WEDC

WaterAid

Activity sheet 2:
Identifying barriers to water, sanitation and hygiene

Purpose: To identify and analyse the barriers, obstacles and factors that create problems for users in accessing and using water and sanitation facilities.

Diversity message: Different groups of users may experience different problems and barriers when using facilities.

Engineering message: The way infrastructure is designed and built can unintentionally exclude some users.

Materials needed: Resource materials, including WaterAid reports, WEDC Conference papers, Briefing Notes, Stories in Brief, powerpoint presentations and video clips (see the list of references below). Report form (Wall of Barriers).

Time needed: 2.5 – 3 hours.

Introduction
Before carrying out this activity, please watch Section 2 of the powerpoint presentation 'Social model of exclusion'.

Activity

You have been provided with a collection of resources about problems facing some disadvantaged groups in accessing and using water and sanitation facilities. These include disabled adults and school-children, people living with HIV (PLWHIV), older people, and women and children.

1. Select 3-5 documents or video clips to read or watch. (Try to include at least one longer document, one shorter (2-page) document and one video clip). These can all about one disadvantaged group, or about different groups.

> **Hint:** If there is a group of you doing this activity, **co-ordinate so that each learner focuses on a different disadvantaged group,** so that you read different documents, and can then share your learning. For example, one learner focuses on disabled people, another on PLWHIV, or older people, and so on.

2. As you read, write down the different barriers[1] and factors that prevent or create problems for users when trying to access or use water and sanitation facilities. (You may find that the same barrier occurs several times – only write it down once).

> **Box 1. Examples of barriers:**
> - 'weak arms and legs'
> - 'high steps to latrines/water points'
> - 'HIV programmes don't include hygiene messages'
> - 'families overprotect disabled members'
> - and many more....

3. When you have listed everything you can, think about how to group the different types of barriers. Can you sort your list into the following categories?

- **Individual:** barriers to do with vulnerable persons' own limitations;

- **Environmental**: physical barriers in the natural or built environment;

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[1] 'Barrier' in this context is used to mean anything that prevents access to water and sanitation.

- ***Institutional or organisational:*** e.g. national laws, policies, strategies; implementation practices of an organisation, staff capacity, lack of information, etc.;

- ***Attitudes*** and behaviour of family or society, ***social*** practices, traditional beliefs.

> Using the examples from Box 1:
> each barrier would fall into a different category:
>
> 'weak arms and legs' = ***individual barrier***
>
> 'high steps to latrines/water points' = ***environmental barrier***
>
> 'HIV programmes don't include hygiene messages' = ***organisational barrier***
>
> 'families overprotect disabled members' = ***social/attitudinal barrier***

Summarising your learning

4. Using the 'Wall of Barriers' format at the end of this activity sheet, write each barrier that you have identified in a separate 'brick', in the appropriate section of the Wall. Some examples have been done for you to get you started.

5. When you have finished, you should find that you have created a wall of barriers, composed of all the problems, issues and obstacles that you have identified.

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

Group discussion and summary

7. If there is a group of you carrying out this activity, compare your completed 'Walls of Barriers'.
   - Even though you have each been looking at a different marginalised group, are any of the barriers similar?
   - Are many of the barriers different?
   - Where are most of the similar barriers? Are they mainly in the same category or in all different categories?

8. Combine the individual walls into one 'Mega-Wall' if possible.

9. Start with barriers that appear on more than one wall. If there are still empty bricks, add the remaining important barriers from each group. (You can add rows of bricks!)

10. Below the wall, summarise any key points from your discussion, including interesting or surprising findings.

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.

Issues for disabled people

Access to water and sanitation in Ghana for persons with disabilities: findings of a KAP survey. Drafor, I. and Jones, H. (2008) 33rd WEDC International Conference, Accra, Ghana. WEDC, Loughborough University: UK. (1)

Access to water, sanitation and hygiene: Experiences of disabled people. Stories in Brief 1. Jones, H. (ed) (2010) WEDC: UK. (1)

Equal Access for All: Water and sanitation access for people with motor disabilities. WaterAid Ethiopia. *(2)*

Reaching out to the excluded: Exclusion study on water, sanitation and hygiene delivery in Malawi. Nalivata, P. and Matiya, G (2008) WaterAid Malawi. (3)

Making Latrines User-Friendly for Everyone. An exploratory research study on the discomfort faced by pregnant women, elderly, overweight, sick and disabled people when using squat latrines. NEWAH (2004) Nepal Water for Health, Western Region Office: Pokhara, Nepal. http://www.washdoc.info/docsearch/title/168466

Why should the water and sanitation sector consider disabled people? WELL Briefing Note #12. WELL (2005) WEDC, Loughborough University: UK. (1)

Mali Water and Disabilities Study (2009) Messiah College. Video: http://www.messiah.edu/ collaboratory/media_press/Mali_video.html

Woman Crawls Through Village For 30 Years! Part 1. HAND Nepal (2010) Youtube video: http://www.youtube.com/watch?v=pZxfb2CwGfs &feature=related

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. (2)

Issues for older people

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

Access to water, sanitation and hygiene: Experiences of older people. Stories in Brief 3: Jones, H. (ed) (2010) WEDC. (1)

Making Latrines User-Friendly for Everyone. NEWAH (2004) *(full reference above)*

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

Issues for people living with HIV

Making the Links: Mapping the relationship between WASH and HIV/AIDS: a joint think-piece. WaterAid Ethiopia and Progynist (n.d.) (3)

Water and Sanitation for People Living with HIV and AIDS: Exploring the Challenges. WaterAid, AMREF: Tanzania (2009). (3)

Access to water, sanitation and hygiene for people living with HIV & AIDS: a cross-sectional study in Nepal. WaterAid Nepal (2010). (3)

Issues for women and adolescent girls

Is menstrual hygiene and management an issue for adolescent school girls? A comparative study of four schools in different settings in Nepal. WaterAid: Nepal (2009). (3)

Insecurity and shame. Exploration of the impact of the lack of sanitation on women in the slums of Kampala, Uganda. Massey, K. (2011) WaterAid/SHARE Briefing Note. (3)

Fear and anger: Perceptions of risks related to sexual violence against women linked to water and sanitation in Delhi, India. Lennon, S. (2011) WaterAid/SHARE Briefing Note. (3)

Issues for disabled schoolchildren

Access to water, sanitation and hygiene: Experiences of disabled schoolchildren. Stories in Brief 2. Jones, H. (ed) (2010) WEDC. (1)

Schools accessibility survey report released. UNAPD (2009) *Update,* Vol 7 (1), pp. 8-10. http://www.unapd.org/userfiles/July_august_09.pdf

The relationship between water and sanitation and inclusive education. Lewis, I. (2009) EENET: Manchester, UK. Paper for WaterAid.

http://www.eenet.org.uk/resources/docs/Lewis_IE_WATSAN-english.PDF

Issues for minorities & indigenous groups

Access to water, sanitation and hygiene: Experiences of ethnic minorities and indigenous groups. Stories in Brief 4. Jones, H. (ed) (2010) WEDC, Loughborough University: UK. (1)

Understanding Pastoralists and their WASH Needs. WaterAid (2011) (2)

Where no one has worked before: Innovations behind WaterAid's WASH work in Bangladesh tea garden communities. Ahmed S. (2012) WaterAid. (2)

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

(3) WaterAid document search: <http://www.wateraid.org/uk/what_we_do/documents_and_publications/default.asp>

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

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

Wall of Barriers

Write one barrier/ obstacle/ problem in each 'block' in the wall. Some examples have been done to get you started (you may delete them if they are not relevant).

Individual		Physical Environment		Institutional/ organisational		Attitudinal / Social	
Weak arms and legs							
		High steps to latrines/ water points				families overprotect disabled members	
				HIV programmes don't include hygiene messages			

List of resources used: