**GUIDELINE:**

**Sanitation trajectories in non-residential areas**

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**Objective:** **Documenting trajectories of sanitation users in predominantly non-residential areas to explore their experiences and everyday sanitation practices.**

***What specifically are we trying to understand?***

We want to understand the **experiences**, practices, **costs and investments** devoted to sanitation (money and time), their consequences and their changes over time of a range of individual women who spend long periods in non-residential settings (for activities such as work, shopping or study) to understand their use of sanitation facilities. In doing so we want to understand how factors such as their occupation, rights to urban spaces, caring responsibilities, age, or gender, intersect with the sanitation facilities and services available to affect their practices and experience of sanitation.

***We aim to build this picture by collecting information in the following broad categories and their changes over time:***

* **Facts** (e.g., dates, information on costs and investments, including time and money, information about infrastructure and facilities)
* **Practices (**what do people do to access, manage and improve sanitation)
* **Experiences and perceptions** (how does sanitation affect people’s lives in terms of safety, dignity, health, livelihoods? What do people hope for, what are they trying to achieve in terms of sanitation improvements?)

**PROCESS AND METHODS**

This methodology builds on the work of Pascale Hofmann[[1]](#footnote-1) and aims to capture changes over time through qualitative interviews[[2]](#footnote-2). For this part of the OVERDUE project our unit of analysis will be individual users of public spaces in each city. We envisage to conduct one long interview (1-2 hours) with each participant.

**SELECTION CRITERIA**

We will be doing **1-3 non-residential sanitation trajectories** in each OVERDUE city. Please use the following list of criteria to propose a selection of interviewees for discussion with Julian and Julia and your city co-lead.

The aim is to cast light on the particular sanitation challenges faced by women users of public spaces in each city.

**Selection criteria for the interviewees:**

* The interviewees must **all** be women who spend significant periods away from their homes in the public spaces under investigation and rely on non-domestic sanitation facilities.
* Try to focus on interviewees who have been long term users of the public space and have a sense of changes over time.
* Please include women that you consider have particularly challenging sanitation experiences, e.g.:
  + Women who need to sleep in the non-residential setting for periods of time
  + Women who need to carry out care work in the non-residential setting (e.g market traders with babies)
  + Workers who need to address sanitation taboos (e.g., teachers dealing with menstruation needs of their students)
  + Workers or users of public space who may be excluded from use of facilities due to stigma or rules of access
  + Women with specific accessibility challenges (e.g., disabled or older women, or traders unable to leave their stock unattended)

**TEAM AND ROLES**

For this research activity we need a team of at least two people. One will lead the interview and the other one will record key information from the interview to build a timeline(s) on flip chart paper that can be seen by the interviewee to guide the discussion.

The interview should also be recorded using an audio recorder. This should be used to write up a transcript of explanatory notes to complement the timeline. The timeline is **not** the only output! Both team members should also take written notes for themselves, where possible, of things they observe during the meeting that they felt were important (who came in, did everyone seem to agree, was there any controversy, body language, what did the sanitation facilities look like? Etc.)

**PROCESS**

At the beginning of each interview, the information video and leaflet must be shared with the respondent and the consent shared and explained. It is essential that the participant understands the process is voluntary and that it is possible to opt out at any moment.

If the participant agrees to proceed, basic information about participants needs to be collected (see **Appendix 1** for a copy of the questionnaire) as a basis for the interview. Please note that some of these questions (e.g., regarding menstruation) are likely to be sensitive and you may want to save them for a later point in the interview when you have built a comfortable rapport with the interviewee.

During the interviews, **timelines** are used to trace trajectories and to explore **change over time** (Appendix 2). The questions should address the range of sanitation practices and facilities that the interviewee uses including both public facilities and other sanitation facilities/ practices such as flying toilets, or facilities in the workplace. The timeline should refer to the entire period since they started spending long periods of time in this public space.

Timelines offer a suitable method to capture key events and change processes over time as perceived, understood and experienced from the perspective of participants. What information to capture under each of the timelines is dependent on the particular experience and circumstances of the interviewees.

The interview will be structured around four broad questions but try to capture other discussions that the participant raises that go beyond these questions. Asking clarifying ‘WHY?’ questions is particularly useful to gain a deeper understanding (e.g., about price increases, the decision to upgrade the toilet etc.). Question 0 focuses on the interviewee’s use of the public space.

Questions 1 and 2 focus on collecting the facts and plotting them on a timeline. Questions 3 and 4 aim to interrogate these facts and the changes that occurred, their reasons, and their consequences. The four core questions are:

***0.***  ***Please tell us about what you do in the public space and your daily activities***  ***here. How have these changed since you started using the space?***

1. ***Since you started working in, or using, this public space (school/ market etc), what sanitation arrangements have you (for yourself and those you care for) used on a daily basis, and how/when has this changed?*** By ‘sanitation arrangements’ we are referring both to infrastructure and services that the participant uses for going to the toilet, menstruation, and personal hygiene (washing), as well as the infrastructure and services that they rely on to process, dispose of, and clean up faecal and menstrual waste.
2. ***What resources did each of these new sanitation arrangements require?*** By this question we mean what investments the respondents needed to make, or costs they needed to cover, to access the new sanitation arrangements (e.g., paying for access to public toilets, contributions to the development of public infrastructure through labour or financial contribution, membership of trade or other associations, penalties for prohibited sanitation practices, purchase of sanitation equipment (e.g., plastic bags or buckets or menstrual hygiene products)? You may also note if the sanitation arrangements stayed the same but the costs to use them changed significantly.
3. ***Why did you change your sanitation arrangements at each point of change?*** For each change listed in sanitation arrangements ask the participant why they changed. Using the template in appendix below, group their answers under ***Change in your occupation or your use of the public space******or personal circumstances*** (e.g., changed from itinerant trader to having a stall, changed role in school, became pregnant or had new caring responsibilities, became better off financially), ***Change in governance practices and rules of the space*** (e.g., campaigns against open defecation, members and access rules for sanitation facilities, collective action by traders to improve sanitation provision) or ***Contextual change*** (e.g. spaces became more intensively used, flooding, changing in prices of key household costs).
4. ***How did these changes/impacts affect your life and other activities?*** *This question focuses on the* ***individual interviewee’s*** *experience of the sanitation changes. For each change, explore what were the consequences in terms of time (gained or lost), financial effects (increased costs, burden or new opportunities), skills (training gained through federation or CBOs or NGOs), wellbeing (increased privacy, fear and containment, effects on health exposure to violence or risk), The objective is to investigate further the experience of the individual and how sanitation arrangements connect with broader resources, empowerment, but also exclusion and burden.*

**OUTPUTS**

* Timeline
* Audio recordings from interview
* Photos
* Location of the school/market stall marked on a map
* Consolidated written up notes from both facilitators
* Appendix 1 (filled in)
* Appendix 2 (written up after the interview)

**APPENDIX *1***

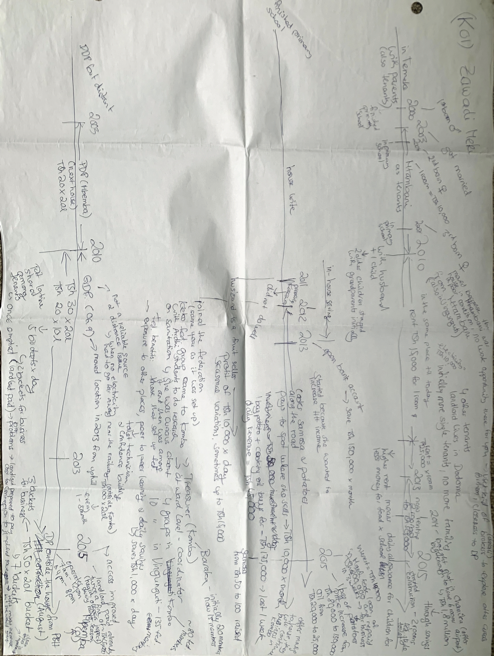
|  |
| --- |
| The information sheet/video have been shared with the research participant: |
| Consent has been obtained: |
| Interview number: |
| Age: |

1. **What is your name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **When did you start working or spending time in the area? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
3. **Where do you live? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
4. **How much time do you spend in this public area in what periods?** (I.e., how long each day or for what extended periods if any)  
   **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
5. **What is your occupation and role? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
6. **Do you bring any dependents or people you care for with you to this place? If yes, who? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
7. **What facilities/ practices do you use for going to the toilet (urinating/ defecating)? Please mention all. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
8. **What facilities/ practices do you use for menstruation? Please mention all. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
9. **What facilities/ practices do you use for personal hygiene practices in or around this public space? Please mention all.** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
10. **Notes**

**APPENDIX 2**

[drawing timeline on the flipchart and interrogating key moments, like done in community workshops]

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Year/ date** | **Q0. Occupation and activities**  Please tell us about what you do in the public space and your daily activities here.  How have these changed since you started using the space? | **Q1. Sanitation arrangements**  Since you started working in, or using, this public space (school/ market etc), what sanitation arrangements have you (for yourself and those you care for) used daily, and how/when has this changed? | **Q2. Resources required for the new arrangement**  What resources did these new sanitation arrangements require. | **Q3. Why did you change your sanitation arrangements at each point of change? (Place the answer under the relevant one of the three columns below)** | | | **Q4. Impacts of the new arrangement**  What effects on time, financial resources, wellbeing, skills, other did the change in sanitation arrangement have? |
|  | **Change in your occupation or your use of the public space or personal circumstances** (e.g., changed from itinerant trader to having a stall, changed role in school, became pregnant) | **Change in governance practices and rules of the space**  (e.g., campaigns against open defecation, members and access rules for sanitation facilities, collective action by traders to improve sanitation provision) | **Contextual change** (e.g., spaces became more intensively used, flooding, changing in prices of key household costs) |
| Started spending extended time in public space |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| Now |  |  |  |  |  |  |  |

**Example of a tenant timeline developed during fieldwork in Dar es Salaam (by Pascale)**

**The top line documents household structure and living conditions. The middle line captures education, livelihood activities and collective action, and the bottom line access to WSS**

Photo © P. Hofmann (2016)

1. Pascale Hofmann, ‘Multi-Layered Trajectories of Water and Sanitation Poverty in Dar Es Salaam’, in *Urban Water Trajectories*, ed. Sarah Bell et al., Future City (Cham: Springer International Publishing, 2017), 103–18, https://doi.org/10.1007/978-3-319-42686-0\_7; Pascale Hofmann, ‘The Dialectics of Urban Water Poverty Trajectories: Policy-Driven and Everyday Practices in Dar Es Salaam’, *Doctoral Thesis, UCL (University College London).* (Doctoral, UCL (University College London, UCL (University College London), 2018), https://discovery.ucl.ac.uk/id/eprint/10062549/. [↑](#footnote-ref-1)
2. See Hofmann (2019) Household trajectories – methodology, methodological framework adapted as part of the KNOW program. [↑](#footnote-ref-2)