



# Accessibility audit checklist for public latrines

FLARE

Tarryn Brown | 2 August



The CS WASH Fund is supported by the Australian Government and managed by Palladium International Pty Ltd.

Issue:  
Need to learn from  
designs of public  
toilets by World  
Vision in Sri Lanka.



# Action: Review and adapt existing accessibility audits available



**WEDC** **PLAN**

### Accessibility and Safety Audit: Market Centre Latrine

**Purpose:** to examine a market centre latrine, and:

- Find out if a physically vulnerable person\* could access and use the facility independently;
- Identify which features make it easy to use, and which features make it difficult to use;
- Identify any safety concerns with using the facility, particularly for girls and women;
- Identify any changes/improvements that could be made to the facility or its surrounds to improve ease of use and reduce safety risks;
- Involve users in the design of the facilities.

**Allocation of tasks**  
Share out the tasks below. Team members may do more than one task.

Name of team members	Additional Equipment
Co-ordinator	Note-book & pen
Interviewer	Note-book & pen
Note-taker	Note-book & pen
Focus on women and girls' issues (esp. MFM, privacy, safety)	Note-book & pen
Measurer	Tape measure
Drawer of diagrams	Hand-drawn paper, pencil, eraser
Photographer	Camera
Other	

**A. General details**

- Location/Address: .....
- Type of latrine: .....
- Constructed by: .....
- General description of latrine, focusing on superstructure, including materials: .....

\* This could include girls and women who are menstruating, pregnant women, people with difficulty walking, or who use a wheelchair, or who are visually impaired, or have weak or stiff joints, or are injured, or have a limb amputation – the list is endless...

**WEDC**

**WEDC** **WaterAid**

### 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 obstacles or improvements.

**Training message:** Simple changes to facilities and their surrounds can improve their usability for a wide range of users, thus providing the best or 'resilient' option possible.

**Safety message:** Do not create 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.

**Website reference:** Accessibility back at latrine: common latrine water pipes; resources about inclusive design, objectives and approaches (see 1. Introduction MFM) (4)

**Time needed:** 11-12 hours

**Activity**

- Decide which type of facility you wish to audit – a water, water kiosk or a water point, and download the relevant Accessibility & Safety Audit framework (see Resource list).
- Select your team. Accessibility & Safety Audits are most effective when carried out as a team to visit the site – disabled people, other people, women, or children so appropriate. Give each team member a copy of the audit.
- Allocate suitable tasks to each team member, including note taking, measuring, photographing, interviewing etc. Complete sections A & B of the audit.
- Starting with Section C, split team members into 2 to go to, (and/or return to) the facility, identify any problems or obstacles that people there or using it might face. They should also note anything that shows the safety of the site. If no issues found, take photographs and draw a diagram to illustrate. (You may need to take the observation of operations in each facility to guide you.)
- Have identified the problems, now think what can be done to eliminate or reduce the problems and write these down (You may find it helpful to use the security information about protected sources).
- Go through each section of the audit, filling in the relevant sections as you go round.

**Hint:** When identifying possible physical access issues, think about things like 'steepness', or 'not level ground'. Be as specific as possible in your descriptions, e.g.:

- Door is 1.2m from the public entrance, inside the door.

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

1 only, modifications to WFA 21

**WEDC**

# Action: Trial and further adapt resource to suit context



# Take away lessons for disability inclusive research and innovation:

- Partner with Disabled Peoples Organisations/people with disabilities
- Ensuring your approach not just accessible but also is inclusive.
- Be ready to adapt and change resources to fit the context
- People with disabilities have expertise about how to address barriers
  - Structured tools can help them provide disability inclusive WASH advice