

Priority Ranking

Purpose of Priority Ranking

This exercise was designed understand whether WASH issues are a priority and if so how these compared with other issues that people with disabilities face. Exploration and questioning around the ranking of a person's priorities can also shed light on how these issues are related to other problems, how they are managed and how as coping mechanisms are adopted priorities change.

Requirements

- Pen
- Post-it notes

Identifying participants

Priority ranking was found to be a suitable tool to use with most adult participants. In some cases a participant's ability and memory affected how the ranking process was done as explained below.

Process for doing a priority ranking

1. If you intend to do a priority ranking with a participant then it is important that they do not know that they study is specifically exploring WASH access issues. Rather during the consent process they should be informed that this is a study to explore the challenges people with disabilities face. After the completion of the priority ranking activity, before you begin the rest of the interview, they should be informed that the study is actually specifically about WASH.
2. To begin with participants are asked what activities of their day to day lives are most challenging for them. Participants should free list these things, with the field assistant writing each one on a separate post-it note and placing them on the floor before the individual. Free listing should continue until the individual comes to a natural end of their priority list. If the person has a visual impairment explain that you are writing each down on a separate piece of paper so that you will be able to come back to them later.
3. Participants are then asked to rank these challenges in order, beginning with the most significant challenge in their lives to the least significant challenge. For some participants this will be a simple process which they will be able to do quite quickly by moving around the order of the post-its. However, some participants may struggle with this process. In which case you may need to read out one card and ask if it is more or less challenging than the next. For example: 'Which is the bigger challenge for you, not being able to farm or not being able to go to the market?' Continue doing this, always comparing just two items until you have put all of them in order.
4. If the participant did not naturally mention anything to do with WASH, or just mentioned water issues but no issues relating to toilet use, probe them further to see if they do experiences access/use challenges. If they state that they do have challenges add this on one of the post-its and ask them to place this in the correct place among their other priorities.
5. Use this priority ranking to begin the rest of the interview by asking questions about why certain things are in certain positions. Consider the following: Why might WASH challenges not have been mentioned? What makes WASH challenges worse, better or different to the other challenges faced? Are there common patterns in the challenges they listed? Has this

order of priorities stayed fairly similar over the time they have been disabled? If it changed what were the factors that made certain priorities become more or less significant?

Analysis of priority ranking

A preliminary analysis should compare all of the priority ranking exercises and look for commonalities in relation to how WASH related activities are ranked, the types of challenges listed above or below WASH activities, and which types of WASH activities tend to be seen as the biggest challenge. Analyses should also look at differences in priorities between individuals with different types of impairments, of different genders, of different ages and those who live in rural areas compared to urban.

Sample of priority ranking being done

