

Facilitator notes:

Designing a pit latrine slab

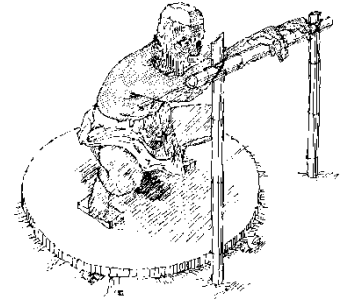
Purpose: To demonstrate a method of stimulating discussion between users and service providers about technical design issues.

Diversity message: Men and women, old and young, use infrastructure in different ways, because of their sex, age, physical attributes (e.g. shape, size, strength, impairments, ailments or injuries) and socially determined roles.

Engineering message: The design of infrastructure can be improved if designers consult users in a way that they can understand.

Materials needed: Large (newspaper size) sheet of plain paper and marker pens (different colours if available); cushion/ pillow. *Optional:* digital camera; other materials to simulate impairments (see step 5 below).

Time needed: Practical activity and discussion: 30-60 minutes.



Activity

Carry out this activity with a group of 6 – 8 people.

Hint: Squatting is a sensitive issue. Participants may prefer do this activity in single sex groups, with discussion in a mixed group afterwards.

1. Place a large sheet of plain paper on the floor, preferably on a smooth hard surface. Draw a keyhole shaped 'toilet hole' in the centre of the paper.
2. Ask the question: "How do we decide where to put the footplates?"
3. Invite volunteers of different sizes and shapes to squat over the hole. (If the group seem reluctant, the facilitator can squat first, to make people feel relaxed.)
4. Ask a volunteer to draw round each of foot of the 'squatter', using a different colour for each person. To emphasise the differences, start with the tallest/largest participant in the room, followed by the smallest (often a woman or child), or the other way round.

You should already see a difference in where the feet were placed. Hold up the paper and

ask participants: "Is it clear yet where to put the footplates?"

5. Identify a further (preferably male) volunteer. But just before he squats, tie a large heavy cushion or pillow to his stomach, or insert it up his shirt to 'make him pregnant'. This is likely to make it more difficult to squat. (Note: choose a participant who is not shy or easily embarrassed!)

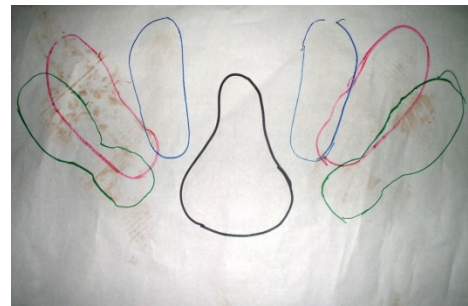


Figure 1. Facilitator draws just the keyhole. The participants draw around each others' feet.

Further variations can be introduced, such as simulating impairments or injuries: strap up a participant's leg to make it rigid, give another person glasses/ goggles smeared with soap to simulate blurred vision. (To avoid injury, ask other participants to stand either side to support the person if he/she needs it.)

Hint: Keep the atmosphere light-hearted. The facilitator can ‘play-act’ surprised and puzzled that the solution is not simple.

Discussion

Discuss the results of the activity:

- Does one size fit all?
- How about people who are not in the group - children, old people, men or women?
- Were other issues raised, e.g. size of the superstructure, need for something to hold onto, painting footrests white for partially sighted people... ?

Further discussion

This can be used as a starting point for other discussions about designing latrines, e.g.

- Does everyone use the same latrine or do men/ women/ children/ relatives use different latrines?
- Are there other issues that should be considered, e.g. privacy/ ease of cleaning/ convenience/ safety/ hand washing/ anal cleansing?

Summarising the learning

Use the format on page 3 to write up a report of the session. Include the following information:

Activity summary: Date, participants (including roles), total time taken. Summarise the activity, noting any interesting points.

Further information

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

For further advice or support, please contact:
 WEDC (contacts on the right),
 or
 Shamila Jansz, WaterAid:
shamilajansz@wateraid.org

Photo evidence: If you have a digital camera, take photos of the activity results (e.g. Figure 1), and of the activity itself if you wish. Compress the photo to less than 200Kb and insert in the document.

Discussion and key learning points: Reactions, comments, points raised/ agreed by participants.

Comments on the value of the activity and process

- Was it a useful exercise?
- Did the participants learn anything new?
- Did the facilitator learn anything new?

Facilitator: Could you use this activity in the future? Who with? Would you need to adapt or change anything? Try using it when you are next in the field or working with partners.

Reading materials

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.

This activity is adapted from: Reed, B. and Coates, S. (2007) *Developing Engineers and Technicians*. Notes on giving guidance to engineers and technicians on how infrastructure can meet the needs of men and women. WEDC, Loughborough University: UK.

Both available at: <http://WEDC-Knowledge.Lboro.ac.uk/collections/equity-inclusion>

Compiled by: Hazel Jones (2012)
 Water, Engineering and Development Centre
 The John Pickford Building
 Loughborough University
 Leicestershire LE1 3TU UK
 T: +44 (0)1509 222885 F: +44 (0)1509 211079
 E: H.E.Jones2@Lboro.ac.uk;
wedc@Lboro.ac.uk <http://wedc.Lboro.ac.uk>



Notes based on practical experience

Types of participants

This exercise can be carried out with participants from all walks of life – from children in the village to government officials. The wider the range of participants, the richer the discussion is likely to be.

In the group below, participants included a woman with a baby on her back and a small boy.



Activity in the community

The pros and cons of simulating impairments

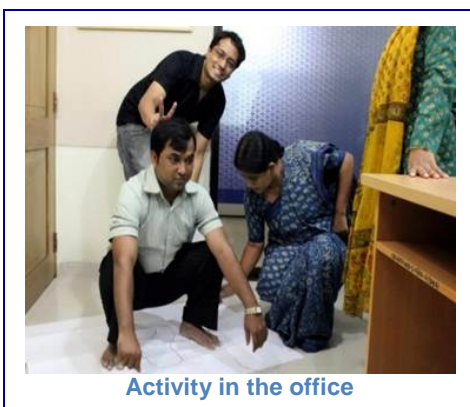


Participant simulating pregnancy

Participant who is actually pregnant

Where to carry out the activity?

With very simple equipment, this activity can be carried out in any environment: in the office, in the community, or even during a break at a high level meeting. This makes it easy to fit into a busy work schedule.



Activity in the office

- For awareness-raising/training**
 Many participants may never have experienced or given a thought to the difficulties of squatting. It can be an ‘eye-opener’ for them to experience, even for only 5 minutes, the difficulties of a pregnant woman, or a physical impairment. This can be powerful in changing attitudes.
- For community mobilisation or planning**
 There is no substitute for directly involving the most marginalised users. This can be empowering for a disabled person who may never have been consulted or had an opportunity to speak out before, and demonstrates the importance of valuing the experience and knowledge of each participant.