

# 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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The authors of these materials would be very happy to receive feedback from users of the materials contained within, whether positive or negative, so that it can be used if the materials are updated at a later date.

We would also be interested to receive feedback where the methodologies have been used and their impacts evaluated in respect to reducing violence linked to WASH programmes or services. This will add to the general body of evidence on the best ways to improve policy and programming.

Please send any feedback to: [gbv@wateraid.org](mailto:gbv@wateraid.org)

### Promising good practices

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

There is a critical need to increase understanding of the links between violence and WASH, on appropriate ways to improve policy and programming, and for testing and evaluation of the same.

Every effort has been made to obtain permission for the inclusion of materials, and also to verify that information is from reputable sources, but checks have not been possible for all entries.



This material has been funded by UK aid from the Department for International Development (DFID). However, the views expressed do not necessarily reflect the Department's official policies.

## What 'violence' means in this toolkit

The main focus of this toolkit is the forms of violence that occur because of the differences in power between males and females. This is known as 'gender-based violence' (GBV). A large proportion of GBV is aimed at women and girls, because in most societies they face discrimination and hold less power than men and boys. However, violence that is associated with the gender roles assumed by men and boys can also make them the object of violence. People who have other gender and sexual identities, such as those who are lesbian, bisexual, gay, transsexual and intersex (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
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- **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
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- **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
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- **Salamander Trust, UK** – Dr Alice Welbourn, Founder and Director and Nell Osborne, e-Communication Consultant
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- **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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Many thanks also to a range of other professionals working across the water, sanitation and hygiene (WASH), protection, gender and other sectors who also contributed to this toolkit through meetings, sharing case studies, experiences and documents. Refer to pages 7 and 8.

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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- Amnesty International
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- 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.



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

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

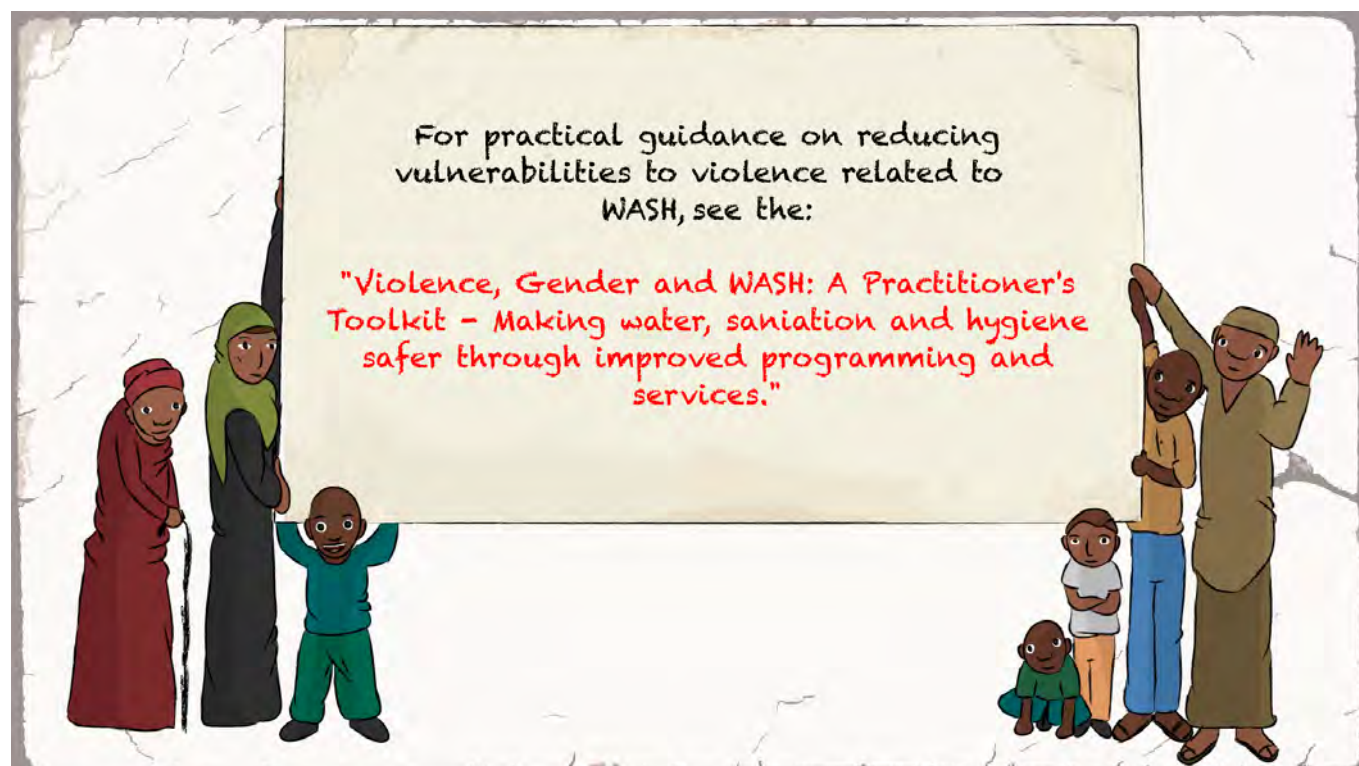
It is proposed that the starting point for using this toolkit is to read [BN2](#), which provides an overview of the issues and good practice. This then provides linkages to further information either in [BN3](#) or [BN4](#) or to the materials in the toolsets.

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](#)

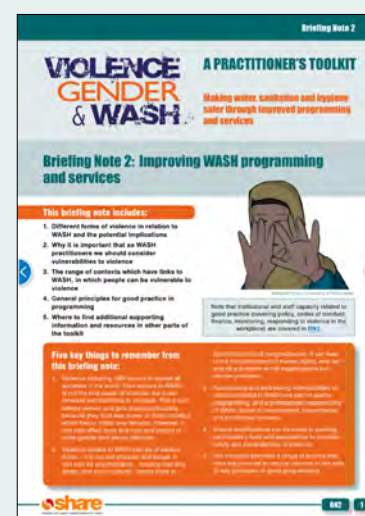
### Briefing Note 1: About this toolkit and how to use it

- [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)



## Definitions<sup>4</sup>

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.<sup>5</sup> 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.

**Protection**<sup>6</sup> – 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 activity**<sup>7</sup> – 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.<sup>8</sup> These are universal and normally fixed and unchangeable, (although some people may undergo medical, surgical or other interventions to change their sex or gender).

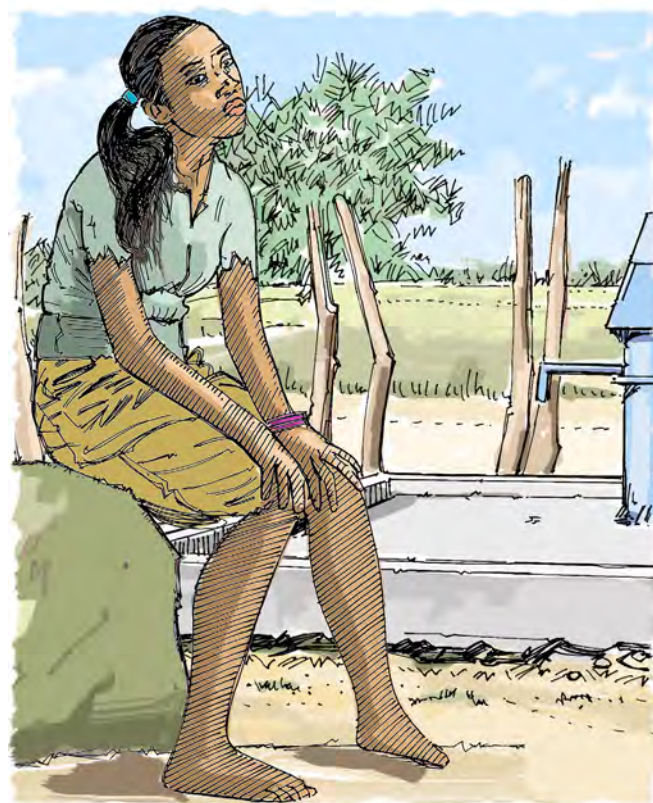
**Sexual violence** – Includes rape/attempted rape, sexual abuse and sexual exploitation. It is any sexual

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.



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## 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. <b>Case studies – Violence &amp; WASH</b>	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: <a href="http://www.shareresearch.org/LocalResources/VAW_India.pdf">http://www.shareresearch.org/LocalResources/VAW_India.pdf</a> [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: <a href="http://www.sharesearch.org/LocalResources/VAW_Uganda.pdf">http://www.sharesearch.org/LocalResources/VAW_Uganda.pdf</a> [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. <b>Good practice – Violence, Gender &amp; WASH</b>	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: <a href="http://www.genderinpacificwash.info">www.genderinpacificwash.info</a> [accessed 11 October 2013].
	Documents supporting the barrier analysis and solution tools	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Jones, H. (2013b) <i>Activity sheet 2: Identifying barriers to water, sanitation and hygiene (Version 2)</i>. UK: WaterAid and WEDC, Loughborough University.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
	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. <b>Good practice – Participatory (General)</b>	Toolkit and training materials on using video for social change with a focus on gender and violence	<ul style="list-style-type: none"> <li>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: <a href="http://www.arcrelief.org/site/PageServer?page_name=videoforsocialchange_toolkit">http://www.arcrelief.org/site/PageServer?page_name=videoforsocialchange_toolkit</a> [accessed 11 October 2013].</li> <li>Goodsmith, L. &amp; Acosta, A (2011) <i>Community Video for Social Change: A Toolkit</i>. Minneapolis, MN: American Refugee Committee International. <a href="http://www.arcrelief.org/site/PageServer?pagename=videoforsocialchange_toolkit">http://www.arcrelief.org/site/PageServer?pagename=videoforsocialchange_toolkit</a> [accessed 11 October 2013].</li> </ul>
	Participatory ranking	<ul style="list-style-type: none"> <li>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: <a href="http://www.cpcnetwork.org/learning-details.php?ID=2">www.cpcnetwork.org/learning-details.php?ID=2</a> [accessed 11 October 2013].</li> <li>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.</li> </ul>
	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. <b>Good practice – Safety Audits</b>	Accessibility and safety audit tools	<ul style="list-style-type: none"> <li>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.</li> <li>Water, Engineering and Development Centre (WEDC) and WaterAid (2013a) <i>Accessibility and safety audit: Latrine</i>. UK: WEDC and WaterAid.</li> <li>Water, Engineering and Development Centre (WEDC) and WaterAid (2013b) <i>Accessibility and safety audit: School Latrine</i>. UK: WEDC and WaterAid.</li> <li>Water, Engineering and Development Centre (WEDC) and WaterAid (2013c) <i>Accessibility and safety audit: WaterPoint</i>. UK: WEDC and WaterAid.</li> </ul>
	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"> <li>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</li> <li>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.</li> </ul>
	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. <b>Good practice – Violence WASH Emergencies</b>	Inter-Agency Steering Committee GBV and WASH-related guidelines and handbooks	<ul style="list-style-type: none"> <li>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.</li> <li>Full version.</li> <li>Water and sanitation chapter as a stand-alone document.</li> <li>Inter-Agency Standing Committee (2006b) <i>Women, Girls, Boys and Men; Different Needs – Equal Opportunities</i>, gender handbook. Geneva, Switzerland: IASC.</li> <li>Full version.</li> <li>Water and sanitation chapter as a stand-alone document.</li> </ul>
	Inter-Agency Network for Education in Emergencies: materials relating to GBV in schools in emergencies	<ul style="list-style-type: none"> <li>Inter-Agency Network for Education in Emergencies (2010a) <i>Gender Equality in and Through Education, INEE Pocket Guide to Gender</i>. Switzerland: INEE.</li> <li>Inter-Agency Network for Education in Emergencies (2010c) <i>Gender Responsive Sanitation, Health and Hygiene</i>. Gender Task Team, INEE.</li> <li>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.</li> </ul>
	WASH Cluster accountability materials	<ul style="list-style-type: none"> <li>Global WASH Cluster (2009) <i>WASH Accountability Resources; Ask, Listen, Communicate</i> booklet. New York, USA: Global Protection Cluster. Available at: <a href="http://www.washcluster.info/?q=content/wash-accountability-toolkit">http://www.washcluster.info/?q=content/wash-accountability-toolkit</a> [accessed 11 October 2013].</li> <li>Global WASH Cluster (2009) <i>WASH Community Leaflet</i>. New York, USA: Global Protection Cluster. Available at: <a href="http://www.washcluster.info/?q=content/wash-accountability-toolkit">http://www.washcluster.info/?q=content/wash-accountability-toolkit</a> [accessed 11 October 2013].</li> </ul>
	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. <b>Good practice – Protection &amp; GBV</b>	'Theory of Change' for tackling violence against women and girls	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>
	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: <a href="http://thoughtshopfoundation.org/project_detail/Changemakers_Tools.htm">http://thoughtshopfoundation.org/project_detail/Changemakers_Tools.htm</a> [accessed 11 October 2013].</p> <ul style="list-style-type: none"> <li>Change Begins with me booklet</li> <li>Schools Show Me the Way</li> <li>Volunteer Guide Toolkit</li> </ul>
	Guidance for churches on how to work to end domestic abuse	Restored (no date) <i>Ending Domestic Abuse, A Pack for Churches</i> . UK: Restored. Available at: <a href="http://www.restoredrelationships.org">www.restoredrelationships.org</a> [accessed 11 October 2013].
	A booklet written for children on their rights in Tanzania	United Nations Children's Fund (2012) <i>The Law of the Child Act, 2009, Know your rights</i> . Dar es Salaam, Tanzania: UNICEF.
	A checklist for integrating GBV into livelihood programmes	Women's Refugee Commission (undated) <i>Integrating Protection/GBV Mitigation into Livelihood Programs</i> . Women's Refugee Commission.
	Guidance and tools on preventing GBV related to livelihoods	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.

7. <b>Good practice – Policies, Strategies, Codes</b>	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](#).

<sup>1</sup> See [BN2](#) for further discussion.

<sup>2</sup> 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.

<sup>3</sup> 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](#).

<sup>4</sup> 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.

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

<sup>6</sup> 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*.

<sup>7</sup> Ibid.

<sup>8</sup> 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  
SNV Netherlands Development Organisation  
Stockholm International Water Institute (SIWI)  
Thoughtshop Foundation  
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**