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.

<table>
<thead>
<tr>
<th>Barriers</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Environmental</strong></td>
<td>• 'high steps to latrines/ water points'</td>
</tr>
<tr>
<td></td>
<td>• Construct low, even steps</td>
</tr>
<tr>
<td><strong>Institutional</strong></td>
<td>• ‘HIV programmes don’t include hygiene messages’</td>
</tr>
<tr>
<td></td>
<td>• Ensure HIV programmes promote handwashing</td>
</tr>
</tbody>
</table>

6. 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).

7. At the bottom of the page, list the resources that you read/ watched for this task.

Group discussion and summary

8. 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?

9. Summarise key points from your discussion, including interesting or surprising findings, and add them to the bottom of your report.

References

Inclusion in general


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

Issues for disabled people


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)


Issues for disabled schoolchildren


Activity sheet 3

Identifying solutions to barriers


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


(3) Inclusive WASH website: <http://www.inclusivewash.org.au/>

Further information


For further advice or support, please contact:

WEDC (contacts below), or Shamila Jansz, WaterAid shamilajansz@wateraid.org

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**Safety and issues for women and adolescent girls**


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)


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


**Issues for older people**


**Issues for people living with HIV**


<http://www.irc.nl/page/3462>


**Where to find documents**

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<table>
<thead>
<tr>
<th>Barriers to water and sanitation</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Environmental</strong></td>
<td></td>
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<td></td>
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<tr>
<td><strong>Institutional/ Organisational</strong></td>
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<td></td>
<td></td>
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<tr>
<td><strong>Social/ Attitudinal</strong></td>
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</table>

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:**