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

- 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
- 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

Adapted from (2)
Social Model of Exclusion/Inclusion

• 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**

**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**

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

**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
Who is affected?
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?
no lifting mechanism
broken uneven steps
high platform
steep muddy slopes
contaminated unprotected sources
no platform
danger of falling into well
no lifting mechanism
uncontaminated
path leads through trees and bushes
long distance to water sources
handpumps exhausting to operate
muddy ground
high well wall
uneven slippery paths
no door - lack of privacy

very wide drop hole

unstable hole liable to collapse

high platform with no step

no menstrual hygiene management (MHM) facilities

no door - lack of privacy

impossible to keep clean

unstable hole liable to collapse

dark inside

narrow door

lack of space inside

nothing to hold onto when stepping up

door hard to close from inside

high steps

slippery tiled floor

steps

no door
decision-making dominated by men
lack of knowledge & skills of technicians about accessibility, safety or MHM
poorer, lower caste, women, disabled people, not consulted
policies, procedures do not take account of excluded groups
taboos and ignorance about menstruation
gender based violence is common

standard designs do not consider accessibility
lack of information about accessibility options and MHM requirements
plans do not address security and privacy for women

women’s views ignored
lack of knowledge & skills of technicians about accessibility, safety or MHM
poorer, lower caste, women, disabled people, not consulted

WaterAid
A range of barriers are identified

- no door – lack of privacy
- broken uneven steps
- women’s views ignored
- steep muddy slopes
- contaminated unprotected sources
- unsafe locations for women
- decision-making dominated by men
- unstable hole liable to collapse
- handpumps exhausting to operate
- very wide drop hole
- trees and bushes
- taboos and ignorance about menstruation
- dark inside
- uneven slippery paths
- narrow door
- high platform with no step
- no MHM facilities
- gender based violence is common
- long distance to facilities
- danger of falling into well
- high well wall
- standard designs do not consider accessibility
- lack of information about accessibility options & MHM requirements
- no platform
- high steps
- lack of space inside
- nothing to hold onto
- slippery tiled floor
- high platform with no step
- lack of information about accessibility options & MHM requirements
- no platform
- high steps
- lack of space inside
- nothing to hold onto when stepping up
- 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
A range of barriers are identified:

- Gender-based violence is common.
- No MHM facilities.
- Unsafe locations for women.
- Unprotected sources.
- Contaminated environments.
- Gender-based violence is common.
- Taboos and ignorance about menstruation.
- Decision-making dominated by men.

Unsafe locations include:

- Steep and muddy slopes.
- Uneven and slippery paths.
- Very wide drop holes.
- Trees and bushes.
- Steep and muddy slopes.
- Broken uneven steps.

Women’s views ignored:

- Women’s views ignored.
- Girls’ and boys’ school toilets close together — lack of privacy.
- Handpumps exhausting to operate.
- Latrine impossible to clean.
- Door hard to close from inside.
- Door hard to close from inside.

Unprotected sources include:

- Contaminated sources.
- Unprotected sources.
- Unprotected sources.
- Unprotected sources.
- Unprotected sources.

Inaccessible facilities:

- No platforms.
- No platform.
- High steps.
- No platform.
- High steps.

Lack of accessibility options:

- Lack of information about accessibility options & MHM requirements.
- Standard designs do not consider accessibility.
- No information about accessibility options & MHM requirements.
- No techniques about accessibility options & MHM requirements.
- No techniques about accessibility options & MHM requirements.

Lack of information about accessibility options:

- Policies & procedures do not address security and privacy for women.
- Plans do not address security and privacy for women.
- Policies & procedures do not take account of excluded groups.
- Policies & procedures do not take account of excluded groups.

Safety and privacy concerns:

- Trees and bushes.
- Bushes and trees.
- Bushes and trees.
- Trees and bushes.
- Trees and bushes.

Lack of knowledge and skills of technicians:

- Lack of knowledge and skills of technicians about accessibility, safety or MHM.
- Lack of knowledge and skills of technicians about accessibility, safety or MHM.
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- Lack of knowledge and skills of technicians about accessibility, safety or MHM.

Security and privacy concerns:

- High steps.
- High well wall.
- High well wall.
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Privacy concerns:

- Latrine impossible to clean.
- Door hard to close from inside.
- Door hard to close from inside.
- Door hard to close from inside.
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Design concerns:

- No platform.
- No platform.
- High steps.
- High steps.
- High steps.

Privacy issues:

- No lifting mechanism.
- No lifting mechanism.
- No lifting mechanism.
- No lifting mechanism.
- No lifting mechanism.

Privacy issues:

- Lack of space inside.
- Lack of space inside.
- Lack of space inside.
- Lack of space inside.
- Lack of space inside.

Privacy issues:

- Danger of falling into well.
- Danger of falling into well.
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- Danger of falling into well.
- Danger of falling into well.

Privacy issues:

- High steps.
- High steps.
- High steps.
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Privacy issues:

- Nothing to hold onto.
- Nothing to hold onto.
- Nothing to hold onto.
- Nothing to hold onto.
- Nothing to hold onto.

Privacy issues:

- Danger of falling into well.
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- Danger of falling into well.

Privacy issues:

- Trees and bushes.
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- Trees and bushes.

Privacy issues:

- Unprotected sources.
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Privacy issues:

- No platform.
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Figure 1. Barriers are often interrelated

- Low status in the family/community *(social)*
- Lack of voice/representation in decision-making *(institutional)*
- Inappropriate facilities *(physical environment)*
- Low self-esteem *(individual)*
Vicious cycle of barriers

- Older person not consulted, unable to voice opinion, say what they need
- Lack of information or advice about accessibility options
- Toilet has slippery floor, no handrail
- Older person has poor balance & difficulty squatting
- Older person has low status in family, and low self-esteem
- Family reject the person, restrict their toilet use
- Older person often smells bad, more work washing clothes, cleaning toilet
- Older person often dirties their clothes and the toilet

WaterAid

Older person...
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

<table>
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<th>Solutions</th>
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<td>• uneven slippery paths, steep slopes, trees and bushes</td>
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<td>• high steps, no steps, narrow doors</td>
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<td>• lack of privacy and security, no MHM facilities</td>
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<td></td>
<td>• lack of space in cubicles</td>
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<td>• slippery floors, nothing to hold onto</td>
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<td><strong>Policy/ Institutional</strong></td>
<td>• standard designs don’t include accessibility or MHM</td>
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<td>• hygiene education inaccessible</td>
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<td><strong>Social/ cultural/ attitudinal</strong></td>
<td>• decision-making male-dominated</td>
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<td>• traditional beliefs about disability, gender, caste, HIV, ....</td>
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<td>• stigma, prejudice, shame,</td>
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<td>• gender based violence is common…</td>
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<td><strong>Individual</strong></td>
<td>• poor eyesight</td>
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<td>• difficulty walking, weak, stiff, easily tired</td>
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<td>• monthly menstrual bleeding</td>
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## Identifying solutions

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**WaterAid**

**WEDC**
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*Source: iThemba Lethu Project, 2004*
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** unlikely**

**definitely**
Possible intervention points

Toilet has slippery floor, no handrail

Lack of information or advice about accessibility options

Older person has poor balance & difficulty squatting

Older person has low status in family, and low self-esteem

Older person not consulted, unable to voice opinion, say what they need

Family reject the older person, restrict their toilet use

Older person often soils their clothes and the toilet

Older person often smells bad, more work washing clothes, cleaning toilet

Family reject the older person, restrict their toilet use

Older person has low status in family, and low self-esteem
Possible intervention points

**Toilet has slippery floor, no handrail**
- improve drainage
- create non-slip floor
- install handrail

**Older person has poor balance & difficulty squatting**

**Lack of information or advice about accessibility options**

**Older person not consulted, unable to voice opinion, say what they need**

**Family reject the older person, restrict their toilet use**

**Older person has low status in family, and low self-esteem**

**Older person often soils their clothes and the toilet**

**Older person often smells bad, more work washing clothes, cleaning toilet**

**Support self-help groups of older people**

**Provide information to family about low-cost accessibility options**

**Hold consultation meetings with groups of older people**
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  

(2) World Vision (2011) Travelling Together  

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:

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

or

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