

Games on inclusion of age, disability and gender
in preparedness and humanitarian response

Designing inclusive water, sanitation and hygiene (WASH) facilities

Game title: Designing inclusive water, sanitation and hygiene (WASH) facilities

Overview: Teams look at various images of WASH facilities to identify specific elements of the facilities that make them more inclusive for older people and people with disabilities.

Learning objectives:

By the end of the game players will be able to explain how to create inclusive WASH facilities.

Who should play the game?

Individuals working in the WASH sector or related sector who wish to learn about inclusive design in WASH facilities.

Number of players: 4 or more

Materials required:

Resource 1: Print one copy of Spot the inclusive design per team

Estimated time required: 30-45 minutes

Facilitator instructions:

Step 1: Explain the concept of the game is to work in teams and identify elements in the design of WASH facilities that make them more inclusive.

Step 2: Organise players into teams of between 2 to 4 players and give each team a copy of Resource 1 'Spot the inclusive design'. Explain that they will have 10 minutes to find all the design elements that increase access. The number next to the picture shows the number of points to find.

Step 3: After 10 minutes stop all teams and ask each team how they did and whether they are any inclusive design elements that they could not find. Run through each image and take it in turns for each team to point out the elements they identified as inclusive. Check these against the facilitator's answer sheet, pointing out any that players missed.

Step 4: Congratulate everyone for their work and debrief with the following questions:

- What did you learn from looking at these images?
- How often do you see inclusive facilities where you work (in the office and the field)?
- What needs to change in WASH programmes to ensure inclusion?
(Include budget lines for making facilities inclusive, and consult a variety of stakeholders who will use the facilities – including older people and people with disabilities of different genders.)
- Who should be consulted to improve inclusion and at what stage in the project cycle?
(Older women and men, women, men, girls and boys with disabilities and other groups of people who will use the facilities. Also consult DPOs, OPAs or other specialist organisations. Consultation needs to happen throughout the project cycle from project identification to design, and then through implementation and evaluation.)

- What standards should WASH programmes use to help guide inclusion of older people and people with disabilities? (*Humanitarian inclusion standards for older people and people with disabilities*)

Level of facilitation required: Low

Possible adaptations to game:

Instead of printing the images they could be placed on a slideshow with a projector for teams to view. They could also be printed and placed around the room for teams to walk around and find each inclusive design element.

Suggested games to play before or after this game:

- Building resilience with assistive products for older people including older people with disabilities
- Attitudinal, environmental and institutional barriers
- Creating accessible meetings
- How to manage inclusive communication in communities

Resource 1: **Spot the inclusive design**

This picture shows a hand-washing station (fed from a rainwater harvesting system on top of the latrine).

4



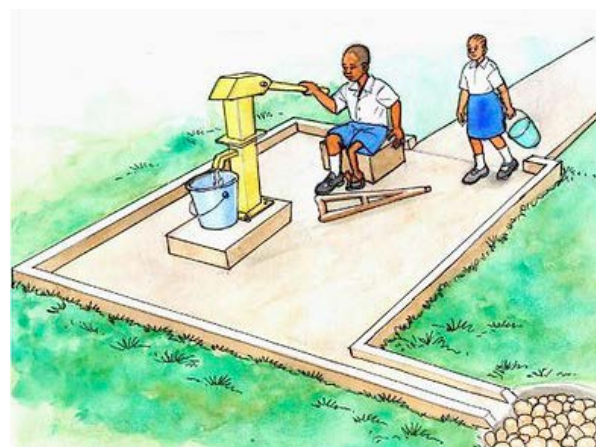
This picture shows a hand-washing station (fed from a rainwater harvesting system on top of the latrine).

3



This picture shows a water point.

3



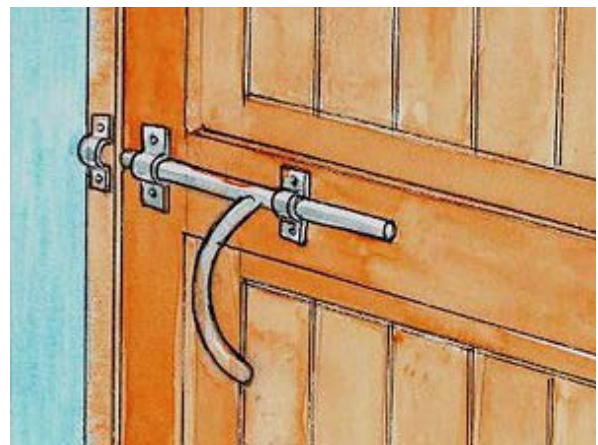
The picture shows a chair with arm rests located over a pit latrine hole. It is a simple modification to a pit latrine to improve accessibility where funds are limited.

2



This picture shows a door handle to lock a latrine.

1



This picture is of a standard design of a school latrine for use in Tanzania which has been designed to improve accessibility for children with disabilities.

(The sizes and heights of the different features were tested out by children and adults with disabilities before finalising the design.)

4



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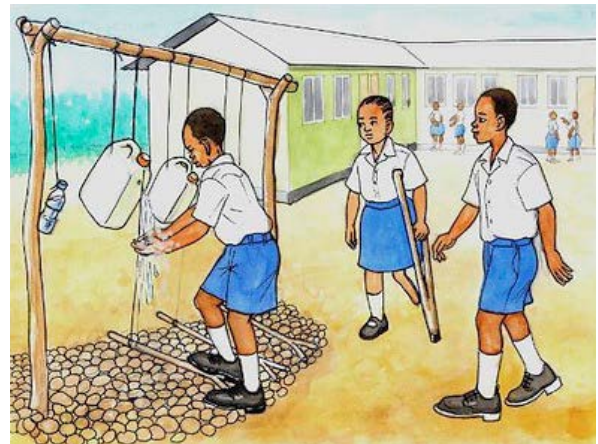
This picture shows a school latrine unit.

3



This picture shows a simple tippy tap unit with drainage and soap.

1



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Resource 2: **Facilitator answers**

This picture shows a hand-washing station (fed from a rainwater harvesting system on top of the latrine).

1. Ramp.
2. Handle on door is easy to grip.
3. Upstands on side of ramp.
4. Tap accessible for wheelchair user.



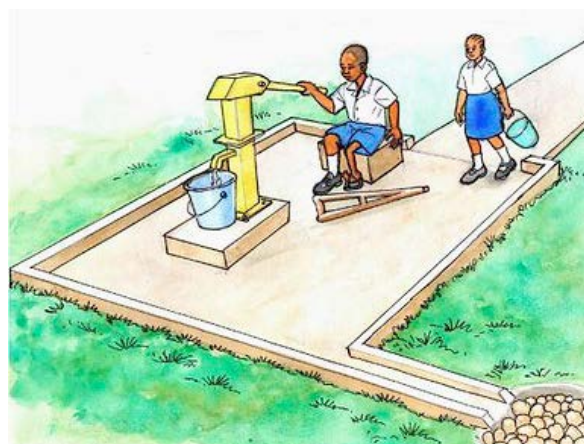
This path has been designed to make it easier to use for someone who has limited sight.

1. The slightly raised tactile strips can be felt under foot.
2. The upstands at the edge of the path can also be used as a guide.
3. Handle on door is easy to grip.



This picture shows a water point.

1. Concrete block as a seat.
2. A smooth path for access by wheelchair.
3. Part of the upstand around the drainage curtain removed to make the pathway accessible.



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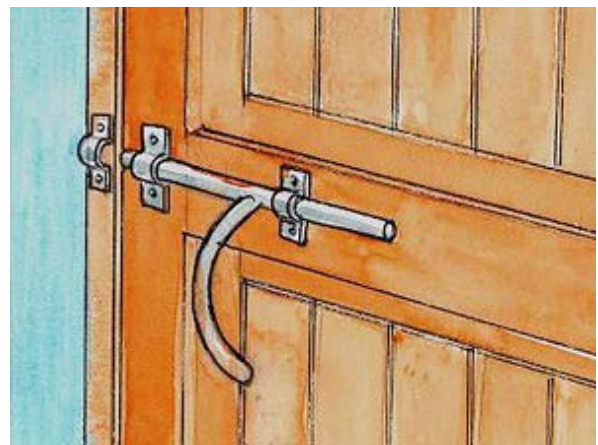
The picture shows a chair with arm rests located over a pit latrine hole. It is a simple modification to a pit latrine to improve accessibility where funds are limited.

1. The arm rests on the chair also act as a form of handrail to help with the process of transferring from a wheelchair to the seat.
2. Smooth and varnished to be easily cleanable.



This picture shows a door handle to lock a latrine.

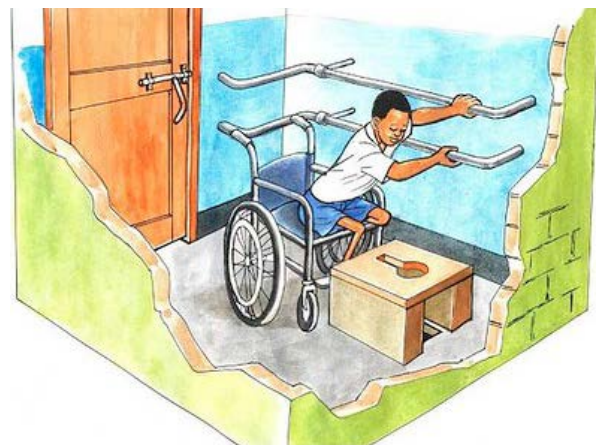
1. This door lock has a larger gripping surface and hence easier to use than a standard door handle.



This picture is of a standard design of a school latrine for use in Tanzania which has been designed to improve accessibility for children with disabilities.

1. It has a cleanable seat,
2. Handrails at two heights,
3. Easy grip handle on the door
4. More space inside the latrine than usual units.

(The sizes and heights of the different features were tested out by children and adults with disabilities before finalising the design.)



All picture by: Picture by: Government of the United Republic of Tanzania / Rashid Mbago

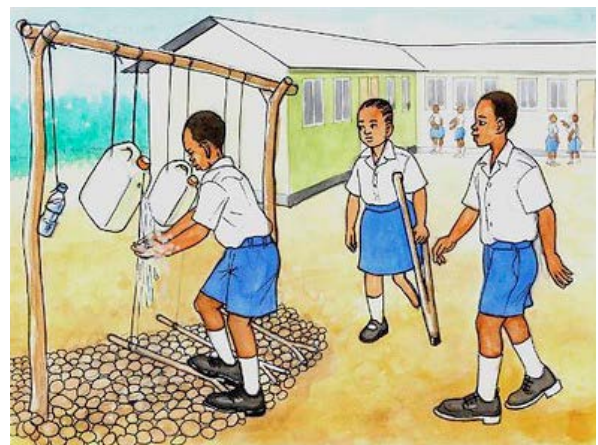
The diagram shows a ramp which has been constructed to make school latrines more accessible. It has staged landings, a slope that is $< 5\%$ slope and a flat area before the door.

1. Hand rails leading up path,
2. Gentle ramp that is less than 5% slope,
3. Flat area in front of entrance to latrine.



This picture shows a simple tippy tap unit with drainage and soap.

1. Simple tippy tap unit with drainage and soap operated by foot.



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