

# **Equity and inclusion in WASH provision**

## **- using the social model of exclusion**

**Hazel Jones, *with* Louisa Gosling, Shamila Jansz and Erin Flynn**





# Contents

Introduction – why use the social model of exclusion?

Section 1. Social model of exclusion – with specific reference to WASH

Section 2. Barrier analysis: using the social model to analyse barriers to access and exclusion

Section 3. Problem solving – identifying solutions to address barriers





# Introduction: Why use the Social Model of Exclusion?

- **Human rights:** Access to drinking water, sanitation and hygiene is a human right (1)
- **Inequitable access:** discrimination, marginalisation, lack of power and influence
- Different groups and individuals marginalised in different contexts
- Analysis needed
  - who is marginalised
  - what is preventing access
  - problem-solving to develop solutions
- **The Social Model** provides a practical tool to help with this analysis and to ensure the right to WASH.





Section 1

# **SOCIAL/ INDIVIDUAL MODEL OF EXCLUSION**

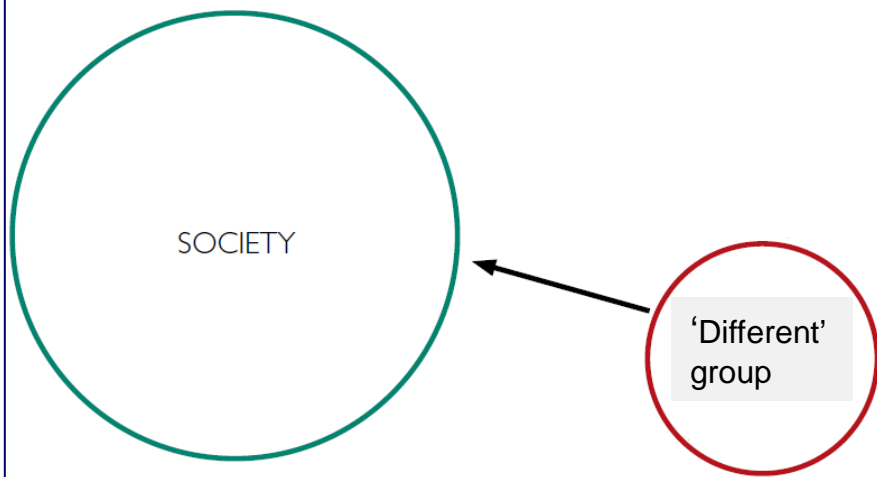
with specific reference to water, sanitation and hygiene



# Individual models of exclusion

INDIVIDUAL MODELS:

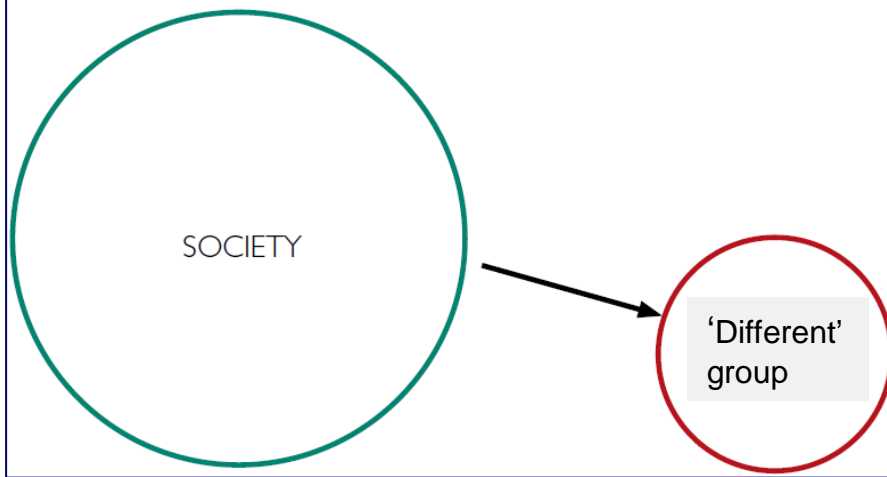
## MEDICAL APPROACH



- Segregates people perceived as 'different' from mainstream society
- Activities focus on 'fixing' - curing/ rehabilitating/ normalising - the person or group seen as 'different' before they can join 'normal' society

INDIVIDUAL MODELS:

## CHARITY APPROACH

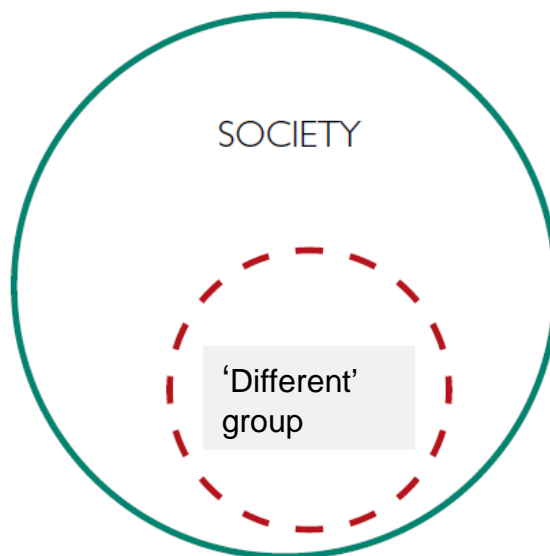


- Person or group seen as 'different' are seen as helpless, unfortunate, dependent, suffering
- Seen as needing pity and charity
- Activities focus on 'helping' the person who is a helpless recipient and outside 'normal' society



# Social Model of Exclusion/Inclusion

## INCLUSIVE APPROACH



Source (2)

- Difference is a normal part of every society
- The needs and rights of 'different' groups are the same as those of all people – to love, be part of a family, to education, participation, employment, ...
- Activities focus on **identifying and removing barriers that prevent inclusion** – including physical environmental, social/attitudinal, and institutional/ organisational



# Individual model



**Chimunya** is a schoolgirl of 17 who dreads using the school toilets because they are inadequate and dirty



## **Barriers:** *(focus on the individual)*

- Girls need to use toilet more often than boys at school
- Adolescent girls experience menstrual bleeding for several days each month
- Girls believe menstruation is taboo
- Girls are embarrassed if boys see them going to the toilet

## **Solutions?**

- She avoids eating and drinking at school so she doesn't need to go to the toilet
- She stays at home when she has her periods
- She only goes to the toilet with her friends to be protected against teasing from boys

# Social model



## **Barriers:** *(in surrounding environment & society)*

- There are too few girls' toilets at school;
- They are very unhygienic and unpleasant to use;
- She has nowhere to change her sanitary pad or cloth, or wash her clothes if they become stained
- There is no privacy in the toilet, and boys tease girls when they use them

## **Solutions?**

- More toilets, better maintenance
- Separate boys' and girls' toilets, designed for privacy
- Consult girls to find secure location
- Provide water and disposal for menstrual hygiene management
- Education on menstrual hygiene for boys & girls



# Individual model



**Papa Moses** is 75 and has been blind for 10 years. He has problems using the family latrine independently.



## **Barriers:** (problems focusing on the individual)

- Bumps into things because he can't see,
- Needs someone to guide him, so he is a burden on his family
- Uses hands to feel where he is going, so he touches dirty things, so he is often sick
- Can't use toilet properly so often soils toilet and clothes

## **Solutions?**

- He needs an eye operation
- He needs medicine every time he is sick
- He needs a carer to guide him, look after him, wash his clothes, etc.

# Social model



## **Barriers:** (problems in the surrounding environment & society)

- Obstacles around the house and compound prevent him finding his way easily;
- Family toilet has nothing to guide him to squat hole, so uses hands to feel the right place;
- Nothing to guide the feet to squat so he often misses hole and soils toilet;
- Family don't have good hygiene information
- Family pity him but feel he is a burden

## **Solutions?**

- Install rail to guide him to toilet location unaided
- Squat slab with footplates for accurate squatting;
- Encourage family to keep compound tidy so fewer obstacles to bump into
- Provide hygiene information about handwashing



# Individual model



**Linda** is 25, her legs are paralysed, so she has to crawl or use a wheelchair



## **Barriers:** (focusing on the individual)

- Can't use toilet properly, so she makes it dirty for other people, so better not to let her use toilet
- She often soils her clothes, so smells bad
- Her hands always dirty, so she's often sick
- She is a burden on her family because of the extra laundry and having to collect more water

## **Solutions?**

- Needs an operation on her legs
- Needs medicine when she is sick
- She would be better in a special centre where specialists know how to help her

# Social model



## **Barriers:** (in surrounding environment & society)

- Narrow toilet entrance with a step, so she has to crawl into the toilet
- No door so no privacy in the toilet
- Painful to squat, no seat, so sits on the slab
- No support rail, so puts hands on dirty floor for support
- No water in toilet – no way to manage menstruation hygienically

## **Solutions?**

- Change the step into a ramp, widen the entrance, add a toilet door (or at least a curtain)
- Install a toilet seat so she does not need to squat
- Provide a water container for personal hygiene









Now take a break and practice identifying the difference between individual barriers and barriers in the environment.

## **Activity Sheet 1: Using the Social Model to identify individual and environmental barriers**





## Section 2

# **BARRIER ANALYSIS:**

Using the social model to analyse barriers to access and exclusion





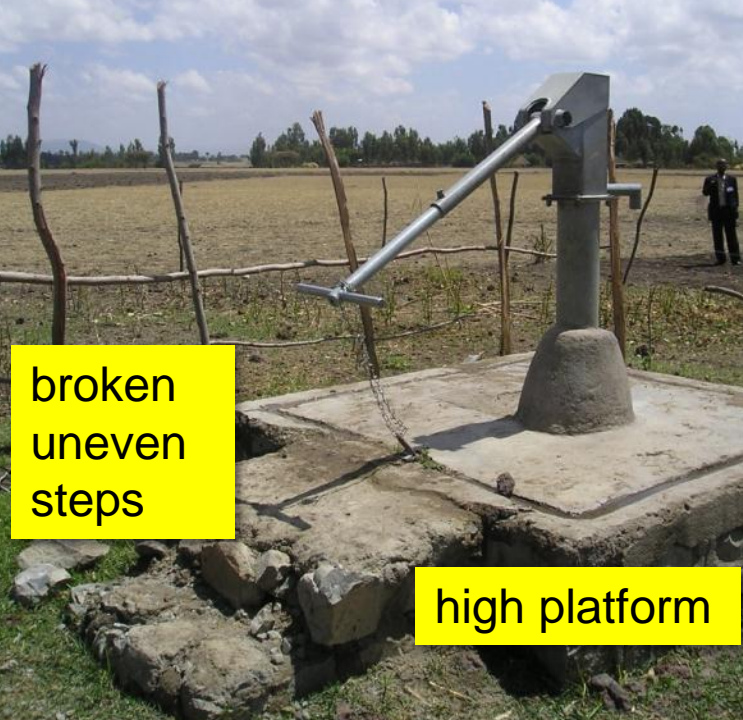
# How can we use the social model to analyse barriers to access and use in the WASH sector?

- What barriers or obstacles can you identify that would create difficulties for these vulnerable and excluded groups?









broken  
uneven  
steps

high platform



steep  
muddy  
slopes



contaminated  
unprotected  
sources

no platform



long  
distance  
to water  
sources

uneven  
slippery paths



handpumps  
exhausting  
to operate



danger of  
falling into  
well

No lifting  
mechanism

muddy  
ground

high well  
wall





Photo: Handicap  
International Sri Lanka





no door  
- lack of  
privacy

very wide  
drop hole

high platform  
with no step



girls' & boys'  
school toilets  
close together –  
lack of privacy

no menstrual hygiene  
management (MHM)  
facilities



impossible  
to keep  
clean

no door

unstable  
hole liable  
to collapse



nothing to  
hold onto

steps

slippery  
tiled floor



dark  
inside

narrow  
door

lack of  
space  
inside



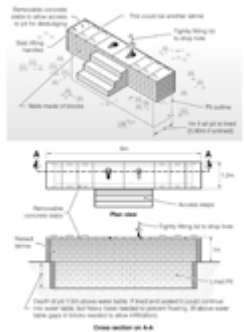
nothing to  
hold onto  
when  
stepping up

door hard  
to close  
from inside

high steps

*Photo: Handicap  
International Sri Lanka*





**PLOT SANITATION**  
INCOME URBAN COMMUNITIES  
Guidelines for selection  
by Simon and Darren Saywell





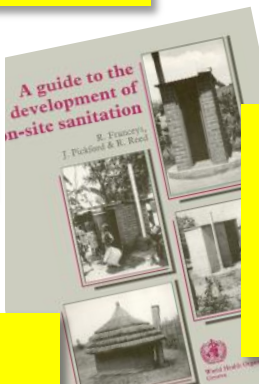
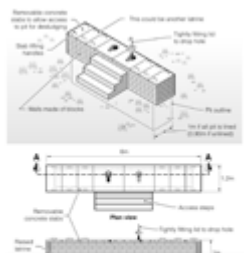


decision-making dominated by men

women's views ignored



lack of knowledge & skills of technicians about accessibility or MHM



lack of information about accessibility options and MHM requirements

standard designs do not consider accessibility

plans do not address security and privacy for women

policies, procedures do not take account of excluded groups



taboos and ignorance about menstruation

Poorer, lower caste, women, disabled people, not consulted



# A range of barriers are identified

no door –  
lack of  
privacy

broken  
uneven  
steps

women's views  
ignored

steep  
muddy  
slopes

contaminated  
unprotected  
sources

girls' & boys'  
school toilets  
close together –  
lack of privacy

very wide  
drop hole

taboos and  
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decision-making  
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handpumps  
exhausting  
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unstable  
hole liable  
to collapse

high platform  
with no step

no MHM  
facilities

unsafe  
locations  
for women

dark  
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uneven  
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lack of information  
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lack of  
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lack of knowledge  
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technicians about  
accessibility or  
MHM

plans do  
not address  
security and  
privacy for  
women

policies &  
procedures do  
not take account  
of excluded  
groups

No lifting  
mechanism

muddy  
ground

poorer, lower  
caste, women,  
disabled people  
not consulted





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# Barriers to inclusion

|  |  |
|--|--|
| <b><i>Physical -<br/>natural</i></b>               |  |
| <b><i>Physical -<br/>infrastructure</i></b>        |  |
| <b><i>Policy/<br/>Institutional</i></b>            |  |
| <b><i>Social/<br/>cultural<br/>attitudinal</i></b> |  |





# Barriers to inclusion

|  |                                 |                          |                                     |                       |
|--|---------------------------------|--------------------------|-------------------------------------|-----------------------|
| <b><i>Physical -<br/>natural</i></b>               | long distances<br>to facilities | uneven<br>slippery paths | contaminated<br>unprotected sources | steep muddy<br>slopes |
| <b><i>Physical -<br/>infrastructure</i></b>        |                                 |                          |                                     |                       |
| <b><i>Policy/<br/>Institutional</i></b>            |                                 |                          |                                     |                       |
| <b><i>Social/<br/>cultural<br/>attitudinal</i></b> |                                 |                          |                                     |                       |



# Barriers to inclusion

|                                     |   |                             |                            |                                  |                      |                    |                                 |
|-------------------------------------|---|-----------------------------|----------------------------|----------------------------------|----------------------|--------------------|---------------------------------|
| <b>Physical - natural</b>           | long distances to facilities                            |                             | uneven slippery paths      | contaminated unprotected sources |                      | steep muddy slopes |                                 |
| <b>Physical - infrastructure</b>    | broken uneven steps                                     | unsafe location for women   | slippery floor             | dark interiors                   | lack of space inside |                    | high platform with no step      |
|                                     |   |                             | high well wall             | door hard to close from inside   | no lifting mechanism |                    | very wide drop hole             |
|                                     | no platform   | high steps                  | no MHM facilities          |                                  | unstable hole        |                    | narrow door                     |
|                                     | girls' & boys' toilets close together – lack of privacy | danger of falling into well | latrine difficult to clean | no door lack of privacy          | nothing to hold onto | liable to collapse | handpumps exhausting to operate |
| <b>Policy/ Institutional</b>        |   |                             |                            |                                  |                      |                    |                                 |
| <b>Social/ cultural attitudinal</b> |   |                             |                            |                                  |                      |                    |                                 |



# Barriers to inclusion

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| <b>Policy/ Institutional</b>        | standard designs do not include accessibility or MHM     |                             | policies & procedures do not take account of excluded groups |                                  | Poorer, lower caste, women, disabled people excluded from consultation |                                 |
|                                     | lack of info on accessibility options & MHM requirements |                             | no planning to address security and privacy for women        |                                  | lack of knowledge and skills of technicians about accessibility or MHM |                                 |
| <b>Social/ cultural attitudinal</b> |  |                             |  |                                  |  |                                 |

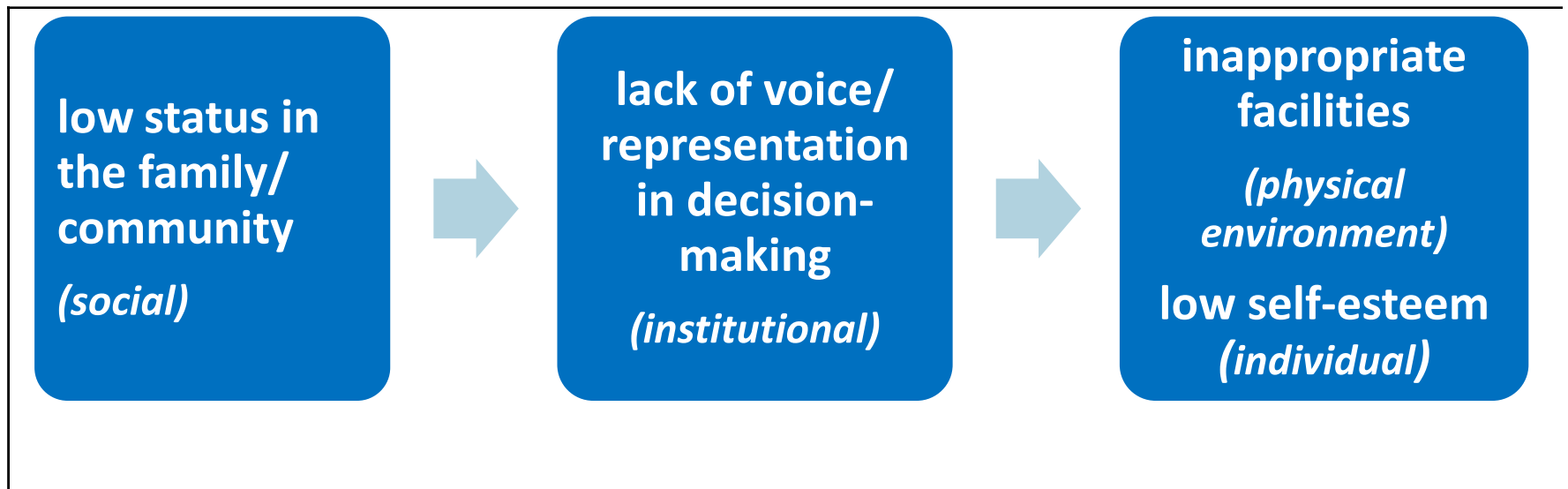


# Barriers to inclusion

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|                                     |  |                             |  |                                  |  |                    |                                 |
| <b>Social/ cultural attitudinal</b> | women's views are ignored                                |                             | decision-making dominated by men                             |                                  | taboos and ignorance about menstruation                                |                    |                                 |

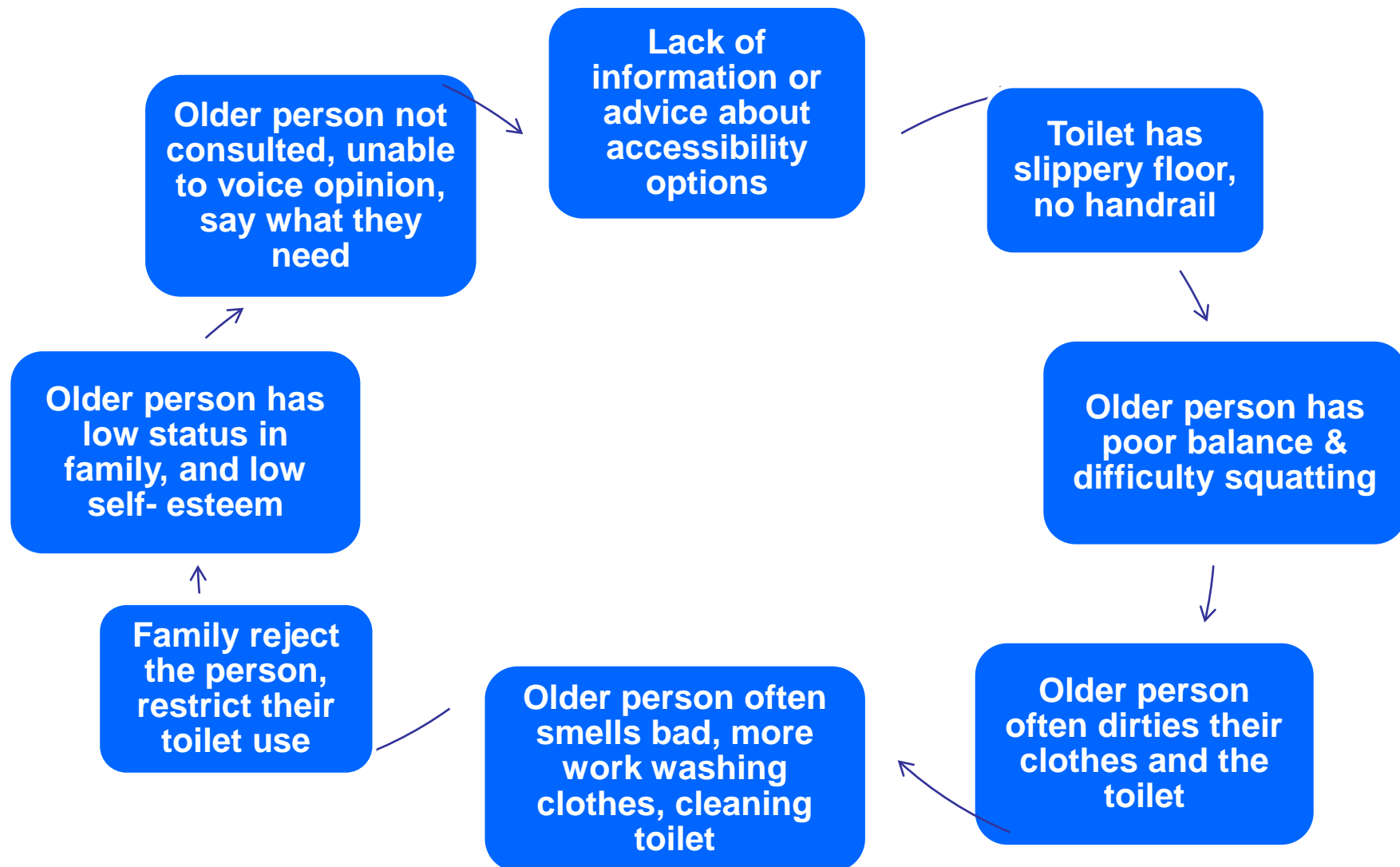


# Figure 1. Barriers are often interrelated





# Vicious cycle of barriers







## **Activity Sheet 2: Identifying barriers to water, sanitation and hygiene**

Now take a break and practice barrier analysis for yourself.





Section 3

# **PROBLEM SOLVING –**

identifying solutions to address barriers



# Identifying solutions

|  | Barriers   | Solutions |
|--|--|-----------|
| <b>Environment<br/>- natural</b>             | <ul style="list-style-type: none"> <li>• long distances to facilities,</li> <li>• uneven slippery paths, steep slopes</li> </ul>   |           |
| <b>Environment<br/>- infrastructure</b>      | <ul style="list-style-type: none"> <li>• high steps, no steps, narrow doors</li> <li>• handpumps exhausting to operate</li> <li>• lack of privacy and security, no MHM facilities;</li> <li>• lack of space in cubicles,</li> <li>• slippery floors, nothing to hold onto</li> </ul>   |           |
| <b>Policy/<br/>Institutional</b>             | <ul style="list-style-type: none"> <li>• standard designs don't include accessibility or MHM</li> <li>• marginalised groups excluded from consultation;</li> <li>• lack of information, knowledge, skills on accessibility &amp; MHM</li> <li>• policies &amp; procedures do not consider excluded groups;</li> <li>• no planning to address security and privacy for women</li> <li>• hygiene education inaccessible</li> </ul> |           |
| <b>Social/<br/>cultural/<br/>attitudinal</b> | <ul style="list-style-type: none"> <li>• decision-making male-dominated</li> <li>• traditional beliefs about disability, gender, caste, HIV, ....</li> <li>• stigma, prejudice, shame ...</li> <li>• taboos &amp; ignorance about menstruation</li> </ul>  |           |
| <b>Individual</b>                            | <ul style="list-style-type: none"> <li>• poor eyesight</li> <li>• difficulty walking, weak, stiff, easily tired</li> <li>• monthly menstrual bleeding</li> </ul>   |           |



# Identifying solutions

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# Identifying solutions

|   | Barriers   | Solutions   |
|---|--|---|
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| <b><i>Individual</i></b>                            | <ul style="list-style-type: none"><li>• poor eyesight</li><li>• difficulty walking</li><li>• weak, stiff, easily tired</li><li>• monthly menstrual bleeding</li></ul>  |   |

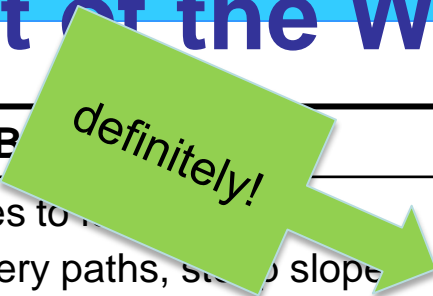


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# The remit of the WASH sector?



|                                     | B   | Solutions   |
|-------------------------------------|---|---|
| <b>Environment - natural</b>        | <ul style="list-style-type: none"> <li>• long distances to</li> <li>• uneven slippery paths, steep slope</li> </ul>   | <ul style="list-style-type: none"> <li>• Install facilities closer to users</li> <li>• make paths smooth and non-slip</li> </ul>  |
| <b>Environment - infrastructure</b> | <ul style="list-style-type: none"> <li>• high steps, no steps, narrow doors</li> <li>• handpumps exhausting to operate</li> <li>• lack of privacy and security</li> <li>• no MHM facilities;</li> <li>• lack of space in cubicles,</li> <li>• slippery floors,</li> <li>• nothing to hold onto,</li> </ul>  | <ul style="list-style-type: none"> <li>• lower steps, ramps, widen entrances</li> <li>• regular O&amp;M of handpumps, lengthen pump handles</li> <li>• provide privacy, secure location</li> <li>• provide water in cubicle, pad disposal</li> <li>• provide wider latrine cubicle</li> <li>• improve drainage, non-slip floors,</li> <li>• provide handrails</li> </ul>  |
| <b>Policy/ Institutional</b>        | <ul style="list-style-type: none"> <li>• standard designs don't include accessibility or MHM</li> <li>• marginalised groups excluded from consultation;</li> <li>• lack of information, knowledge &amp; skills on accessibility &amp; MHM</li> <li>• policies &amp; procedures do not consider excluded groups;</li> <li>• no planning to address security and privacy for women</li> <li>• hygiene education inaccessible</li> </ul> | <ul style="list-style-type: none"> <li>• revise standard designs to incorporate accessibility and MHM</li> <li>• ensure consultation procedures include marginalised groups</li> <li>• provide information &amp; training on accessibility and provision for MHM</li> <li>• review policies and procedures to ensure excluded groups are considered</li> <li>• incorporate consultation with women into planning for WASH facilities</li> <li>• audio and visual hygiene education</li> </ul> |



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| <b>Environment<br/>- infrastructure</b> | <ul style="list-style-type: none"> <li>• high steps, no stairs, narrow doors</li> <li>• handpumps excluded, no separate</li> <li>• lack of privacy and</li> <li>• no MHM facilities;</li> <li>• lack of space in cubicles,</li> <li>• slippery floors,</li> <li>• nothing to hold onto,</li> </ul>  | <ul style="list-style-type: none"> <li>• lower steps, ramps, widen entrances</li> <li>• regular O&amp;M of handpumps, lengthen pump handles</li> <li>• provide privacy, secure location</li> <li>• provide water in cubicle, pad disposal</li> <li>• provide wider latrine cubicle</li> <li>• improve drainage, non-slip floors,</li> <li>• provide handrails</li> </ul>  |
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|   | Barriers   | Solutions   |
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| <b><i>Social/<br/>cultural/<br/>attitudinal</i></b> | <ul style="list-style-type: none"> <li>• decision-making power held by men</li> <li>• traditional beliefs about gender, caste, HIV, etc.</li> <li>• stigma, prejudice, shame</li> <li>• taboos &amp; ignorance about menstruation</li> </ul> | <ul style="list-style-type: none"> <li>• provide opportunities for women to voice opinions</li> <li>• awareness-raising on rights, equity and inclusion</li> <li>• provide information to challenge stigma and taboo</li> </ul>       |
| <b><i>Individual</i></b>                            | <ul style="list-style-type: none"> <li>• poor eyesight</li> <li>• difficulty walking</li> <li>• weak, stiff, easily tired</li> <li>• monthly menstrual bleeding</li> </ul>   | <ul style="list-style-type: none"> <li>• eye test, medical care, spectacles</li> <li>• physiotherapy, mobility equipment</li> <li>• health care, nutrition, medication</li> <li>• affordable sanitary pads/ reusable cloth</li> </ul> |



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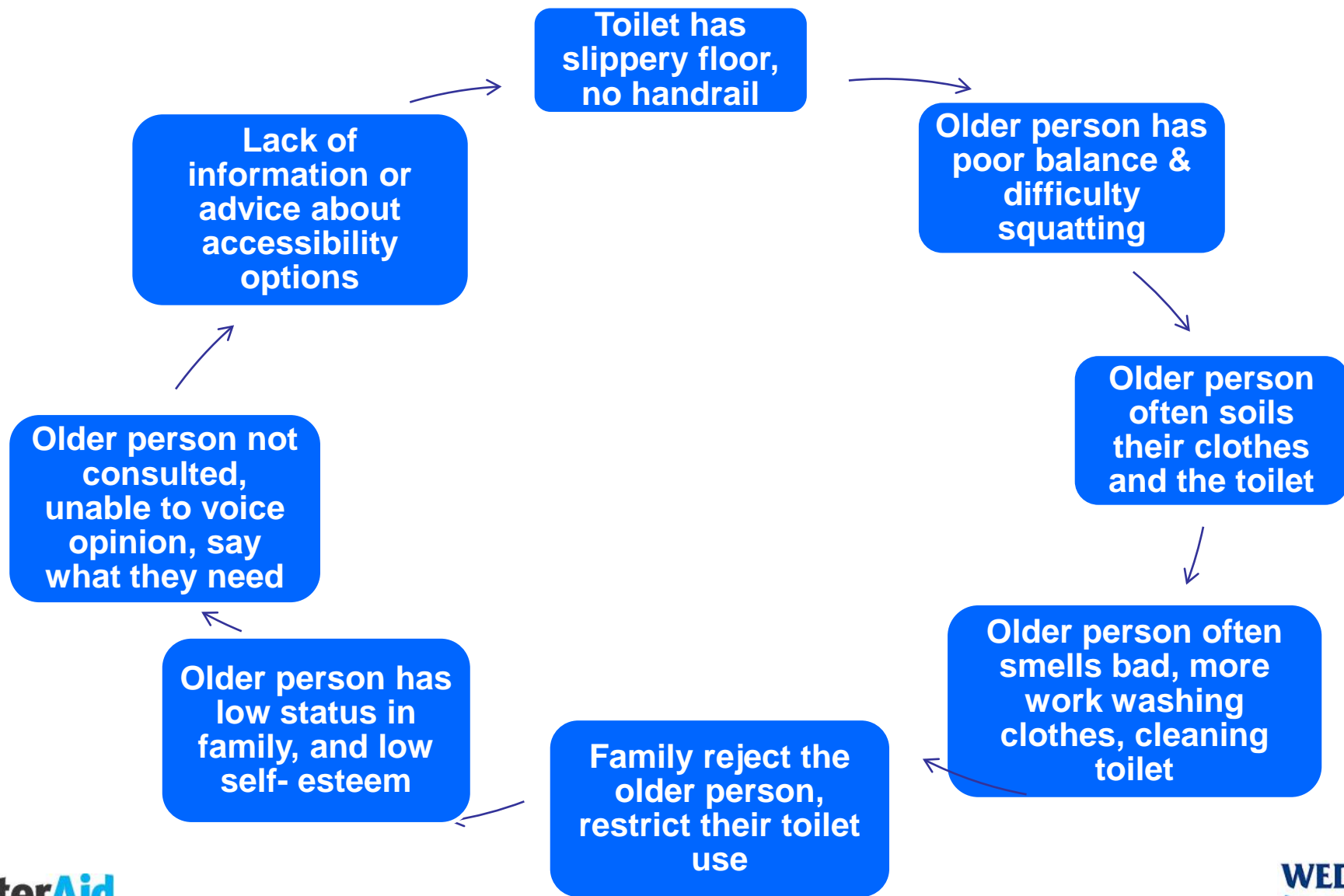
definitely

unlikely

definitely



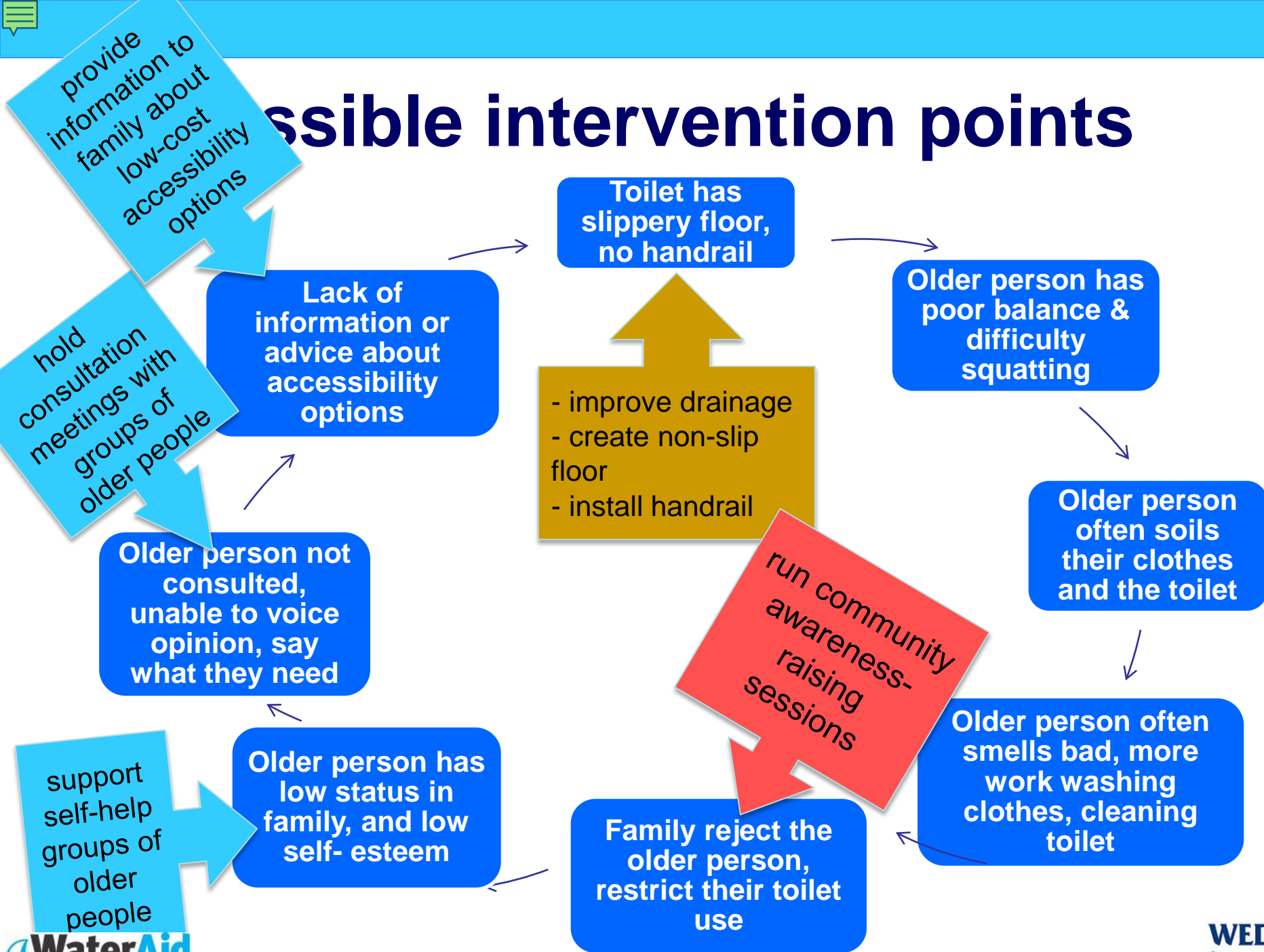
# Possible intervention points







# Possible intervention points







# **Activity Sheet 3: Identifying solutions to water, sanitation and hygiene**

Now take a break and practice identifying solutions for yourself.





# Check what you have learnt...

- What are the different types of barriers to access and inclusion?
- List some solutions to the barriers?
- Describe one new thing you have learnt.
- In your situation which are the most challenging barriers to address?



# References for further reading

1. *The Human Right to water and sanitation*  
<http://www.ohchr.org/EN/Issues/WaterAndSanitation/SRWater/Pages/SRWaterIndex.aspx>
2. *World Vision (2011) Travelling Together* <http://www.worldvision.org.uk/what-we-do/advocacy/disability/travelling-together-publication/>

For more Equity and Inclusion learning materials, including:

- *Activity Sheet 1: Using the social model to identify individual and environmental barriers*
- *Activity Sheet 2: Identifying barriers to water, sanitation and hygiene*
- *Activity Sheet 3: Identifying solutions to reduce barriers to water, sanitation and hygiene*

go to:

*Inclusive WASH:* <http://www.inclusivewash.org.au/>

*WEDC Equity and Inclusion page:* <http://WEDC-Knowledge.Lboro.ac.uk/collections/equity-inclusion>