

Accessibility and Safety Audit: Latrine

The purpose is to examine a sanitation facility, and

- a) Find out if a physically vulnerable person¹ is able to use the facility independently.
- b) Identify which features make it easy to use, and which features make it difficult to use by a physically vulnerable person.
- c) Find out if there are any safety concerns around using the facility, particularly for adolescent girls, women and children of different ages.
- d) Identify if there are any changes that can be made to the facility or its surrounds to reduce safety risks identified.
- e) Make suggestions for changes/improvements.
- f) Involve users in the design of facilities

A. Allocation of tasks

Appoint a co-ordinator (if you haven't already). Assign or ask for volunteers for relevant recording tasks: note-taker, measuring dimensions, drawing diagrams, taking photographs, etc. (Team members may do more than one task).

<i>Names of team members</i>	<i>Equipment needed</i>
Co-ordinator	Note-book & pen
Interviewer	Note-book & pen
Note-taker:	Note-book & pen
Measurer:	Tape measure
Drawer of diagrams:	Note-book & pencil, eraser
Photographer:	Camera

B. Latrine - general details

1. Type of latrine
2. Location /Address
3. Name of implementing organisation
4. Accommodation: owned rented other (specify).....
5. Geographic location: rural urban peri-urban village farm flat hilly
(Please describe)
6. General description of latrine, focusing on superstructure, including materials
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¹ This might be a frail elderly woman or man, a small child, a heavily pregnant woman, a wheelchair user or person who walks with a stick or crutches, someone who is visually impaired, with weak grip, a broken leg, a limb amputation

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C. Accessibility and safety

Different users now attempt to get into and show how they can/cannot use the toilet. Make a note of who can use it and who cannot, and what features make it difficult to use. Use the attached checklist to remind you of the kind of features to look for, ignore any that are not relevant, and add things that are missing.

7. Getting there:

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Suggested changes:

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Checklist

- Distance from house to latrine.
- What is the path/ access route made of?
- Is the path wide enough for all disabled users (recommended min width 90cm)?
- Is the path level and firm, with nothing to trip up? Is the path surface slippery when either dry or wet? Are there obstacles that block the path, or make it easy to trip especially for visually impaired people (up to 2m above floor level)? Is the path clear of branches of trees and bushes?
- Can a blind person follow the path? E.g. clear surface texture, landmarks or guide rail?
- Are slopes too steep? (*Recommended max 1 in 12, ideally 1 in 15*). Is the surface of the slope slippery or non-slip?
- If used at night, is the path lit?
- Are there any parts of the path which make adolescent girls, women or children feel unsafe when using it? If so why?

8. Getting in/on/out:.....

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Suggested changes:

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Checklist

Steps:

- Are they even or uneven, firm or broken, non-slip or slippery?
- Are they suitable height? (*recommended max 15 – 17 cm each step*)
- Is there a hand-rail for support?

Entrance:

- Is there a flat platform in front of the door? Is it wide enough for a wheelchair user to enter? (*recommended min width 80cm*)
- Is the difference in height between inside and outside level, or a maximum 17cm?
- Is the door easy to open by someone with weak hands?
- Does door open inwards or outwards?
- Can the user close the door easily from inside?
- Is the door easy to lock and unlock?
- If someone faced harassment or other safety risks when using the facility would they be able to safely get away from the facility?

9. Safety of use

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Checklist

Feeling safe when using the latrine:

- Do all groups of people feel safe when using the latrine? Particularly ask adolescent girls, women and children of different ages.
- Are there any particular times or day or night when adolescent girls, women or children feel less safe?
- Is there any way that men or boys can easily see inside the women / girls' latrines?
- How far is the women's latrine located from the men's latrine? Do men and boys hang around outside the women's latrine?

Management and maintenance:

- If there is a caretaker or cleaner do they make adolescent girls, women and children feel safe when they use the latrine by the way they behave?

Improvements:

- How would the users suggest the facility design or management could be improved to make it feel safer to use?

10. Inside (draw a plan on a separate page to show dimensions and layout viewed from above)

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Suggested changes/improvements:

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Checklist

Space inside:

- Total internal dimensions (width, length)
- Distance from door to front of toilet pan/hole
- Width & height of toilet pan
- Distance on each side of toilet pan to each side wall
- Does the layout of the toilet allow space for a wheelchair/ crutch user or a user and helper? (Draw the layout on a plan diagram)

Floor:

- What is it made of? Is it even, or uneven, firm or unstable, slippery or non-slip? Does it appear to be easy to clean?

Light:

- When the door is closed is there enough light to see the toilet hole and footplates?

Windows and roof:

- Do these provide adequate privacy for women and girls using the latrine? Can anyone see inside when standing on neighbouring roofs?

11. Support structures

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Suggested changes/improvements:

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Checklist

Describe:

- Is it a squatting or sitting latrine?
- If squatting: is there something to hold onto when squatting? Rails/ rope etc. materials, finish, position, height, etc. (Draw their position on a plan.)

Seat (if there is one):

- Describe materials, finish, dimensions, fixed/moveable, size of hole.
- Is it easy to use, easy to clean? Why? Why not?

12. Water/anal cleansing materials (availability)

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Suggested changes/improvements:

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Checklist

- Is there an internal water point? Describe.
- Can it be reached from squatting/sitting? If not, what is the source and how far is it from the latrine?
- Are anal cleansing materials easily available?
- Are there disposal facilities for anal cleansing materials?

13. Disposal facilities for sanitary protection materials (availability and functioning)

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Checklist

- Is there a system for discrete disposal of sanitary protection wastes?
- Is there a container with a close fitting lid for used materials to be put into?
- Are the containers used?
- Are the containers emptied regularly? Is someone responsible for emptying and cleaning the containers?
- Is there an agreed and safe location for the final disposal of the wastes (for example incineration, burying or disposal into municipal waste collection systems)?

14. Handwashing:

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Suggested changes/improvements:

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Checklist

- Is water available for handwashing?
- Is soap or ash available?
- Can it be easily reached by all users – including small children?
- Is there somewhere for the water to be disposed of that keeps the surroundings hygienic and from becoming slippery?
- Are the boys and girls hand-washing facilities separate and away from each other (to allow privacy for girls managing their menses)?

15. Other issues (Please add anything further)

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D. Interviews with local users

16. Persons interviewed:

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17. Who uses the facility?

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18. Who can use it easily?

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19. Are there people who would like to use it but cannot, or have difficulty?

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20. Have there ever been incidents where women, adolescent girls, children or others have faced harassment or other safety threats when using the facility? If so describe the problems that have occurred. Also ask if there are any ideas as to how this could be prevented in the future?

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21. Please add any additional information or comments.

This tool is part of the toolkit:

House, Sarah, Suzanne Ferron, Marni Sommer and Sue Cavill (2014) *Violence, Gender & WASH: A Practitioner's Toolkit – Making water, sanitation and hygiene safer through improved programming and services*. London, UK: WaterAid/SHARE.

It has been adapted from: Jones, H (2012) *Accessibility Audit: Latrine*, WEDC, Loughborough University: UK. <https://wedc-knowledge.lboro.ac.uk/collections/equity-inclusion>