

Activity sheet 3:

Identifying solutions to reduce barriers to water, sanitation and hygiene

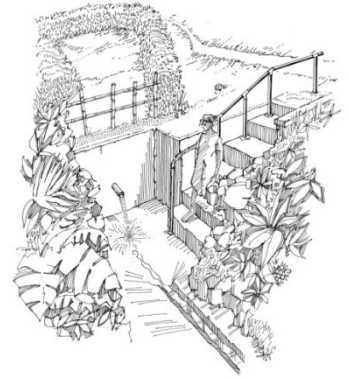
Purpose: To identify solutions to remove or reduce barriers that prevent disadvantaged people from accessing and using water and sanitation facilities

Diversity message: Changes in the environment that benefit one marginalised group often benefit all, thereby promoting inclusion.

Engineering message: Small changes to reduce barriers in the built and institutional environment can improve access for a wide range of users.

Materials needed: Wall of barriers (completed in Activity 2); Resource materials, including WaterAid reports, WEDC publications and Conference papers, PowerPoint presentations (see list of references below).

Time needed: 2.5 – 3 hours.



Introduction

This assignment follows on from Activity sheet 2: Identifying Barriers to WASH, where you produced a "Wall of Barriers". In this activity you will identify solutions to as many of those barriers as you can, drawing on your own experience, and ideas from a selection of resources (see list of references below).

These resource materials provide information about practical approaches and solutions that improve access for disabled people, for disabled schoolchildren, for people living with HIV, for older people and for women and children.

Activity

1. Select 3 – 4 resources (documents or video clips) to read or watch, related to the disadvantaged group/s in your Wall of Barriers.

Hint

As in Activity 2, if you are a group of learners doing this activity, co-ordinate between you to read different documents, then share your learning.

2. As you read, keep in mind the barriers on your Wall, for which you are trying to find solutions. Note down all the solutions that you can identify, that improve access for users to

water and sanitation services. (The same solution may occur several times – only write it down once).

Summarising your learning

3. Using the table format on page 4, write the barriers from your wall in the left-hand column. (If you are doing this activity as a group, copy the table onto flip-chart paper)
4. Can you match any of the solutions to your barriers? If so, write the solution opposite it in column 2 (see the example in Table 1). You may find that one barrier may have several solutions, or the same solution addresses more than one barrier.
5. You may notice that you find very few solutions to the individual barriers. Don't worry. Individual barriers such as weak legs, low vision, breathlessness, etc. need medical or rehabilitation skills, which is not the responsibility of the WASH sector. Our focus needs to be on those barriers that ARE within our area of responsibility and skills. So, you can't strengthen a person's weak legs, but you **can** construct low steps, or a handrail.

Table 1.	
Barriers	Solutions
Environmental <ul style="list-style-type: none"> ‘high steps to latrines/ water points’ 	<ul style="list-style-type: none"> Construct low, even steps
Institutional <ul style="list-style-type: none"> ‘HIV programmes don’t include hygiene messages’ 	<ul style="list-style-type: none"> Ensure HIV programmes promote handwashing

- Now identify any solutions that you consider are, should be, or could be, the responsibility of you or your organisation. Highlight them in some way (bold, underlined, highlighted).
- At the bottom of the page, list the resources that you read/ watched for this task.

Group discussion and summary

- Compare and discuss your completed report forms with your colleagues. Discussion questions:
 - Even though you have been looking at different marginalised groups, are any of the solutions similar?
 - Are there solutions that your organisation and/or partners are already implementing?
 - Are there further solutions that you or your organisation might consider introducing?
- Summarise key points from your discussion, including interesting or surprising findings, and add them to the bottom of your report.

References

Inclusion in general

Equity and inclusion in Water, sanitation and hygiene: Using the social model of exclusion to make WASH inclusive. Jones, H., Gosling, L., Jansz, S. and Flynn, E. (2012) Powerpoint presentation. WEDC/WaterAid.(1) (3)

Towards Inclusive WASH: Sharing evidence and experience from the field. A collection of case studies illustrating good practice. (3)

Issues for disabled people

India, Jharkhand: with access to the toilet came access to dignity. Jaruhar, M. (2010) <http://www.source.irc.nl/page/53175>

Water and Sanitation for Disabled People and other Vulnerable Groups: designing services to improve accessibility. Jones, H.E. and Reed, R.A. (2005) WEDC, Loughborough University: UK. <http://wedc.lboro.ac.uk/wspd>

Version française: *L’Alimentation en Eau et les Installations Sanitaires pour les Personnes Handicapées et autres groupes vulnérables.* Jones & Reed (2005) publication de WEDC. (1)

Water, Sanitation and Disability in rural West Africa: enhancing access and use of WASH facilities. A summary report of the Mali water and disabilities study. Norman, R. (2010) Messiah College: USA. (3)

A Project to Develop Inclusive Models of Sanitation for Persons with Disabilities. Sinha, M., Trivedi, R. and Godfrey, S. (2006) 32nd WEDC International Conference, Colombo, Sri Lanka. WEDC, Loughborough University: UK. (1)

Technical Manual on Community Water Supply, Hygiene and Sanitation Facilities. WaterAid Madagascar (2010). (2)

Issues for disabled schoolchildren

Inclusive design of school latrines - how much does it cost and who benefits? Jones, H. (2011) WEDC Briefing Note 1. http://wedc.lboro.ac.uk/resources/briefnotes/BN001_School_Latrines.pdf

UNICEF toilet solutions for child-friendly schools in Rwanda. Ginoulhiac, L. (2009) 34th WEDC International Conference, Addis Ababa, Ethiopia. WEDC Loughborough University: UK. (1)

Sanitation for Primary Schools in Africa. Reed, R. and Shaw, R. (2008) WEDC, Loughborough University: UK. (1)

Education for All: The Cost of Accessibility. Education Notes 38864. Steinfeld, E. (2005) The World Bank: Washington. http://siteresources.worldbank.org/EDUCATION/Reports/EdNotes_CostOfAccess_2.pdf

Safety and issues for women and adolescent girls

Menstruation hygiene management for schoolgirls in low-income countries. Crofts, T. (2012). WEDC Factsheet 7. (1)

Infrastructure for All: Meeting the needs of both men and women in development projects. A practical guide for engineers, technicians and project managers. Reed, B.J. et al (2007) WEDC Loughborough University: UK. (1)

A Handbook on Women's Safety Audits in Low-Income Urban Neighborhoods: A focus on essential services, Mehrotra, S.T. (2010) Jagori & Women in Cities International.

Violence, Gender and WASH: A Practitioner's Toolkit - Making water, sanitation and hygiene safer through improved programming and services (2014). SHARE/WaterAid (2)

WaterAid (2012) Menstrual Hygiene Matters. www.wateraid.org/mhm

Issues for older people

'Bringing hygiene closer to home', *Ageways*, 64, p.16. Helpage International (HAI) (2004): UK. <http://www.helpage.org/resources/helpage-newsletters/>

Access for All: securing older people's access to water and sanitation. Sleaf, B. (2006) *32nd WEDC International Conference, Colombo, Sri Lanka.* WEDC, Loughborough University: UK. (1)

Issues for people living with HIV

Water, sanitation & hygiene and HIV and AIDS: Opportunities for integration. Schechtman L. and Jansz, S (2012) WaterAid <http://www.wateraid.org/documents/hiv_issue_sheet.pdf>

Working Groups Discussion Paper. Workshop on Integration of Water, Sanitation and Hygiene into HIV/AIDS Home-Based Care Strategies Oct 29 – Nov 1. Hanley (2007) Lilongwe: Malawi. <http://www.ehproject.org/PDF/ehkm/malawi-wsh_backgroundpaper.pdf>

India, Uttar Pradesh: transforming lives of people with HIV/AIDS through WASH services. (2010) Jeyaseelan, J. <http://www.source.irc.nl/page/53176>

HIV/AIDS and water, sanitation and hygiene. Thematic Overview Paper. Kamminga, E. and Wegelin-Schuringa, M. (2005) IRC International

Water and Sanitation Centre: Delft. <http://www.irc.nl/page/3462>

How to integrate water, sanitation and hygiene into HIV programmes. Bery, R. and Rosenbaum, J. (2010) WHO/USAID. http://whqlibdoc.who.int/publications/2010/9789241548014_eng.pdf

Where to find documents

Where a direct link is not provided, each reference is followed by a number in brackets. These refer to the following websites:

- (1) WEDC Equity & Inclusion Knowledge base: <<http://WEDC-Knowledge.Lboro.ac.uk/collections/equity-inclusion>>
- (2) WaterAid document search: <http://www.wateraid.org/what-we-do/our-approach/research-and-publications>
- (3) Inclusive WASH website: <<http://www.inclusivewash.org.au/>>

Further information

For more Equity and Inclusion learning materials, go to <<http://WEDC-Knowledge.Lboro.ac.uk/collections/equity-inclusion>> or <<http://www.inclusivewash.org.au/>>

For further advice or support, please contact: WEDC (contacts below), or

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Barriers to water and sanitation	Solutions
<i>Individual</i>	
<i>Environmental</i>	
<i>Institutional/ Organisational</i>	
<i>Social/ Attitudinal</i>	

Now identify those solutions that you feel are, or could be, or should be, the responsibility of your organisation. Show the difference with **highlighting**, **bold**, underlining or a **different colour**.

List of materials used:

Comments and Discussion points: