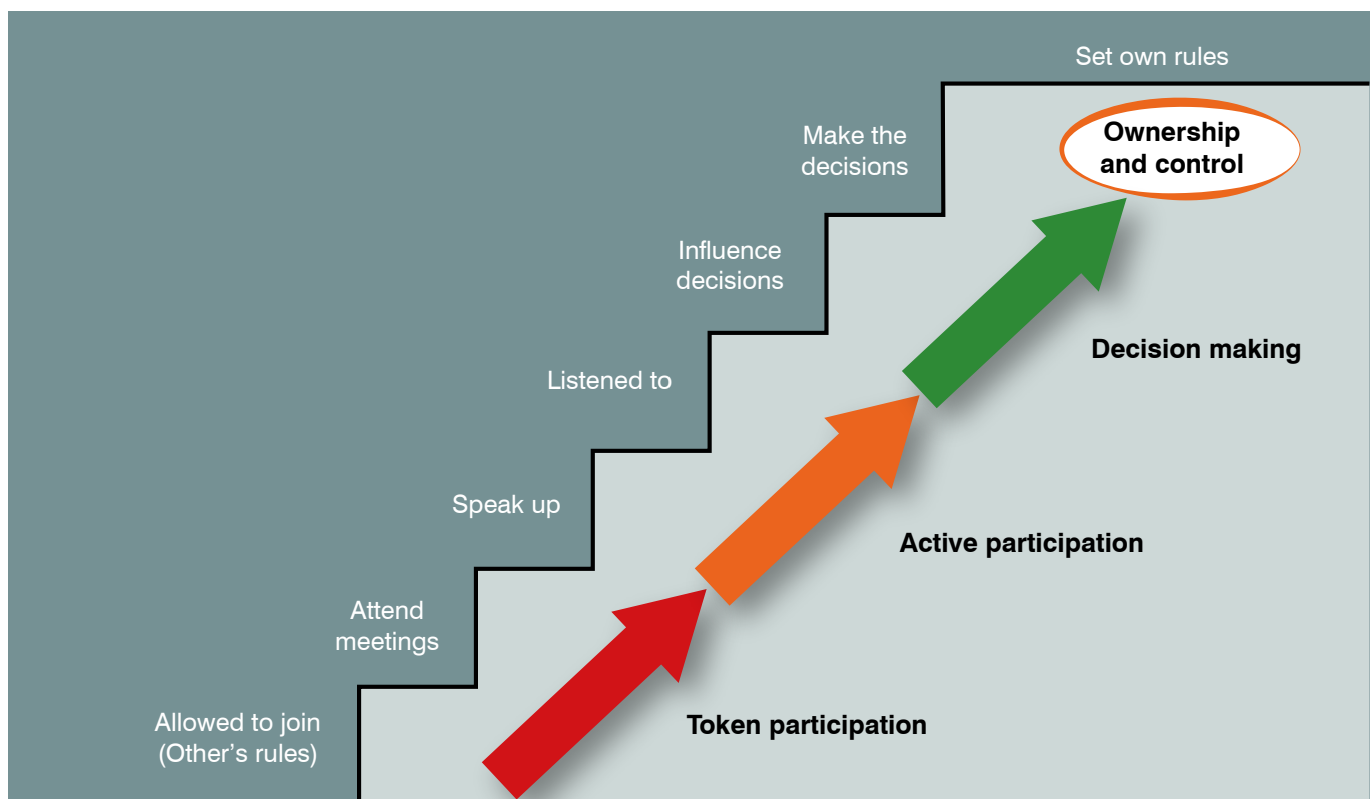
Participation ladders can be used to monitor how effectively women, men or groups report that they are participating in decisions being made in committees. They can also be used more broadly to support planning for participation at all stages of a project.

A visual aid that illustrates the different steps of participation – from token participation, to active involvement, to decision-making and finally ownership and control – can help facilitate a monitoring activity with a group such as a committee.

Different members of the group can be asked to identify and discuss the following points, in relation to particular decisions in the community or in the household:

- Where are they currently on the ladder?
- Where would they like to be?
- What would support this happening?
- Are there any differences between the different members of the group in terms of where they are on the ladder? Think about factors such as status, sex or age.

The ladder can be used regularly to monitor changes in the extent of participation, to raise awareness of the barriers faced by different groups or members, and to develop steps or strategies to overcome them.



Andrew Tovovur, Halcrow, G. et al (2010)

Monitoring tools used in DRC for protection issues related to WASH

Refer to the example of good practice from the Democratic Republic of the Congo by Programme de Promotion de Soins Santé Primaires, for the monitoring of protection issues in relation to WASH (see [TS3-B-1](#)).⁴ This includes two forms:

- Protection Monitoring Tool – WASH, Gender & HIV
- Protection Mainstreaming Checklist – WASH

End notes

¹ World Health Organization (2007) *Ethical and safety recommendations for researching, documenting and monitoring sexual violence in emergencies*. Available at: <http://www.stoprapenow.org/uploads/advocacyresources/1282164733.pdf> [accessed 11 October 2013].

² Inter-Agency Standing Committee (2013) *IASC Priority: Accountability to affected populations, including protection from sexual exploitation and abuse (AAP/PSEA)*, 85th IASC Working Group, 28–29 Oct 2013. Geneva, Switzerland: IASC.

³ Halcrow, G., C. Rowland, J. Willetts, J. Crawford and N. Carrard (2010) *Resource Guide: Working effectively with women and men in water, sanitation and hygiene programmes*. Sydney, Australia: International Women's Development Agency and Institute for Sustainable Futures, University of Technology – resource guide; flashcards; case study snapshots; poster of principles and practices. Available at: www.genderinpacificwash.info [accessed 11 October 2013]. ([on USB stick](#))

⁴ Programme de Promotion des Soins de Santé Primaires and Tearfund (2011) *Hope out of Conflict – How sanitation plays a vital role in protecting women and children from sexual violence in the Democratic Republic of Congo*. DRC: Programme de Promotion des Soins de Santé Primaires ([on USB stick](#))

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

Toolset 4-K

Methodologies for working with communities

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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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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).

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
Scenario	<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>
Participant questions	<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?
Facilitator notes	<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> <ol style="list-style-type: none"> 1. Why do you think this has happened? <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. 2. How does it make you feel? <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. 3. What should you do next? <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.

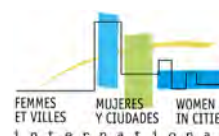
4. What should you do to get support yourself?

- 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.

Notes

[illegible]

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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.

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.

**VIOLENCE
GENDER
& WASH**

A PRACTITIONER'S TOOLKIT

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

Toolset 5

Training scenarios

VIOLENCE GENDER & WASH

A PRACTITIONER'S TOOLKIT

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

Toolset 6: Violence experienced by people who may be vulnerable, marginalised or in special circumstances

This toolset includes:

1. Information on the vulnerabilities to violence linked to WASH that might be faced by people who may be vulnerable, marginalised or in special circumstances
2. Examples of good practice on how to effectively consider vulnerabilities to violence for people who may be vulnerable, marginalised or in special circumstances



Matthew Fryer / University of Winchester

Sections in this toolkit:

TS6-A – People who are vulnerable, marginalised or in special circumstances

TS6-B – Case studies of violence related to WASH faced by people who are vulnerable, marginalised or in special circumstances

TS6-C – Good practice in reducing vulnerabilities to violence of those who are vulnerable, marginalised or in special circumstances

TS6-A – People who are vulnerable, marginalised or in special circumstances

The terms 'vulnerable' and 'marginalised' are often used interchangeably. Some people who are marginalised may also be vulnerable and vice versa, but not always.

People who are vulnerable, marginalised or in special circumstances¹

Vulnerable – A person is more vulnerable in any given context when they are less able/unable to cope with problems/hazards and hence are more at risk. They are likely to have limited influence and control over decisions or resources.

Marginalised – A person who is outside of the main body of society or has limited decision-making power within it. Such people may have limited resources (financial or otherwise) and they do not automatically gain the same benefits from programmes as others. They have often faced historical or cultural discrimination and are under-represented in political decision-making.

Special circumstances – A person who is in special circumstances is considered for the purposes of this toolkit to have needs that may not be met by services or responses that do not consider people's different needs (for example, accessibility for people with limited mobility). They may or may not also be vulnerable or marginalised.

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).

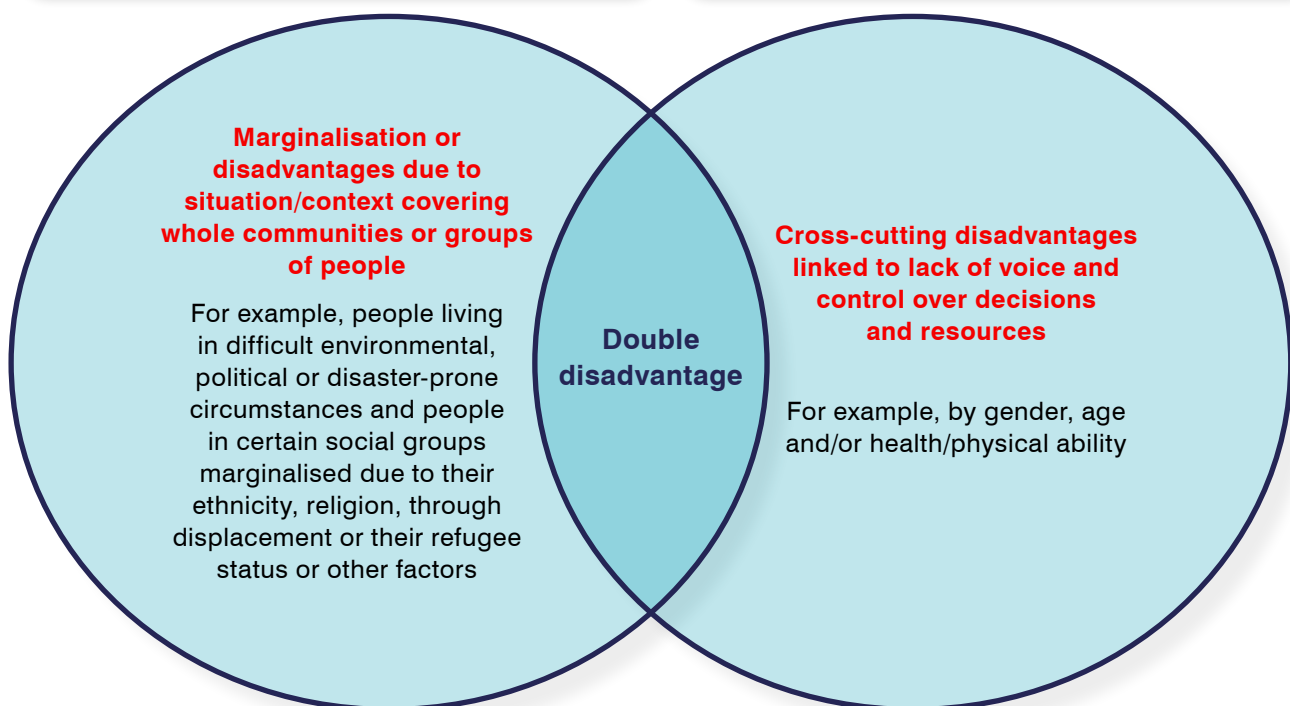
Understanding who may be vulnerable, marginalised or in special circumstances

Social groups position in society/prejudice:

- People living with HIV or other serious illnesses
- Low caste
- Indigenous peoples
- Minority groups (by culture, religion, ethnicity, caste...)
- Travellers, nomadic populations

Ultra-poor and marginalised:

- Poorest
- Former/current child soldiers
- Children or adults living on the streets
- Children/adults living on refuse tips/dumps
- Sex workers and those engaging in transactional sex (sex for 'help')



People who are dependent on others for decisions and their care:

- Children in social care
- People who are bed-bound or hospitalised
- Persons in custody

Displacement/ refugee status:

- Internally displaced persons
- Refugees, asylum seekers

Lack of voice and control over decisions and resources:

- Children
- Women
- Older people
- People with disabilities
- Single-/woman-/elderly-/child-headed households
- Unaccompanied children who have been separated from their parents or orphans

Understanding vulnerability by context

The people who are vulnerable or marginalised in any specific context will vary, although those in the groups identified in the figure on page 3 are likely to be some of the most vulnerable or marginalised.

If a person is in several of the groups, then they are also more likely to be vulnerable; for example, an adolescent girl, who is an orphan, has a disability and looks after her siblings is likely to be highly vulnerable.

It is important for us to be aware of and to specifically consider the situation, needs and priorities of people who are vulnerable or marginalised, because they can face additional challenges that can increase their vulnerabilities to violence. They may not be able to easily participate in community activities, may not be able to express their needs and may be less able to defend themselves. See the following box.

People who are in vulnerable and/or marginalised situations may:

Be less visible;

- Have less of a voice and less confidence to speak in public;
- Be less likely or able to demand their rights;
- Not be listened to;
- Have less time available for community activities;
- Be under-represented in policy- and decision-making, and face barriers accessing public institutions due to language, culture or racism; Not be able to read or write easily;
- Live on the edge of communities with less access to services;
- Face stigma or prejudice;
- Have less access to finances and resources, and may be unable to provide cash or labour contributions;
- Have different beliefs, cultures or practices to the majority;
- Have different needs, including relating to WASH; and/or
- Have less access to information (such as information on services, tariff structures, their rights and entitlements as per national policy and international laws, and on mechanisms to make complaints and claim their rights).

Capacities and care over stigmatisation

However, while it is important to specifically involve and consider the needs of people who are vulnerable, marginalised or in special circumstances, the following should also be recognised:

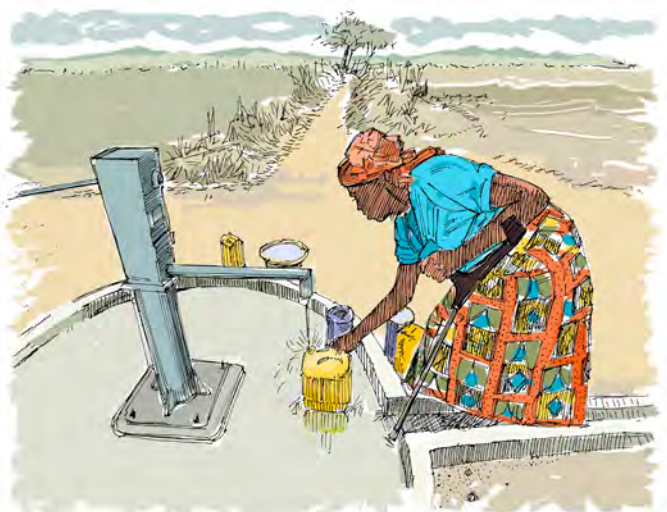
- Even if someone is vulnerable or marginalised, they will have capacities as well as vulnerabilities. Often people who are vulnerable are very resourceful, which helps them survive on a daily basis.
- Even if some people have additional or special needs, they may not consider themselves to be vulnerable and may prefer not to be referred to as such.
- Care should be taken when working to identify people who may be more vulnerable, marginalised or in special circumstances to ensure their dignity, to respect their capacities and not to increase the stigmatisation that they face.

‘Social model of inclusion’

The ‘social model of inclusion’ is a model that helps us to understand how people who are vulnerable, marginalised or in special circumstances face a range of barriers to being able to function equally in society. The model considers that the barriers are caused by society not recognising that differences between people are normal, and hence not considering the differing needs of all people within society. The ‘barrier analysis’ tool is based on the social model of inclusion and helps us to identify and analyse the barriers, some of which are identified in the box above. It groups the barriers into:

- The physical/natural environment;
- The physical/infrastructural environment;
- Policy/institutional factors; and
- Social/cultural/attitudinal factors.

For further details see [TS4-B](#).



Rod Shaw / WEDC, Loughborough University

TS6-B – Case studies of violence related to WASH faced by people who are vulnerable, marginalised or in special circumstances

This section provides examples of a range of people who are vulnerable, marginalised or in special circumstances, and the particular challenges that they may face. These in turn may impact on their vulnerabilities to violence related to WASH, or their abilities to reduce these vulnerabilities themselves. At the end of this section, a table provides linkages to other relevant case studies located in other parts of the toolkit.

People who are lesbian, bisexual, gay, transsexual and/or intersex (LGBTI)

People who are LGBTI often experience²:

- Violence, including sexual abuse, torture or murder at the hands of state actors or community and family members;
- Lack of police protection;
- Severe discrimination and exclusion from access to healthcare, housing, education, employment and other social services;
- Arbitrary arrest, detention or extortion, especially in countries that criminalise same-sex relations;
- Social banishment from their family, their community and other support mechanisms; and
- High levels of misunderstanding, because people rarely discuss their lifestyle with them due to the taboos surrounding the lifestyles of people who are LGBTI.

The box on the right highlights that people who are LGBTI may face violence while accessing WASH services. Considering the high risk of violence against them and the manner in which they can be ostracised in their daily lives, as noted above, the problems related to accessing WASH facilities are likely to be high, particularly in relation to shared and male/female gender-segregated sanitation facilities. However, because people who are LGBTI risk high levels of violence in their daily lives, and because those who are responsible for their protection may also be the perpetrators of violence in some circumstances, the reporting of cases is likely to be lower than the reality.

Children

Several case studies noted in the table at the end of this section highlight children experiencing violence. Children can be particularly vulnerable to violence, because they have less social and economic power than adults and less ability and strength to fight back.

Exclusion and prejudice against people who are LGBTI³

Examples of the ways that people who are LGBTI have faced prejudice and exclusion in emergency and disaster-affected situations:

- Men who have sex with men in Haiti were denied food aid after the 2008 earthquake, because ration schemes were targeted only at women, and these men had no women registered at their residences;
- Transgender people reported being denied entry to internally displaced persons (IDPs) camps after the floods in Pakistan, because they did not possess proper government identification papers that matched their appearance; and
- Aravanis (people who are feminine, male-bodied, gender-variant) routinely faced discrimination in access to housing, medical care and toilets in the aftermath of the 2004 tsunami in Tamil Nadu.

Research suggests that development and humanitarian staff often overlook gender identity and sexuality concerns, because they cause unease and because of a lack of protocols to deal with such issues across different cultural contexts.

Documents relating to protocols often make no reference to the needs of LGBTI people. Relief efforts typically use the family as a common unit for analysing and distributing relief services, yet people who are LGBTI are vulnerable to being forced out of their family living situations as a result of stigma and prejudice. As a result, relief may not reach people who are LGBTI living on their own, and if they continue to live with their families, then their families may receive less support. After the disaster they may also not be treated fairly, including in relation to the provision of re-construction materials or land.

In a half-day seminar to share information and to identify the LGBTI communities' views related to disaster-risk reduction, transgender trainees voiced concerns about male and female segregated emergency shelter, health and bathroom facilities, and asked how they should select the facility that would guarantee them safety and dignity.



Annina Bornstein / Independent

Very young children are also often more vulnerable to WASH-related diseases. Hence where feelings of safety may restrict a mother or a child's carer's ability to collect adequate water or to perform good hygiene practices, this is likely to impact on the child the greatest.

In many societies the full rights of the child are not respected, and they are not allowed to participate in decision-making within the household or in the wider community.

WASH responses may fail to meet the different of needs of children or recognise the contribution they can make to the success of the programme.

If children are expected to use adult facilities that are not adapted to their needs, they may feel unsafe or uncomfortable and may be put at greater risk of bullying, harassment or violence. The lack of sex-segregated school water and sanitation facilities or the provision of facilities that are otherwise inadequate may make it difficult for girls to manage their monthly menstrual period, which may lead to them missing time from school (see [TS1-D-5](#)). Some children may also be frightened of using school latrines due to their perceptions of lack of privacy, lack of safety or actual incidents of harassment or assault (see [TS1-B-20](#) and associated case studies).

Older people

Older people may face challenges, such as:⁴

- They are often marginalised from projects and decision-making, their contributions are under-valued and their needs may be ignored.
- There is a higher prevalence of disability in older people, and the associated limitations in mobility lead to challenges when collecting firewood and water or when using sanitation or bathing facilities.
- They may find it difficult to queue for emergency distributions.

- They may face specific WASH-related challenges due to incontinence that are not covered by standard sanitation and hygiene-related interventions.
- They can be particularly vulnerable to diarrhoea, in a similar way to children.
- In some circumstances, older people who lose family members can be left without support. They, particularly women, may find themselves looking after young children after the death of middle-generation adults, or in extreme cases they may be abandoned.
- Older widows are often the most marginalised, particularly in cultures where inheritance codes dispossess them on their husband's death. This is also because their place in the informal economic sector leaves them with few marketable skills and no retirement compensation.
- Older people can in some circumstances be particularly vulnerable to robbery or intimidation, and they can also face sexual abuse. They may feel unsafe in urban or secluded areas.

Older people may face particular vulnerabilities and needs, or have particular concerns over accessibility and safety when using WASH facilities and services, and hence require our specific attention.



Rod Shaw / WEDC, Loughborough University

People with disabilities

Like all people who are vulnerable or marginalised, people with physical and/or mental disabilities may face a range of barriers on a daily basis related to:

- The physical/natural environment;
- The physical/infrastructural environment;
- Policy/institutional factors; and
- Social/cultural/attitudinal factors.



Rod Shaw / WEDC, Loughborough University

Because of the above, they are also more likely to be economically disadvantaged and have less access to resources. In relation to violence⁵:

- Disabled women and girls are twice as likely to experience GBV than non-disabled girls.
- Disabled women and girls face the 'double jeopardy' of being disabled, as well as being women and girls. This leads to them often being invisible in programme interventions and services, including in those working to reduce violence against women and girls, and being excluded from mainstream services and groups.
- Disabled women and girls may be more vulnerable to abuse within the family, and to sexual violence and abuse both within and outside of the family due to their extreme marginalisation, social isolation and dependence. They are also in some circumstances less able to fight back due to physical or mental impairments.
- Violence can also cause disability.

Due to the additional vulnerabilities to violence that women and girls with disabilities face, we need to pay particular attention to ensure that they can access WASH services and feel safe in doing so.

Women and girls living in seclusion/*purdah*⁶

Women and girls living in seclusion/*purdah* are required to stay within their home compounds and to only be seen by males who are their relatives. The degree of seclusion will depend on the wishes of the husband and his male relatives. The husband is meant to provide all basic necessities. In cases where the household does not have a well within its compound, children are often expected to collect water and take laundry and dishes to the local stream to wash them – so reducing time available for activities such as schooling. Women are likely to be responsible for much of the household hygiene and cooking, but are not able to join in community meetings or to participate in hygiene promotion outside of the home or when men (other than male relatives) are present.

People living with HIV and/or other long-term illnesses

People living with HIV may also face stigmatisation and discrimination when trying to access WASH facilities, and these can lead to violence.

Other case studies

The table below provides links to case studies included in other parts of this toolkit which highlight vulnerabilities to violence faced by people who are vulnerable, marginalised or in special circumstances.

Links to case studies highlighting vulnerabilities to violence faced by people who are vulnerable, marginalised or in special circumstances

Case study	Country	Section
Violence against Dalits ⁷ in India when accessing water and sanitation	India	BN2 TS1-D-2 TS2-A-9 TS6
Slaves/domestic servants from Mali prevented from accessing sanitation and hygiene promotion	Burkina Faso Mauritania	BN2 TS1-D-15 TS3-B-3
Social ostracism of scavengers who undertake the task of night soil collection	India	BN2 TS1-D-8 TS2-B-4 TS3-D-2

... continued

Case study	Country	Section			
Taboos and cultural norms due to menstruation, which impact on the dignity and lives of women and girls	Various	TS1-D-5 TS1-D-7 TS1-D-10		Malawi	TS1-A-20
Roma communities denied access to water and sanitation	Slovenia	TS1-D-3		Mauritania	TS1-B-13
Violence against people living on the streets when accessing water and sanitation	India	TS1-C-10		Philippines	TS1-B-18
A child with disabilities restricts her eating and drinking during the day because of difficulties accessing a toilet in school	Malawi	TS1-D-11		Sierra Leone	TS1-C-13
Schoolchildren scared to use school toilets; incidents of assault or rape around school toilets or on the journey to/from school, including when practicing open defecation; and transactional sex for sanitary pads	Afghanistan Ethiopia India Kenya Mozambique	TS1-A-10 TS1-A-14 TS1-A-17 TS1-A-18 TS1-B-20 TS2-A-8		Somalia	TS1-D-1
Women garment factory workers face poor accommodation provided by employers	Cambodia	TS1-B-5 TS2-A-7		South Africa	TS1-D-14
Conflicts over water resources between agriculturalists and pastoralists	Tanzania	TS1-C-7 TS1-D-13		Sudan	TS1-D-15
Refugees and IDPs face violence when accessing water and sanitation	Angola Burkina Faso Ethiopia Guinea Haiti Liberia	BN2 TS1-A-1 TS1-A-7 TS1-A-16 TS1-A-18 TS1-A-19		Zambia	
			Conflict-affected areas (see also some of the case studies related to IDPs and refugees above)	Democratic Republic of the Congo	TS1-A-2 TS1-A-12
			Low-income urban slums	Afghanistan India Kenya Nigeria Tanzania Uganda	TS1-A-5 TS1-A-8 TS1-B-1 TS1-B-6 TS1-B-7 TS1-B-8 TS1-B-9 TS1-B-10 TS1-B-11 TS1-B-14 TS1-B-15 TS1-B-19 TS1-B-21 TS1-C-3 TS1-C-4 TS1-C-5 TS1-C-10 TS1-C-12 TS1-D-8 TS1-E TS2-A-5 TS2-A-6

TS6-C – Good practice in reducing vulnerabilities to violence of those who are vulnerable, marginalised or in special circumstances

This section provides examples of good practice in contributing to reducing vulnerabilities to violence related to WASH for people who are vulnerable, marginalised or in special circumstances. At the end of this section, a table provides linkages to other case studies on related good practice located in other parts of the toolkit.

Contributing to longer-term change

Although as WASH practitioners we may not be in a position to make significant changes to the status of

people who are vulnerable or marginalised, we can contribute to ensure that they are not excluded from our interventions, that their needs are met and that we contribute to the longer-term process of change that seeks to give these people a greater say in society.

The box below highlights the challenges that Dalit women political leaders face, including those related to harassment and violence.

There are opportunities for the WASH sector to partner with Dalit⁸ women leaders or women leaders from other marginalised groups. This can help to build their confidence and abilities in facilitating WASH projects, and at the same time to contribute to their increased status within the community; such partnerships also help to ensure that vulnerabilities faced by women and girls are also considered within WASH programmes.

Challenges facing Dalit women political leaders

One hundred elected Dalit/Scheduled Caste female sub-panchayat political leaders in India, who provide political representation across a number of villages, participated in a national consultation event on violence against Dalit women (see later).

They highlighted the wide range of challenges that they face on a daily basis. For example, they face the multiple burden due to their gender, their identity/caste and due to poverty and a lack of access to education. Challenges Dalit women face in their work as sub-panchayat leaders are outlined below.

Lack of power and low status:

- They are looked down upon as Dalits;
- No-one listens to them and anti-social elements threaten them;
- Their position as women means they have very little power in their families and in society;
- Their husbands may take over and go to meetings for them, leading to 'figurehead leadership';
- They have to face problems related to alcoholism – which is high among Dalit men, as they are also excluded from society; and/or
- They are given money from the government to allocate to householders for the construction of toilets; but then the householders may use the money for alcohol and subsequently the woman leader gets into trouble with the government, as the money was not spent correctly.

Literacy and lack of access to education and support:

"We don't get the support, but if we had it we would like to learn."

- Women sub-panchayat leaders have low levels of literacy, and hence can easily face charges of corruption – as they don't know what they are signing when they sign documents;
- They may have little confidence when speaking in front of others, as they are not used to having such opportunities;
- Some may not know how to access funds to respond to water and sanitation needs, including that from the government and they feel that no-one helps them;
- They may have to cover several villages which are located large distances apart, but have limited access to resources for travel or transport; and/or
- They are criticised as not being capable.

Poor infrastructure/working context:

- Infrastructure is worse in Dalit areas – for example, roads are constructed in the higher-caste areas first.



Rod Shaw / WEDC, Loughborough University

Establishing partnerships between organisations working on WASH, GBV and women's empowerment and those working with marginalised groups

The following example highlights how a number of organisations with different strengths worked together to bring women from marginalised groups together with national decision-makers to discuss issues related to violence, including those related to WASH.

Water, sanitation, safety and freedom from violence: Dalit women speak out

On 5–6 December 2013 a national consultation was organised by the National Confederation of Dalit Organisations (NACDO), WomenPowerConnect (WPC), WaterAid India, Oxfam India and Christian Aid. The event was funded by the UK government's Department for International Development (DFID).

The National Confederation of Dalit Organisations links Dalit organisations from across India, which support the rights of Dalits in the country. WomenPowerConnect works to help connect women with political decision-makers. WaterAid India works on WASH, and has supported NACDO to undertake research into violence against Dalits that occurs in relation to WASH (see [TS1-D-2](#)). Both Oxfam India and Christian Aid in India work on women's empowerment and reducing GBV.

This national consultation brought together 100 women Dalit political leaders from a number of different states (as noted in the case study above) with government decision-makers and politicians to discuss issues related to violence against Dalit women, including when accessing WASH.

Good practice – disability

Barrier analysis and solution tool

The 'social model of inclusion' presents a model where any kind of difference – including those faced by those who are vulnerable, marginalised or are in special circumstances, such as people with disabilities – is considered as a normal part of society. The model proposes that it is society that needs to adapt itself to support people's different needs, rather than the other way around where people who are different are expected to change and fit in with society as it is. Refer to [TS4-B](#) for the 'barrier analysis and solution tool',⁹ which is based on the 'social model of inclusion'. This assists us as WASH practitioners to work with

communities to consider the barriers for those who are vulnerable, marginalised or are in special circumstances, such as people with disabilities, to be able to access WASH, including barriers related to safety and possible solutions.

Accessibility and safety audits

Tools for undertaking accessibility and safety audits in relation to waterpoints, school latrines and public latrines can be found in [TS4-C](#). These help to analyse existing facilities, to check that they are accessible and also to reduce vulnerabilities to violence through the consideration of safety of users.

Partnerships between WASH and disability-sector organisations and institutions

Partnering between organisations working in the WASH and disability sectors, involving both governmental actors and non-governmental actors, can help to ensure that the contributions and needs of people with disabilities, including concerns around accessibility and safety, are incorporated into WASH policies, guidelines and interventions.

Good practice – older people

WASH practitioners should ensure that older people are involved in discussions related to the design and location of WASH facilities. Although the example in the box that follows is not specifically related to WASH and also not in a low-income country context, it provides an example of involving older people in urban community regeneration. Elements of the process could therefore be adapted for involving older people in the assessment of safety related to WASH services.



Rod Shaw / WEDC, Loughborough University

Design and community regeneration involving older people, including in the assessment of safety¹⁰

A research project in some of the most socio-economically deprived areas of South Wales in the United Kingdom, involved older people in assessing the local urban environment to highlight how they perceived and felt safety.

The research used focus group discussions, mapping and the use of computer-based 'digital walk-throughs' of local streets and buildings to stimulate discussion, and questionnaires to provide supplementary data. A 'safety index' was developed to provide an objective assessment of environments, along with safety concerns; steps taken to improve personal safety at present and recommendations for how the safety of older people could be improved were discussed.

Concerns were identified that related to the social and physical environments and to crime and anti-social behaviour, both of which were also influenced by the poor maintenance and up-keep of neighbourhoods.

Good practice – women and girls living in seclusion/purdah

The following example shows how a WASH programme was adapted to reach women living in seclusion, and how it was also used to provide opportunities for building self-esteem, increasing literacy, increasing income-generating opportunities and for discussing gender issues and building respect. Along with improving the WASH situation, these other elements also contribute to building the capacity and confidence of women living in seclusion, which in turn has the potential to increase their ability to resist violence.

Seclusion is practiced to different degrees in different locations and communities across Afghanistan. One of the challenges faced in reaching women with WASH programmes is that there are many challenges faced in the recruitment and retention of women in employment, along with severe restrictions on their mobility (see [TS1-B-4](#)). To be able to include women in WASH programmes, women are therefore often employed as part of male-female couples, where the woman is employed along with her father, brother or husband. In this way the woman is allowed to travel for work, as she is accompanied by a male relative. Once out in the community, the woman speaks with the women while her male relative speaks with the men. In some villages

Reaching women living in seclusion¹¹

An NGO, the Development Exchange Centre (DEC), working in northern Nigeria modified its WASH programming to consider the situation of women and girls living in seclusion or purdah. Such women are not allowed out of their family household compounds (which usually include extended family members) without the permission of their husbands or other male relatives.

The programme included the following elements:

- Development of a programme manual designed for working with women living in seclusion. It covers group formation, leadership skills, how to run effective meetings and how to raise the women's self-esteem.
- Female staff and partner staff involved during the programme activities with the women living in seclusion and during monitoring.
- Formation of hygiene and sanitation clubs within large compounds managed by the women themselves. Club members were trained in soap-making skills, and included income-generating opportunities and making soap available to themselves.
- Children's sanitation clubs were also established for promoting hygiene and sanitation, as well as child-to-child awareness creation.
- From the hygiene and sanitation clubs, literacy circles were formed and a female instructor was provided for one year – with the group continuing on its own thereafter. Many groups also extended the classes with religious studies. DEC formed a partnership with the Adult and Non-formal Education Agency to support the women who wanted to advance their education.
- Gender awareness workshops were organised, promoting the value of women and men as complementing each other in terms of roles and responsibilities.
- Support was provided for improvement of community boreholes, while some subsidies were also provided for household waterpoint improvements.

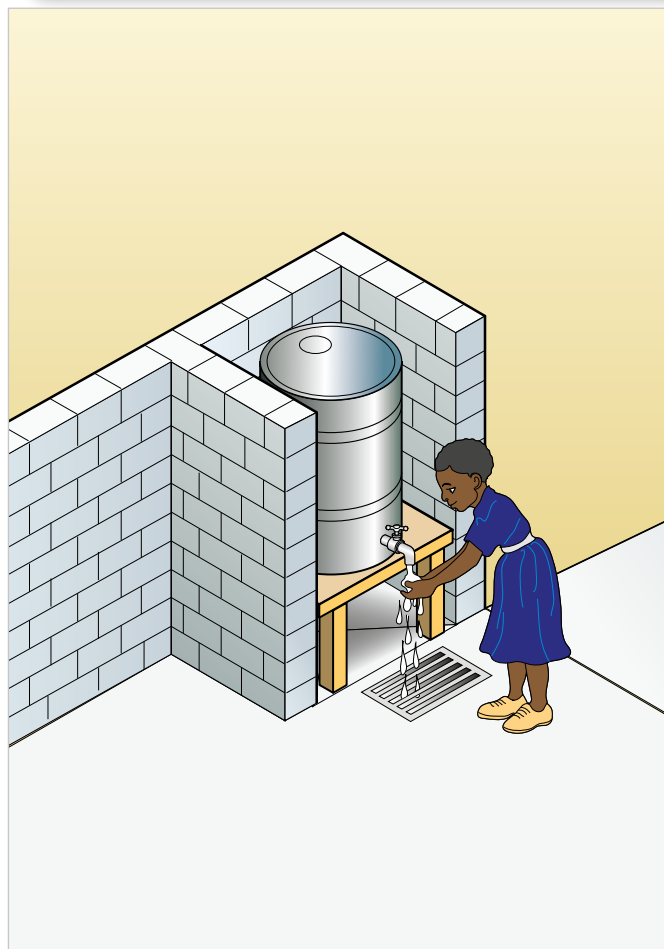
where seclusion is practiced, women are allowed to meet in other women's houses if no men are present. Sometimes in urban areas seclusion is practiced more strictly than in rural areas, and hence hygiene promotion needs to be undertaken house by house. As a result, it is critical to discuss with the women and men of a community to fully understand the strategies that can be used to involve women in WASH programmes.

Good practice – women from the Dalit caste

The following example highlights how training women from marginalised groups in supporting WASH infrastructure can build confidence and start to break down discrimination, both of which can have a positive impact on reducing vulnerabilities to violence.

Dalit women trained as handpump mechanics¹²

In a NGO supported programme in India, Dalit women had been trained as handpump mechanics. One woman who had been trained as a handpump mechanic had previously been harassed by a man in the community. But after her training he needed to have his handpump repaired and he had to ask her for assistance.



Ken Chatterton / WEDC, Loughborough University

Good practice – LGBTI

The examples in the box that follows are not WASH specific, but still provide examples of good practice with relevance for learning by the WASH sector.

Good practice in improving access to rights for people who are LGBTI¹³

- In Nepal, people who are LGBTI have legal recognition under a third gender category – marked 'third gender' or 'other' on documents and registers. This can help them gain access to services or emergency relief when required.
- LGBTI organisations may serve as a de facto family for many of their constituents. In this capacity, the organisations and related networks act as default social spaces, sources of protection and providers of information in a variety of situations, including disasters.
- Because of marginalisation, low education levels and the need for discretion to ensure the safety of people who are LGBTI, working with LGBTI organisations may be the most appropriate way to ensure that people who are LGBTI obtain adequate support.

Good practice – children

Boys and girls of different ages should also wherever possible have a say in how WASH facilities are designed and where they are located – in schools and youth centres and also in the community. Care must be taken to ensure sex-segregated latrines, and bathing facilities that allow girls in particular to be able to manage their sanitation, hygiene and menstrual hygiene in privacy, in safety and with dignity.

Other examples of good practice

The following table provides linkages to sections of the toolkit where there are case studies that highlight good practice related to people who are in vulnerable, marginalised or in special circumstances to reduce violence related to WASH.



Petra Röhr-Rouendaal / WASH Cluster Visual Aids Library

Case studies highlighting good practice in reducing vulnerabilities to violence for people who are vulnerable, marginalised or in special circumstances

Case study	Country	Section
Modifying programme practices to improve access to sanitation and hygiene promotion for slaves/domestic servants from Mali living in IDP camps	Burkina Faso Mauritania	BN2 TS1-D-15 TS3-B-3
Work with scavengers who undertake the task of night soil collection to break down discrimination, increase opportunities for education and employment	India	BN2 TS1-D-8 TS2-B-4 TS3-D-2
'Safe-scaping' with Somali adolescent girls in refugee camps	Ethiopia	TS3-A-3
Considering protection in water supply and hygiene promotion in humanitarian responses and links between protection and WASH actors	Bangladesh Democratic Republic of the Congo Sudan	BN2 TS3-B-1 TS3-B-2 TS3-B-3 TS3-C-3
Innovations in WASH in emergencies to improve dignity and reduce violence against women	Various	TS3-C-4
Integrating women's safety into urban services in low-income urban areas of Delhi	India	BN2 TS3-A-1
Community-municipal corporation-NGO partnership, community-designed and -managed latrine blocks, and women's savings co-operatives in urban areas	India	TS3-D-1 TS3-D-3

Advocacy related to WASH in schools and WASH services in urban areas	Global India	TS3-H-2 TS3-H-3
Strategic framework for improving the safety of women and girls in urban environments, including while using public services	India	TS3-F-1
Various emergency-related guidance, standards and resources	Global	TS3-F-2 TS3-F-3 TS3-F-4 TS3-F-5 TS3-F-6
Codes of conduct and gender equality and child protection policies	Global	TS3-G-3 TS3-G-4 TS3-G-5



Rod Shaw / WEDC, Loughborough University

The following box summarises a number of good practices when working to reduce vulnerabilities to violence related to WASH against people from vulnerable or marginalised groups or for people in special circumstances. These are integrated into the overall [checklist of actions](#) for the toolkit with specific focus on: **Principle 6 – Pay particular attention to considering the safety of people who are vulnerable, marginalised or in special circumstances when accessing WASH services**; however, they are also integrated into other principles, such as those related to the training of staff.

Key principles to ensure that the needs of people who are vulnerable, marginalised or in special circumstances are met

- Make sure that all staff and partners are aware of what is and is not appropriate behaviour when working with people who are LGBTI, with people from other vulnerable or marginalised groups, or with people in special circumstances.
- Consider at the beginning of the programme who may be particularly vulnerable, marginalised or in special circumstances, and how they may be excluded from support or services. A range of tools might be useful for this analysis, including stakeholder power analysis tools and barrier analyses.
- Ensure that people from vulnerable or marginalised groups or those in special circumstances are involved in community committees and decision-making bodies related to WASH. Where this is not possible, for example where it would put the people in danger or they would feel uncomfortable to participate, ensure that mechanisms are put in place to obtain their views at each stage through household visits and by working with groups that represent their views.
- Consider in particular:
 - How the definition of the family unit may affect same-sex couples;
 - How LGBTI people can safely access toilets and bathing facilities; and
 - Whether government documentation is being used to register recipients for distribution of aid and, if so, if anyone is being excluded due to a lack of documentation.



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- If organisations exist that involve people from vulnerable or marginalised groups and work with the same, these should be the first point of contact to identify challenges that may be faced and suggestions for ways to respond to a particular group's needs. In some instances, such as for people who are LGBTI, this may also be the safest way to reach this especially vulnerable or marginalised group, particularly in circumstances where they are legally discriminated against and/or their lives may be in danger.
- Consider how WASH organisations can partner with other organisations working with vulnerable or marginalised groups, and those working on women's empowerment and GBV, to establish collaborative programmes and advocacy.
- Ensure that the participation of people who are vulnerable, marginalised or in special circumstances is monitored and reviewed as part of project processes, and that strategies are modified if they are not being reached.

Endnotes

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

¹ Adapted from: Centre on Housing Rights and Evictions, American Association for the Advancement of Science and Human Rights Programme, Swiss Agency for Development and Cooperation and United Nations Human Settlements Programme (UN-Habitat) (2007) *Manual on the Right to Water and Sanitation*. Geneva, Switzerland: COHRE.

² Adapted from: United Nations High Commissioner for Refugees (2011) *Working with Lesbian, Gay, Bisexual, Transgender and Intersex Persons in Forced Displacement*. Geneva, Switzerland: UNHCR.

³ Knight, K. and R. Sollom (2012) Making Disaster Risk Reduction and Relief Programmes LGBTI-inclusive: Examples from Nepal, Practice and Policy Notes, *Humanitarian Exchange*, 55, September 2012.

⁴ HelpAge International and United Nations High Commissioner for Refugees (no date) *Older People in Disasters and Humanitarian Crises: Guidelines for best practice*. London, UK: HelpAge International.

⁵ BOND Disability and Development Group (2013) *Submission to Parliamentary Inquiry on Violence Against Women and Girls*. London, UK: BOND DDG.

⁶ Suwaiba, Y.J. (2003) Water and Sanitation Problems Faced by Women in Seclusion, *Towards the Millennium Development Goals, 29th WEDC International Conference*, Abuja, Nigeria, 2003.

⁷ 'Dalit' is a designation for a group of people traditionally regarded as 'Untouchables'. Dalits are a mixed population, consisting of numerous social groups from all over India; they speak a variety of languages and practice a multitude of religions. In 2001, the proportion of the Dalit population was 16.2 per cent of India's total population. The Dalit population is broadly distributed across Indian states and districts. The term 'Dalit' has been used interchangeably with the term 'Scheduled Castes', and these terms include all historically discriminated communities of India out-caste and 'Untouchables'. While discrimination based on caste has been prohibited and untouchability was abolished under the Constitution of India, discrimination and prejudice against Dalits in South Asia remains. Source: <http://en.wikipedia.org/wiki/Dalit>

⁸ Ibid.

⁹ Jones, H., L. Gosling, S. Jansz and E. Flynn (2013) *Equity and inclusion in WASH provision – using the social inclusion model of inclusion (Version 3)*. UK: WaterAid and WEDC, Loughborough University. ([on USB stick](#))

¹⁰ Waters, J., R. Neale and K. Mears (2008) *Design and Community Regeneration: Older people in socio-economically deprived communities in South Wales, Strategic Promotion of Ageing Research Capacity*. Glamorgan, Wales: The University of Glamorgan.

¹¹ Suwaiba, Y.J. (2003) Water and Sanitation Problems Faced by Women in Seclusion, *Towards the Millennium Development Goals, 29th WEDC International Conference*, Abuja, Nigeria, 2003.

¹² Example shared at the National Consultation, 'Water, sanitation, safety and freedom from violence: Dalit women speak out', On 5–6 December 2013, New Delhi, India.

¹³ Knight, K. And R. Sollom (2012) Making disaster risk reduction and relief programmes LGBTI-inclusive: examples from Nepal, Practice and Policy Notes, *Humanitarian Exchange*, 55, September 2012.

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.

**VIOLENCE
GENDER
& WASH**

A PRACTITIONER'S TOOLKIT

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

Toolset 6

People in vulnerable, marginalised or special circumstances

VIOLENCE GENDER & WASH

A PRACTITIONER'S TOOLKIT

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

Toolset 7: International legal framework

This toolset includes:

International and regional legal instruments (protocols, conventions and agreements) and a key protection-related standard, all of which have relevance to violence and WASH.

Introduction

Vulnerabilities to violence related to WASH can prevent girls, women and sometimes boys and men from achieving international rights that are bound in international human rights law, international humanitarian law and refugee law. These rights include the:

- Right to water and sanitation;
- Rights to life, liberty and security;
- Rights to equality between men and women and to non-discrimination;
- Rights to a standard of living and education;
- Rights to protection from all forms of violence, sexual exploitation and abuse; and
- Rights to enjoy the best attainable state of physical, mental and spiritual health.

Understanding how violence that is linked to WASH impacts on a range of human rights is important for advocacy to encourage action on – and for the increased allocation of resources to – reduce vulnerabilities to violence related to WASH.

This document provides an overview of key clauses from a range of international and regional instruments. Some of the instruments are legally binding on their signatories, and others are considered 'soft law'.

Please refer to the original documents for the exact wording of each clause.



Matthew Fryer / University of Winchester

International protocols, conventions and agreements included in this toolset

These protocols, conventions and agreements and examples have been split into the following groups:

TS7-A. Instruments that are legally binding to the signatories

TS7-B. Instruments that are not legally binding

TS7-C. Regional documents of relevance

TS7-D. Key protection standards of relevance

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).

International law

Treaties and rules of customary international law are two of the most important sources of international law.

Treaties

Treaties are the main source of international law. They are written, legally binding instruments, setting out the rights and obligations of two (bilateral) or more (multilateral) states on a specific issue. Treaties are also commonly designated as: 'conventions', 'covenants' or 'protocols'.

Examples of multilateral treaties: The UN Charter, the 1949 Geneva Conventions and their 1977 Additional Protocols, the 1966 International Covenants on Civil and Political and on Economic, Social and Cultural Rights, the 1989 Convention on the Rights of the Child, and the 1951 Convention Relating to the Status of Refugees.

Customary international law

Customary international law is also an important source of international law. It consists of unwritten rules created by practice that is adhered to by states

out of a sense of legal obligation. Customary rules are binding on all states, regardless of whether the state has explicitly consented to be bound by the rule in question or if the rule may also be found in treaty form.

Examples of customary norms: prohibition of slavery, prohibition of torture, prohibition of genocide, prohibition of indiscriminate attacks against the civilian population, prohibition of 'refoulement' (i.e. not expelling someone who has the right to be a refugee) etc.

Soft international law

'Soft' international law is an important body of non-treaty standards usually adopted within the framework of the United Nations system (declarations, bodies of principles, standard minimum rules etc.).

Although not legally binding, soft law serves to interpret and elaborate treaty provisions and to develop new standards in emerging areas of international law.



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TS7-A - Instruments that are legally binding to the signatories

<u>TS7-A-1</u>	International Covenant on Economic, Social and Cultural Rights, adopted 1966 (entered into force 1976)
<u>TS7-A-2</u>	Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), adopted 1979 (entered into force 1981)
<u>TS7-A-3</u>	Convention on the Rights of the Child, adopted 1989 (entered into force 1990)
<u>TS7-A-4</u>	Convention on the Rights of Persons with Disabilities and Optional Protocol, adopted 2006 (entered into force 2008)
<u>TS7-A-5</u>	Geneva Convention (IV) relative to the Protection of Civilian Persons in Time of War, 1949 and Additional Protocols I (1977) and II (1977)
<u>TS7-A-6</u>	UN Security Council Resolution 1325 on the protection of women and girls in conflict situations, 2000

TS7-B - Instruments that are not legally binding

<u>TS7-B-1</u>	Universal Declaration of Human Rights, 1948
<u>TS7-B-2</u>	Beijing Protocol for Action, 1995
<u>TS7-B-3</u>	UN Secretary-General's Bulletin, Special Measures for the Protection from Sexual Exploitation and Sexual Abuse, 2003
<u>TS7-B-4</u>	UN Declaration on the Elimination of Violence Against Women, 1993; and Elimination on All Forms of Violence Against Women... 2003
<u>TS7-B-5</u>	United Nations Millennium Declaration, 2000

TS7-C - Regional documents of relevance

<u>TS7-C-1</u>	Organisation of African Unity, The African Charter on the Rights and Welfare of the Child, 1990 (entered into force 1999)
<u>TS7-C-2</u>	Protocol to the African Charter on Human and People's Rights on the Rights of Women in Africa, 1995

TS7-D - Key protection standards of relevance

<u>TS7-D-1</u>	International Committee of the Red Cross (ICRC) Professional Standards for Protection Work (good practice guidance)
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TS7-A - Instruments that are legally binding to the signatories

TS7-A-1	International Covenant on Economic, Social and Cultural Rights, adopted and opened for signature, ratification and accession by General Assembly resolution 2200A (XXI) of 16 December 1966, entry into force 3 January 1976, in accordance with article 27
Relevant clauses	<p>Articles noted below have relevance to violence and/or WASH:</p> <p><u>Article 2 –</u></p> <p>The States Parties to the present Covenant undertake to guarantee that the rights enunciated in the present Covenant will be exercised without discrimination of any kind as to race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.</p> <p><u>Article 3 –</u></p> <p>The States Parties to the present Covenant undertake to ensure the equal right of men and women to the enjoyment of all economic, social and cultural rights set forth in the present Covenant.</p> <p><u>Article 7 –</u></p> <p>(a) Fair wages and equal remuneration for work of equal value without distinction of any kind, in particular women being guaranteed conditions of work not inferior to those enjoyed by men, with equal pay for equal work.</p> <p>(b) Safe and healthy working conditions.</p> <p>(c) Equal opportunity for everyone to be promoted in his employment to an appropriate higher level, subject to no considerations other than those of seniority and competence.</p> <p><u>Article 11 –</u></p> <p>The States Parties to the present Covenant recognize the right of everyone to an adequate standard of living for himself and his family, including adequate food, clothing and housing, and to the continuous improvement of living conditions.</p> <p><u>Article 12 –</u></p> <ol style="list-style-type: none"> 1. The State Parties to the present Covenant recognize the right of everyone to the enjoyment of the highest attainable standard of physical and mental health. 2. The steps taken by the States Parties to the present Covenant to achieve the full realization of this right shall include those necessary for: <ol style="list-style-type: none"> (b) The improvement of all aspects of environmental and industrial hygiene (c) The prevention, treatment and control of epidemic, endemic, occupational and other diseases
Reference	<p>Source: http://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx [accessed 11 October 2013].</p>

TS7-A-2

Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), adopted 1979 (entered into force 1981)**Relevant clauses**

Adopted in 1979 by the UN General Assembly, often described as an international bill of rights for women. The convention entered into force on 3 September 1981.

The United Nations Committee on the Elimination of Discrimination against Women, an expert body established in 1982, is composed of 23 experts on women's issues from around the world. In 1999 the UN General Assembly adopted the Optional Protocol to the CEDAW Convention.

By ratifying the Optional Protocol, a state recognises the competence of the committee to receive and consider complaints from individuals or groups within its jurisdiction.

Articles noted below have relevance to violence and/or WASH:

Noting that:

- The Charter of the United Nations reaffirms faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women;
- The Universal Declaration of Human Rights affirms the principle of the inadmissibility of discrimination and proclaims that all human beings are born free and equal in dignity and rights and that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, including distinction based on sex;
- The States Parties to the International Covenants on Human Rights have the obligation to ensure the equal rights of men and women to enjoy all economic, social, cultural, civil and political rights;
- The international conventions concluded under the auspices of the United Nations and the specialized agencies promoting equality of rights of men and women;
- The resolutions, declarations and recommendations adopted by the United Nations and the specialized agencies promoting equality of rights of men and women.

Concerned, however, that despite these various instruments extensive discrimination against women continues to exist...

Recalling that discrimination against women violates the principles of equality of rights and respect for human dignity, is an obstacle to the participation of women on equal terms with men, in the political, social, economic and cultural life of their countries, hampers the growth of the prosperity of society and the family and makes more difficult the full development of the potentialities of women in the service of their countries and of humanity...

Concerned that in situations of poverty women have the least access to food, health, education, training and opportunities for employment and other needs...

Convinced that the full and complete development of a country, the welfare of the world and the cause of peace require the maximum participation of women on equal terms with men in all fields...

Aware that a change in the traditional role of men as well as the role of women in society and in the family is needed to achieve full equality between men and women...

Determined to implement the principles set forth in the Declaration on the Elimination of Discrimination Against Women and, for that purpose, to adopt the measures required for the elimination of such discrimination in all its forms and manifestations, have agreed on the following:

TS7-A-2
continued**Part I**

Article 1 – For the purposes of the present Convention, the term ‘discrimination against women’ shall mean any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.

Article 2 – States Parties condemn discrimination against women in all its forms, agree...

- (e) To take all appropriate measures to eliminate discrimination against women by any person, organization or enterprise.
- (f) To take all appropriate measures, including legislation, to modify or abolish existing laws, regulations, customs and practices which constitute discrimination against women.

Article 3 – All measures including legislation to ensure full development and advancement of women... for the purpose of guaranteeing them... enjoyment of human rights and fundamental freedoms on basis of equality with men.

Article 4 – Temporary measures to redress the balance of gender equality... including protecting maternity rights shall not be considered discriminatory.

Article 5 – States Parties shall take all appropriate measures:

- (a) To modify the social and cultural patterns of conduct of men and women, with a view to achieving the elimination of prejudices and customary and all other practices which are based on the idea of the inferiority or the superiority of either of the sexes or on stereotyped roles for men and women.

Article 6 – States Parties shall take all appropriate measures, including legislation to suppress all forms of traffic in women and exploitation of prostitution of women.

Part II

Women on equal terms to men have the right to formulate government policy, hold public office and participate in non-governmental organisations and associations.

Part III

Article 10 – States the rights of women on an equal basis to men to access education at all levels, scholarships and that there will be elimination of any stereotypical concept on the roles of men and women at all levels.

Article 11 – States the rights of women on an equal basis to men to employment with the same conditions of service, rights to health and safety at work and the prohibition of the imposition of sanctions or dismissal on the grounds of maternity leave.

Article 14 – Rural women’s role and recognition of their special situation and their right to participate in and benefit from rural development.

- (h) To enjoy adequate living conditions, particularly in relation to housing, sanitation, electricity and water supply, transport and communications.

TS7-A-2
continued

Part IV

Article 15 –

1. State Parties shall accord to women equality with men before the law.

Article 16 –

1. Elimination of discrimination against women in all matters related to marriage and family relations.

Part V

Article 17 – Establishment of a Committee on Elimination of Discrimination against women with a four-year term.

Reference

Source: <http://www.protectionproject.org/resources/law-library/international-conventions/> [Accessed 4 June 2013].

<http://www.cedaw2011.org/index.php/about-cedaw> [accessed 23 October 2013].

TS7-A-3	Convention on the Rights of the Child, adopted 1989 (entered into force 1990)
<p>Relevant clauses</p>	<p>Articles noted below have relevance to violence and/or WASH:</p> <p><u>Article 6 (Survival and development)</u> – Children have the right to live. Governments should ensure that children survive and develop healthily.</p> <p><u>Article 12 (Respect for the views of the child)</u> – When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.</p> <p><u>Article 16 (Right to privacy)</u> – Children have a right to privacy. Governments should protect them from attacks against their way of life, their good name, their families and their homes.</p> <p><u>Article 17 (Access to information; mass media)</u> – Children have the right to get information that is important to their health and well-being.</p> <p><u>Article 19 (Protection from all forms of violence)</u> – Children have the right to be protected from being hurt and mistreated, physically or mentally.</p> <p><u>Article 22 (Refugee children)</u> – Children have the right to special protection and help if they are refugees (if they have been forced to leave their home and live in another country), as well as all the rights in this Convention.</p> <p><u>Article 23 (Children with disabilities)</u> – Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives.</p> <p><u>Article 24 (Health and health services)</u> – Children have the right to good quality healthcare – the best healthcare possible – safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy.</p> <p><u>Article 27 (Adequate standard of living)</u> – Children have the right to a standard of living that is good enough to meet their physical and mental needs.</p> <p><u>Article 28 (Right to education)</u> – For children to benefit from education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child's human dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect.</p> <p><u>Article 34 (Sexual exploitation)</u> – Governments should protect children from all forms of sexual exploitation and abuse. This provision in the Convention is augmented by the Optional Protocol on the sale of children, child prostitution and child pornography.</p> <p><u>Article 39 (Rehabilitation of child victims)</u> – Children who have been neglected, abused or exploited should receive special help to physically and psychologically recover and reintegrate into society. Particular attention should be paid to restoring the health, self-respect and dignity of the child.</p> <p><u>Article 38 (War and armed conflicts)</u> – Governments should do everything they can to protect and care for children affected by war.</p>
<p>Reference</p>	<p>Source: http://www.protectionproject.org/resources/law-library/international-conventions/ [accessed 11 October 2013].</p> <p>United Nations Children's Fund (no date) FACT Sheet: <i>A summary of the rights under the Convention on the Rights of the Child</i>, New York, USA: UNICEF.</p>

TS7-A-4	Convention on the Rights of Persons with Disabilities and Optional Protocol, adopted 2006 (entered into force 2008)
Relevant clauses	Articles noted below have relevance to violence and/or WASH:
	<p>Preamble</p> <ul style="list-style-type: none"> (e) Recognizing that disability is an evolving concept and that disability results from interaction between persons with impairments and attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis. (h) Recognizing also that discrimination against any person on the basis of disability is a violation of the inherent dignity and work of the human person. (m) Recognizing the valued existing and potential contributions made by persons with disabilities to the overall well-being and diversity of their communities, and that the promotion of the full enjoyment by persons with disabilities of their human rights and fundamental freedoms and of full participation by persons with disabilities will result in their enhanced sense of belonging and in significant advances in the human, social and economic development of society and the eradication of poverty. (o) Considering that persons with disabilities should have the opportunity to be actively involved in decision-making processes about policies and programmes, including those directly concerning them. (q) Recognizing that women and girls with disabilities are often at greater risk, both within and outside the home, of violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation. (s) Emphasizing the need to incorporate a gender perspective in all efforts to promote the full enjoyment of human rights and fundamental freedoms by persons with disabilities. <p>Article 1 – Purpose</p> <p>To promote, protect and ensure all human rights and freedoms by all persons with disabilities, and to promote respect for their inherent dignity.</p> <p>Article 2 – Definitions</p> <p>‘Discrimination on the basis of disability’ means any distinction, exclusion or restriction on the basis of disability which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. It includes all forms of discrimination, including denial of reasonable accommodation.</p> <p>Article 3 – General principles:</p> <p>The principles of the present Convention shall be:</p> <ul style="list-style-type: none"> (a) Respect for inherent dignity, individual autonomy including the freedom to make one’s own choices, and independence of persons. (b) Non-discrimination. (c) Full and effective participation and inclusion in society. (d) Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity. (e) Equality of opportunity.

TS7-A-4
continued

- (f) Accessibility.
- (g) Equality between men and women.
- (h) Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.

Article 4 – General obligations

- (c) To take into account the protection and promotion of the human rights of persons with disabilities in all policies and programmes.

Article 5 – Equality and non-discrimination

1. State Parties recognise that all persons are equal before and under the law are entitled without any discrimination to the equal protection and equal benefit of the law.

Article 6 – Women with disabilities

1. State Parties recognize that women and girls with disabilities are subject to multiple discriminations, and in this regard shall take measures to ensure full and equal enjoyment by them of all human rights and fundamental freedoms.
2. Ensure full development, advancement and empowerment of women.

Article 7 – Children with disabilities

1. States Parties shall take all necessary measures to ensure the full enjoyment by children with disabilities of all human rights and fundamental freedoms on an equal basis with other children.

Article 9 – Accessibility

To enable persons with disabilities to live independently and participate fully in all aspects of life, States Parties shall take appropriate measures to ensure to persons with disabilities access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public, both in urban and in rural areas.

State Parties shall also take appropriate measure: (a) To develop, promulgate and monitor the implementation of minimum standards and guidelines for the accessibility of facilities and services open or provided to the public...

Article 15 – Freedom from torture or cruel, inhuman or degrading treatment or punishment

Article 16 – Freedom from exploitation, violence and abuse

1. States Parties shall take all appropriate legislative, administrative, social, educational and other measures to protect persons with disabilities, both within and outside the home, from all forms of exploitation, violence and abuse, including their gender-based aspects.
2. States Parties shall also take all appropriate measures to prevent all forms of exploitation, violence and abuse by ensuring, inter alia, appropriate forms of gender- and age-sensitive assistance and support for persons with disabilities and their families and caregivers, including through the provision of information and education on how to avoid, recognize and report instances of exploitation, violence and abuse. States Parties shall ensure that protection services are age-, gender- and disability-sensitive.
3. In order to prevent the occurrence of all forms of exploitation, violence and abuse, States Parties shall ensure that all facilities and programmes designed to serve persons with disabilities are effectively monitored by independent authorities.

TS7-A-4
continued

4. States Parties shall take all appropriate measures to promote the physical, cognitive and psychological recovery, rehabilitation and social reintegration of persons with disabilities who become victims of any form of exploitation, violence or abuse, including through the provision of protection services. Such recovery and reintegration shall take place in an environment that fosters the health, welfare, self-respect, dignity and autonomy of the person and takes into account gender- and age-specific needs.
5. States Parties shall put in place effective legislation and policies, including women- and child-focused legislation and policies, to ensure that instances of exploitation, violence and abuse against persons with disabilities are identified, investigated and, where appropriate, prosecuted.

Article 22 – Respect for privacy

No person with disabilities, regardless of place of residence or living arrangements, shall be subjected to arbitrary or unlawful interference with his or her privacy, family, or correspondence or other types of communication or to unlawful attacks on his or her honour and reputation.

Article 24 – Education

States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities.

Article 25 – Health

State Parties shall take all appropriate measures to ensure access for persons with disabilities to health services that are gender sensitive.

Article 27 – Work and employment

States Parties recognize the right of persons with disabilities to work, on an equal basis with others; this includes the right to the opportunity to gain a living by work freely chosen or accepted in a labour market and work environment that is open, inclusive and accessible to persons with disabilities.

Article 28 – Adequate standard of living and social protection

States Parties recognize the right of persons with disabilities to an adequate standard of living for themselves and their families, including adequate food, clothing and housing, and to the continuous improvement of living conditions, and shall take appropriate steps to safeguard and promote the realization of this right without discrimination on the basis of disability.

States Parties recognize the right of persons with disabilities to social protection and to the enjoyment of that right without discrimination on the basis of disability, and shall take appropriate steps to safeguard and promote the realization of this right, including measures:

- a) To ensure access by persons with disabilities to clean water services, and to ensure access to appropriate and affordable services, devices and other assistance for disability-related needs...

Reference

Source: <http://www.protectionproject.org/resources/law-library/international-conventions/> [accessed 4 June 2013].

United Nations Enable, Convention on the Rights of Persons with Disabilities. <http://www.un.org/disabilities/default.asp?id=150> [accessed 18 Dec 2013].

TS7-A-5	Geneva Convention (IV) Relative to the Protection of Civilian Persons in Time of War, 12 August 1949 and Additional Protocols I (1977) and II (1977)
<p>Relevant clauses</p>	<p>Provisions Common to the Territories of the Parties to the Conflict and to Occupied Territories</p> <p>Articles noted below have relevance to violence and/or WASH:</p> <p>Article 27 – Protected persons are entitled, in all circumstances, to respect for their persons, their honour, their family rights, their religious convictions and practices, and their manners and customs. They shall at all times be humanely treated, and shall be protected especially against all acts of violence or threats thereof and against insults and public curiosity.</p> <p>Women shall be especially protected against any attack on their honour, in particular against rape, enforced prostitution, or any form of indecent assault.</p> <p>Without prejudice to the provisions relating to their state of health, age and sex, all protected persons shall be treated with the same consideration by the Party to the conflict in whose power they are, without any adverse distinction based, in particular, on race, religion or political opinion.</p> <p>Note that the Geneva Conventions consist of four conventions (1949) and a series of additional protocols which added to the conventions. Some refer to international armed conflicts, some to non-international armed conflicts (i.e. internal to a country).</p> <hr/> <p>Protocol Additional (Protocol I) – Relates to the protection of victims of international armed conflicts</p> <p>Article 55 – Includes a requirement to protect the natural environment and thereby not prejudice the health or survival of the population.</p> <p>Articles 76 and 77 – Includes specific measures in favour of women and children, including that they shall be the objects of special respect and will be protected against rape, forced prostitution and any forms of indecent assault.</p> <hr/> <p>Protocol Additional (Protocol II) – Relates to the protection of victims of non-international armed conflicts</p> <p>Article 14 – Relates to the protection of objects indispensable to the survival of the civilian population. It notes that it is prohibited to attack, destroy, remove or render useless, objects indispensable to the survival of the civilian population, which include drinking water installations and supplies and irrigation works.</p>
<p>Reference</p>	<p>Source: http://www.icrc.org/applic/ihl/ihl.nsf/Treaty.xsp?action=openDocument&documentId=AE2D398352C5B028C12563CD002D6B5C [accessed 11 October 2013.]</p>

TS7-A-6	UN Security Council Resolution 1325 (2000)
Relevant clauses	<p>Focus: Guidance on the protection of women and girls in conflict situations [the resolution does not have a formal title]</p> <p>Adopted by the Security Council at its 4213th meeting on 31 October 2000</p>
	<p>Articles noted below have relevance to violence and / or WASH:</p> <p>In the Preamble</p> <p>Recalling also the commitments of the Beijing Declaration and Platform for Action'... Recognising that an understanding of the impact of armed conflict on women and girls, effective institutional arrangements to guarantee their protection and full participation in the peace process can significantly contribute to the maintenance and promotion of international peace and security.</p> <p>10 – Calls on all parties to armed conflict to take special measures to protect women and girls from gender-based violence, particularly rape and other forms of sexual abuse, and all other forms of violence in situations of armed conflict.</p> <p>12 – Calls upon all parties to armed conflict to respect the civilian and humanitarian character of refugee camps and settlements, and to take into account the particular needs of women and girls, including in their design.</p>
Reference	<p>Source: http://www.un.org/events/res_1325e.pdf [accessed 11 October 2013].</p>

TS7-B - Instruments that are not legally binding

TS7-B-1	Universal Declaration of Human Rights, 1948
Relevant clauses	<p>Articles noted below have relevance to violence and/or WASH:</p> <p>Article 1 – All human beings are born free and equal in dignity and rights....</p> <p>Article 2 – Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.</p> <p>Article 3 – Everyone has the right to life, liberty and security of person.</p> <p>Article 5 – No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.</p> <p>Article 7 – All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.</p> <p>Article 12 – No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.</p> <p>Article 21 –</p> <ol style="list-style-type: none"> Everyone has the right to equal access to public service in his country. <p>Article 23 –</p> <ol style="list-style-type: none"> Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment. Everyone, without any discrimination, has the right to equal pay for equal work. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection. Everyone has the right to form and to join trade unions for the protection of his interests. <p>Article 25 –</p> <ol style="list-style-type: none"> Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection. <p>Article 26 –</p> <ol style="list-style-type: none"> Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
Reference	<p>Source: http://www.protectionproject.org/resources/law-library/international-conventions/ [accessed 4 June 2013].</p>

TS7-B-2	Beijing Protocol for Action, 1995
Relevant clauses	<p>The Beijing Protocol for Action – is based upon the following strategic areas: (SO – Strategic Objective)</p> <p>Articles noted below have relevance to violence and/or WASH:</p> <p>A. The persistent and increasing burden of <u>poverty</u> on women</p> <p>B. Inequalities and inadequacies in and unequal access to <u>education and training</u></p> <p>C. Inequalities and inadequacies in and unequal access to <u>healthcare and related services</u></p> <p>D. <u>Violence against women</u></p> <ul style="list-style-type: none"> — SO D.1 – Take integrated measures to prevent and eliminate violence against women. — SO D.2 – Study the causes and consequences of violence against women and the effectiveness of preventative measures. — SO D.3 – Eliminate trafficking in women and assist victims of violence due to prostitution and trafficking. <p>E. The effects of armed or other kinds of conflict on women including those living under foreign occupation</p> <ul style="list-style-type: none"> — SO E.5 – Provide protection, assistance and training of refugee women, other displaced women in need of international protection and internally displaced women. <p>F. Inequality in economic structures and policies, in all forms of productive activities and in access to resources</p> <ul style="list-style-type: none"> — SO F.1 – Promote women’s economic rights and independence, including access to employment and appropriate working conditions and control over economic resources. — SO F.5 – Eliminate occupational segregation and all forms of employment discrimination. — SO F.6 – Promote harmonisation of work and family responsibilities for women and men. <p>G. Inequality between men and women in the sharing of power and decision-making at all levels</p> <ul style="list-style-type: none"> — SO G.2 – Increase women’s capacity to participate in decision-making and leadership. <p>H. Insufficient mechanisms at all levels to promote the advancement of women</p> <ul style="list-style-type: none"> — SO H.2 – Integrate gender perspectives in legislation, public policies, programmes and projects. — SO H.3 – Generate and disseminate gender-disaggregated data and information for planning and evaluation. <p>I. Lack of respect for the inadequate promotion and protection of the <u>human rights of women</u></p> <ul style="list-style-type: none"> — SO I.1 – Promote and protect the human rights of women through the full implementation of all human rights instruments, especially CEDAW. <p>J. Stereotyping of women and the inequality in women’s access to and participation in all communication systems, especially in the media</p>

TS7-B-2
continued

K. Gender inequalities in the management of natural resources and in the safeguarding of the environment

- **SO K.1** – Involve women in environmental decision-making at all levels.
- **SO K.2** – Integrate gender concerns and perspectives in policies and programmes for sustainable development.

L. Persistent discrimination against and violation of the rights of the girl child

- **SO L.1** – Eliminate all forms of discrimination against the girl child.
- **SO L.2** – Eliminate negative cultural attitudes against girls.
- **SO L.3** – Promote and protect the rights of the girl child and increase awareness of her needs and potential.
- **SO L.7** – Eradicate violence against the girl child.

Reference

Source: <http://www.un.org/womenwatch/daw/beijing/platform/>
[accessed 11 October 2013].

TS7-B-3	UN Secretary-General's Bulletin, Special Measures for the Protection from Sexual Exploitation and Sexual Abuse, 2003
<p>Relevant clauses</p>	<p>This bulletin takes into consideration General Assembly Resolution 57/306 of 15 April 2003, 'Investigating into sexual exploitation of refugees by aid workers in West Africa'.</p> <p>This bulletin is important in relation to GBV, specifically sexual GBV in the form of sexual exploitation and sexual abuse.</p> <p><u>Section 1 – Definitions</u></p> <p>Provides definitions of terms. 'Sexual exploitation' means any actual or attempted abuse of position of vulnerability, differential power, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another. Similarly, the term 'sexual abuse' means the actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions.</p> <p><u>Section 2 – Scope of application</u></p> <p>Outlines scope of application, all staff of United Nations including United Nations forces and links to other bulletins on international humanitarian law and procedures for handling cases of sexual harassment.</p> <p><u>Section 3 – Prohibition of sexual exploitation and sexual abuse</u></p> <p>Reiterates existing general obligations under the United Nations Staff Regulations and Rules and gives sanctions including summary dismissal.</p> <p><u>Section 4 – Duties of heads of departments, offices and missions</u></p> <p>Places duty on heads of departments, offices and missions to inform staff of the bulletin and take appropriate action in accordance with established rules and procedures for dealing with cases of staff misconduct where necessary.</p> <p><u>Section 5 – Referral to national authorities</u></p> <p>Allows in some circumstances for cases to be referred to national authorities for criminal prosecution.</p> <p><u>Section 6 – Co-operative arrangements with non-United Nations entities or individuals</u></p> <p>.</p>
<p>Reference</p>	<p>Source: http://www.refworld.org/docid/451bb6764.html [accessed 11 October 2013].</p>

TS7-B-4	<p>United Nations General Assembly (1993) Declaration on the Elimination of Violence Against Women (A/RES/48/104). Resolution adopted by the General Assembly, 85th plenary meeting, 20 December 1993 ... and</p>
<p>Relevant clauses</p>	<p>United Nations General Assembly (2003) Elimination of all forms of violence against women, including crimes identified in the outcome document of the twenty-third special session of the General Assembly, entitled 'Women 2000: gender equality, development and peace for the twenty-first century' (A/RES/57/181). Resolution adopted 4 February 2003.</p> <p>From the Resolution adopted 4 February 2003</p> <p>Articles noted below have relevance to violence and/or WASH:</p> <ul style="list-style-type: none"> • Reaffirming further the call for the elimination of violence against women and girls, especially all forms of commercial sexual exploitation, as well as economic exploitation, including trafficking in women and children, female infanticide, crimes committed in the name of honour, crimes committed in the name of passion, racially motivated crimes, the abduction and sale of children, dowry-related violence and deaths, acid attacks and harmful traditional or customary practices, such as female genital mutilation and early and forced marriages. • Stressing the importance of the empowerment of women as a tool to eliminate all forms of violence against women, including crimes identified in the outcome document of the twenty-third special session. • Also stresses the need to treat all forms of violence against women and girls of all ages as a criminal offence punishable by law, including violence based on all forms of discrimination. <p>8. Urges Member States to strengthen awareness and preventive measures for the elimination of all forms of violence against women, whether occurring in public or private life, by encouraging and supporting public campaigns to enhance awareness about the unacceptability and the social costs of violence against women, inter alia, through educational and media campaigns in co-operation with educators, community leaders and the electronic and print media.</p> <p>11. Encourages States Parties to include in their reports to the Committee on the Elimination of Discrimination against Women and other relevant treaty bodies, wherever possible, sex-disaggregated data and information on measures taken or initiated to eliminate all forms of violence against women, including crimes identified in the outcomes documents of the twenty-third special session.</p>
<p>Reference</p>	<p>Source: http://www.un.org/womenwatch/daw/vaw/reports.htm [provides a useful overview of the different international instruments relevant to women].</p> <p>http://www.un.org/documents/ga/res/48/a48r104.htm and http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N94/095/05/PDF/N9409505.pdf?OpenElement [accessed 11 October 2013].</p> <p>http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N02/550/15/PDF/N0255015.pdf?OpenElement [accessed 11 October 2013].</p>

TS7-B-5	United Nations Millennium Declaration, 2000 Resolution adopted by the General Assembly [without reference to a Main Committee (A/55/L.2)] 55/2. United Nations Millennium Declaration
Relevant clauses	<p>Articles noted below have relevance to violence and/or WASH:</p> <hr/> <p>I – Values and principles</p> <ul style="list-style-type: none"> • Equality: No individual and no nation must be denied the opportunity to benefit from development. The equal rights and opportunities of women and men must be assured. • Freedom: Men and women have the right to live their lives and raise their children in dignity, free from hunger and from the fear of violence, oppression or injustice. <hr/> <p>IV – Protecting our common environment</p> <p>23 – Includes:</p> <ul style="list-style-type: none"> • To stop the unsustainable exploitation of water resources by developing water management strategies at the regional, national and local levels, which promote both equitable access and adequate supplies. <hr/> <p>V – Human rights, democracy and good governance</p> <p>25 – Includes:</p> <ul style="list-style-type: none"> • To respectfully and uphold the Universal Declaration of Human Rights. • To combat all forms of violence against women and to implement the Convention on the Elimination of all Forms of Discrimination against Women. <hr/> <p>VI – Protecting the vulnerable</p> <p>26 – Includes:</p> <ul style="list-style-type: none"> • Special provision for the protection of children and encourages the Convention on the Rights of the Child. <hr/> <p>VII – Meeting the special needs of Africa</p> <p>28 – Includes:</p> <ul style="list-style-type: none"> • To help Africa build up its capacity to tackle the spread of the HIV/AIDS pandemic and other infectious diseases.
Reference	<p>Source: http://www.un.org/millennium/declaration/ares552e.htm [accessed 11 October 2013].</p>

TS7-C - Regional documents of relevance

TS7-C-1	The African Charter on the Rights and Welfare of the Child, 1990 (entered into force 1999)
Relevant clauses	<p>Articles noted below have relevance to violence and/or WASH:</p> <p>Part 1 – Rights and duties</p> <p>Chapter 1 – Rights and Welfare of the Child</p> <p>Article 10 – Children have a right to privacy.</p> <p>Article 11 – Includes, governments should also take special measures in respect of female, gifted and disadvantaged children, to ensure equal access to education for all sections of the community.</p> <p>Article 13 – Every child who is mentally or physically disabled has the right to special protection to ensure his or her dignity, promote his self-reliance and active participation in the community.</p> <p>Article 14 – Every child shall have the right to enjoy the best attainable state of physical, mental and spiritual health. This includes the provision of nutritious food and safe drinking water, as well as adequate healthcare.</p> <p>Article 16 – Children should be protected from all forms of torture, inhuman or degrading treatment and especially physical or mental injury or abuse, neglect or maltreatments including sexual abuse.</p> <p>Article 27 – Children should be protected from all forms of sexual exploitation and sexual abuse.</p>
Reference	<p>Source: http://www1.umn.edu/humanrts/africa/afchild.htm [accessed 11 October 2013].</p>

TS7-C-2	Protocol to the African Charter on Human and People's Rights on the Rights of Women in Africa, 1995
Relevant clauses	<p>Articles noted below have relevance to violence and/or WASH:</p> <p>REAFFIRMING the principle of promoting gender equality as enshrined in the Constitutive Act of the African Union as well as the New Partnership for Africa's Development, relevant Declarations, Resolutions and Decisions, which underline the commitment of the African States to ensure the full participation of African women as equal partners in Africa's development.</p> <p><u>Article 2 – Elimination of Discrimination Against Women</u></p> <p>2. States Parties shall commit themselves to modify the social and cultural patterns of conduct of women and men through public education, information, education and communication strategies, with a view to achieving the elimination of harmful cultural and traditional practices and all other practices which are based on the idea of the inferiority or the superiority of either of the sexes, or on stereotyped roles for women and men.</p> <p><u>Article 3 – Right to Dignity</u></p> <p>4. States Parties shall adopt and implement appropriate measures to ensure the protection of every woman's right to respect for her dignity and protection of women from all forms of violence, particularly sexual and verbal violence.</p> <p><u>Article 4 – The Rights to Life, Integrity and Security of the Person</u></p> <p>2. States Parties shall take appropriate and effective measures to:</p> <ol style="list-style-type: none"> Enact and enforce laws to prohibit all forms of violence against women including unwanted or forced sex, whether the violence takes place in private or public. Adopt such other legislative, administrative, social and economic measures as may be necessary to ensure the prevention, punishment and eradication of all forms of violence against women. Identify the causes and consequences of violence against women and take appropriate measures to prevent and eliminate such violence; Actively promote peace education through curricula and social communication in order to eradicate elements in traditional and cultural beliefs, practices and stereotypes which legitimise and exacerbate the persistence and tolerance of violence against women. <p><u>Article 5 – Elimination of Harmful Practices</u></p> <ol style="list-style-type: none"> Prohibition, through legislative measures backed by sanctions, of all forms of female genital mutilation, scarification, medicalisation and para-medicalisation of female genital mutilation and all other practices in order to eradicate them. <p><u>Article 9 – Right to Participation in the Political and Decision-Making Process</u></p> <p>1. States Parties shall take specific positive action to promote participative governance and the equal participation of women in the political life of their countries through affirmative action, enabling national legislation and other measures to ensure that:</p> <ol style="list-style-type: none"> women participate without any discrimination in all elections... <p><u>Article 11 – Protection of Women in Armed Conflicts</u></p> <p>3. States Parties undertake to protect asylum-seeking women, refugees, returnees and internally displaced persons, against all forms of violence, rape and other forms of sexual exploitation, and to ensure that such acts are considered war</p>

TS7-C-2
continued

crimes, genocide and/or crimes against humanity and that their perpetrators are brought to justice before a competent criminal jurisdiction.

Article 12 – Right to Education and Training

1. States Parties shall take all appropriate measures to:
 - (a) Eliminate all forms of discrimination against women and guarantee equal opportunity and access in the sphere of education and training.
 - (b) Eliminate all stereotypes in textbooks, syllabuses and the media, that perpetuate such discrimination.
 - (c) Protect women, especially the girl child from all forms of abuse, including sexual harassment in schools and other educational institutions and provide for sanctions against the perpetrators of such practices.
 - (d) Provide access to counselling and rehabilitation services to women who suffer abuses and sexual harassment.
2. States Parties shall take specific positive action to:
 - (b) Promote education and training for women at all levels and in all disciplines, particularly in the fields of science and technology.

Article 13 – Economic and Social Welfare Rights

- (a) Promote equality of access to employment;
- (c) Ensure transparency in recruitment, promotion and dismissal of women and combat and punish sexual harassment in the workplace.

Article 16 – Right to Adequate Housing

Women shall have the right to equal access to housing and to acceptable living conditions in a healthy environment.

Article 19 – Right to Sustainable Development

- (b) ensure participation of women at all levels in the conceptualisation, decision-making, implementation and evaluation of development policies and programmes.

Article 22 – Special Protection of Elderly Women

The States Parties undertake to:

- (b) Ensure the right of elderly women to freedom from violence, including sexual abuse, discrimination based on age and the right to be treated with dignity.

Article 23 – Special Protection of Women with Disabilities

The States Parties undertake to:

- (a) Ensure the protection of women with disabilities and take specific measures commensurate with their physical, economic and social needs to facilitate their access to employment, professional and vocational training as well as their participation in decision-making.
- (b) Ensure the right of women with disabilities to freedom from violence, including sexual abuse, discrimination based on disability and the right to be treated with dignity.

Reference

Source: <http://www.achpr.org/instruments/women-protocol/>
[accessed 11 October 2013].

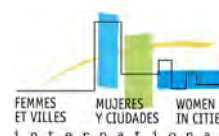
TS7-D - Key protection standards of relevance

TS7-D-1	International Committee of the Red Cross (ICRC) Professional Standards for Protection Work
<p>Relevant clauses</p>	<p>Carried out by humanitarian and human rights actors in armed conflict and other situations of violence.</p> <p>Definition of protection – developed from ICRC led workshops 1996–2000</p> <p><i>‘... all activities aimed at ensuring full respect for the rights of the individual in accordance with the letter and the spirit of the relevant bodies of law ,i.e. human rights law, international humanitarian law and refugee law. Human rights and humanitarian organizations must conduct these activities in an impartial manner (not on the basis of race, national or ethnic origin, language or gender).’</i></p> <p>Sections noted below have relevance to GBV and/or WASH:</p> <p><u>Chapter 1 – The overarching principles in protection work</u></p> <p>Respecting the principle of humanity, impartiality and non-discrimination.</p> <p>2. Non-discrimination and impartiality must guide protection work including... on the basis of race, colour, sex....</p> <p>5. Protection actors must contribute to the capacity of the actors to ensure that there are no harmful effects from their action... ‘Do no Harm’.</p> <p><u>Chapter 4 – Promoting complementarity</u></p> <p>25. Protection actors should seek to share their analysis in order to contribute to a better understanding of the protection issues and their impact on various populations at risk.</p> <p>28. When a protection actor learns of serious abuse or violations of international humanitarian or human rights law, and it lacks capacity or the requisite mandate to take action, it should alert other organisations which have the capacity or mandate.</p> <p><u>Chapter 5 – Managing sensitive protection information</u></p> <p>32. Protection actors seeking protection information bear the responsibility to assess threats to the persons providing information, and to take necessary measures to avoid negative consequences for those from whom they are seeking information.</p> <p>38. Protection actors must undertake an analysis of the associated risks for the interviewees and the interviewer before conducting interviews.</p> <p>Notion of informed consent is detailed.</p> <p><u>Chapter 6 – Ensuring professional capacity</u></p> <p>Ensuring ethical conduct of the staff.</p> <p>50. Protection actors must adopt an institutional code of conduct and ensure compliance.</p>
<p>Reference</p>	<p>Source: http://www.icrc.org/eng/resources/documents/publication/p0999.htm [accessed 11 October 2013].</p>
<p>Endnote</p>	<p>¹ Inter-Agency Standing Committee Task Force on Humanitarian Action and Human Rights (2004) <i>Frequently Asked Questions on International Humanitarian, Human Rights and Refugee Law in the Context of Armed Conflict</i>. Geneva, Switzerland: IASC.</p> <p>² Ibid.</p>



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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.

**VIOLENCE
GENDER
& WASH**

A PRACTITIONER'S TOOLKIT

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

Toolset 7

International legal framework

VIOLENCE GENDER & WASH

A PRACTITIONER'S TOOLKIT

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

Toolset 8: References

This toolset includes:

This toolset includes references and a list of videos used throughout this toolkit.

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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).

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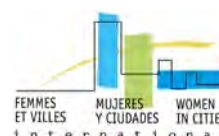
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Notes

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**VIOLENCE
GENDER
& WASH**

A PRACTITIONER'S TOOLKIT

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

**Toolset 8
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