
UNIT 1 - WASH in urban low-income communities: an overview

LECTURER NOTES

This unit (Unit 1) provides an introduction to water and sanitation in low-income urban communities: what are the challenges, and what solutions will this course explore?

Teaching resources for this unit

Unit 1 powerpoint presentation

Unit scheduling

This unit must be the first unit of the course: it is the introductory unit.

Content flexibility

This is a *non-flexible* unit: the material is core material, and you are strongly advised to maintain the existing powerpoint structure. However, there are good opportunities for group discussion (see 🗣️ icon in the powerpoint presentation).

Content outline

This unit aims to briefly explore the following key questions:

- 1.1 What is an urban low-income community (LIC)?
- 1.2 What are common physical characteristics of an urban low-income community?
- 1.3 What is the typical WASH situation in an urban LIC?
- 1.4 What are the health impacts of poor WASH?
- 1.5 What types of solution will this module explore?

Important notes for the lecturer

- This is the first unit, so you will probably spend time explaining logistics etc.; be careful to allow enough time.
- The powerpoints are a support for the lecture, not a “literal script”: you should use the powerpoint as your framework, but you should elaborate and expand in your own words.
- It may be a good idea to start with some sort of introductory activity: for example, students are asked to introduce themselves to the group and briefly outline where they’re from, what they do, etc.
- There are various opportunities for group discussion (see 🗣️ icon in the powerpoint presentation), and discussion will be very useful for maintaining interest and anchoring general concepts into the local context [see TEACHING TIP below]. But there is a lot of material to be covered, and it is important to cover all of this material: so group discussions will probably have to be tightly managed so that they don’t occupy too much time.
- Note that Key Question 1.1 is a *very* brief initial consideration: this question will be explored in depth in Unit 2.

Essential reading for students

- WSUP Urban Programming Guide [*we recommend this be provided in print form as a core text for this course*]

Other reading (for lecturers, or for students who express a particular interest)

- The UN-Water Global Analysis and Assessment of Sanitation and Drinking-Water offers a comprehensive analysis of strengths and challenges in water, sanitation and hygiene (WASH) within and across countries [2014 is the most recent version]: http://www.who.int/water_sanitation_health/glaas/2014/en/

TEACHING TIP: *Group discussion is critical for this module. Discussion can be in the whole group, led by the lecturer. Alternatively you can ask students to form small groups (pairs, or groups of say 3-5): this may be more time-consuming, but it helps ensure that all students actively participate. After discussion in small groups, you may ask for feedback to the whole group. You can experiment with different patterns (e.g. pairs form groups of four, and each pair feeds back to the other). Use your imagination! Using different patterns (e.g. first a whole-group discussion, later pair discussions; first just verbal discussion, later feedback to a flipchart; etc. etc.) can help maintain interest and variety.*