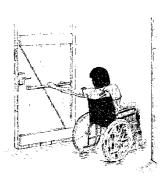# Facilitator notes:
Accessibility and safety audit of water & sanitation facilities

Purpose: To evaluate the level of accessibility and safety of an existing water and/or sanitation facility and its surrounds, and to identify possible changes or improvements.

Diversity message: Simple changes to facilities and their surrounds can improve their usability for a wide range of users, thus avoiding the need for separate 'special' provision.

Safety message: To consider any risks to safety from using the facilities and to consider if anything can be done to reduce the risks.

Engineering message: Users can provide information to technicians on whether a facility performs its intended function, for the intended users. This can contribute to design improvements.

Materials needed: Accessibility audit of latrines/ school latrine/ water point; resources about inclusive design, standards and approaches (see Resources list below).

Time needed: 3 – 5 hours.

Activity

1. Decide which type of facility you wish to audit – a latrine, school latrine or a water point, and download the relevant Accessibility & Safety Audit framework (see Resources list).

2. Select your team. Accessibility & Safety Audits are most effective when carried out as a team involving users – disabled people, older people, women, or children as appropriate. Give each team member a copy of the audit.

3. Allocate suitable tasks to each team member, including note taker, measurer, photographer, interviewer, etc. Complete sections A & B of the audit.

4. Starting with Section C, ask team members firstly to get to (walk or wheel to) the facility, identifying any problems or obstacles that prevent them or make it difficult. They should also note anything that affects the safety of the user. Write these down, take photographs and draw a diagram to illustrate.
(You may also use the checklist of questions in each section to guide you.)

5. Having identified the problems, now identify what could be done to eliminate or reduce the problems and write these down.
(See the list of Additional resources with information about practical solutions).

6. Go through each section of the audit, filling in the relevant sections as you go round.

Hint : When identifying problems of physical access, avoid using vague words like 'inaccessible', or 'not user-friendly'.
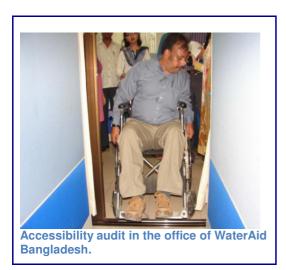
Be as specific as possible in your description, e.g.:

- Door is *too narrow,* path is *uneven,* inside is too dark*, ...*

The more specific your description of the problems, the easier it becomes to identify solutions.

Getting to the facility can be the first problem

Elderly grandmother participating in an accessibility audit in the family compound in Mali.

Accessibility audit in the office of WaterAid Bangladesh.

Adapting the assignment

Encourage learners to think creatively about how to make the best use of this assignment. It could be carried out:

• in their office, in the office of a partner organisation, government office, or at community level;
• with colleagues – in pairs or as a team,
• with a group of community members, e.g. women's group or village committee;
• with a group of users who experience difficulty using water or sanitation facilities, e.g. a disabled people's organisation or groups of adolescent girls.

If the audit will be carried out at community level, consider who will be part of the team.

Accessibility and safety audit of household facilities

If the facilities being audited are for household use, identification of problems and solutions should focus primarily on those identified by the intended users, i.e. family members. Family members should therefore be actively part of the team as far as possible.

For example, if there is a pregnant woman and an elderly grandfather in the household, identifying any difficulties they currently experience (and are likely to encounter in the near future) should be the main focus. It is not necessary to consider access for wheelchair users in this scenario.

Adolescent girls in the household should also have an opportunity to identify any concerns they have about safety when using the facility and to suggest solutions.

Disabled student participating in an accessibility audit of her college facilities.

Accessibility and safety audit of institutional facilities

(For example, latrines at a school or health clinic, communal handpump, etc.)

If the facilities being audited are for communal use, i.e. for a wide range of possible users, identification of problems and solutions should be as broad as possible. Users from the local community should therefore be actively part of the team as far as possible, but in addition, use the checklist to identify problems that other users might face who are not currently present.

For example, you may have a wheelchair user and a blind person as part of your team, but don't forget to also think about the difficulties of other users – frail older people, or mothers with small children for example.

Accessibility audit of an institutional latrine in Ethiopia

Mixed or homogenous teams?

You may decide that women feel more comfortable in a women-only team, or disabled people prefer to be with other disabled people, older people prefer to be in a group with other older people and so on. Adolescent girls may prefer to discuss their safety concerns in a separate group.

Make sure that afterwards the ideas are shared between groups.

Discussion points

- Are the suggested solutions realistic?
- Can you group solutions into short-term (immediately doable), medium term (require some planning) and long-term (require consultation, planning and resources)?
- Which aspects of the audit worked well, and which did not work so well?
- Could this Accessibility & Safety Audit be used or adapted for use in the future?

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.

Accessibility audits

Accessibility audit: latrines; Accessibility audit: school latrines; Accessibility audit: water points. Jones, H. (2011) WEDC, Loughborough University: UK. (1)

Safety audits

A Handbook on Women's Safety Audits in Low-Income Urban Neighborhoods: A focus on essential services. Mehrotra, S.T. (2010) Jagori & Women in Cities International

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

Design Guidance

Accessibilité des infrastructures communautaires d'adduction d'eau potable, d'assainissement et d'hygiène. Technical Briefing Paper 1 WaterAid Madagascar (2010).

In English: *Technical manual on community water supply, hygiene and sanitation facilities.* Technical Briefing Paper 1 WaterAid Madagascar (2010). <http://www.wateraid.org/documents/plugin_documents/brochure_a5_wateraid_anglais_nov_bas.pdf>

Design Guidance - Ramps. Centre for Accessible Environments (2004) <http://www.cae.org.uk/guidance_ramps.html>

Further information

For more Equity and Inclusion learning 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 on the right) or Shamila Jansz, WaterAid shamilajansz@wateraid.org

Design guidance - steps and stairs. Centre for Accessible Environments (2004) <http://www.cae.org.uk/guidance_stairs.html>

Water and Sanitation for Disabled People and other Vulnerable Groups: designing services to improve accessibility. Jones, H. and Reed, R. (2005) WEDC, Loughborough University: UK. <http://wedc.lboro.ac.uk/wsdp>

Version française: L'Alimentation en Eau et les Installations Sanitaires pour les Personnes Handicapées et autres groupes vulnérables. WEDC, Loughborough University: UK.

WEDC   **Loughborough University**