



# Climate Change Response for Inclusive WASH: A guidance note for WaterAid Timor-Leste

GUIDANCE NOTE  
DECEMBER 2020

## Acknowledgements

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Please do not reproduce photos contained in this Guidance Note.

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## Research Partners

The Institute for Sustainable Futures at the University of Technology (ISF-UTS) is an interdisciplinary research and consulting organisation. ISF-UTS has been setting global benchmarks since 1997 in helping governments, organisations, businesses and communities achieve change towards sustainable futures. We utilise a unique combination of skills and perspectives to offer long term sustainable solutions that protect and enhance the environment, human wellbeing and social equity.

ISF acknowledges and respects the Aboriginal and Torres Strait Islander custodians of Australia and the Gadigal peoples upon which the UTS City Campus now stands. We continue to value the generations of knowledge Aboriginal and Torres Strait Islander Peoples embedded within our University and we pay our respect to their Elders past, present and emerging.

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**WaterAid Timor-Leste's** mission is to transform the lives of the poorest and most marginalised people by improving access to safe water, sanitation and hygiene. WaterAid Timor-Leste supports WASH service delivery projects in over 180 communities in Likisà and Manufahi municipalities, providing services to over 25,000 rural Timorese to date.

For further information visit: <https://www.wateraid.org/au/where-we-work/timor-leste>



# About the project

The Institute for Sustainable Futures at the University of Technology Sydney (ISF-UTS) is partnering with civil society organisations (CSOs) Plan International in Indonesia (YPIL), Plan International Australia (PIA), WaterAidTimor-Leste and WaterAid Australia to conduct research to inform how the CSOs address the impacts of climate change on their Water for Women projects.

The research project draws from a range of climate change adaptation, water, sanitation and hygiene (WASH) and gender and social inclusion concepts and on recent research approaches for assessing climate change.

## The Water for Women (WfW) Fund

This project is supported by a Water for Women Research Award, funded by the Australian Department of Foreign Affairs and Trade. The Water for Women Fund supports civil society organisations to implement gender and socially inclusive WASH projects in Asia and the Pacific. WASH Research Awards are for high-quality, policy-relevant research that is available, accessible and communicated to the policy development and program design community in Australia, Asia, the Pacific and the global WASH sector.

This project provides a means by which CSOs can:

**Assess** how climate change affects WASH service, gender and inclusion outcomes

**Use** the assessment information and replicate the methods in their Water for Women projects

**Encourage** adoption of climate change assessment findings and methods by other WASH practitioners and CSO partners

[waterforwomen.uts.edu.au/climate-change-response](http://waterforwomen.uts.edu.au/climate-change-response)

## Guidance for practitioners, and ideas for all

This Guidance Note provides activities and recommendations to WaterAid Timor-Leste for integrating considerations of climate change into its existing inclusive rural water service programming. The Guidance Note is one of the results of the Climate Change Response for Inclusive WASH research partnership between WaterAid Timor-Leste and the Institute for Sustainable Futures at the University of Technology Sydney (ISF-UTS).

The research project (2018 – 2021) included in-country work in Timor-Leste from September 30 to October 23, 2019 that helped inform the design of this Guidance Note. ISF-UTS, WaterAid Timor-Leste and Fundasaun

Hafoin Timor Lorosae (FHTL) carried out the in-country work which involved a design and learning workshop, two weeks of testing with a rural community in Likisa district and an analysis and reflection process. This Guidance Note was jointly developed by ISF-UTS and WaterAid Timor-Leste.

Although this Guidance Note is tailored to the WaterAid Timor-Leste program, the guidance is also intended to provide inspiration to the wider global WASH sector and demonstrate the relevance of gender and social inclusion in responding to climate change impacts on WASH.

The authors would like to thank staff from WaterAid Australia and WaterAid Timor-Leste, and in-country consultant Dulce Soares who provided important contributions in the co-design, field research and drafting of this case study. We also thank the women and men of Asumanu who generously gave their time and shared important insights about their experience of climate change, water and sanitation services and livelihoods.

**Climate Change Response for Inclusive WASH** is supported by the Australian Department of Foreign Affairs and Trade's Water for Women Fund. The views expressed in this publication are the authors alone and are not necessarily the views of the Australian Government.

## When to use this Guidance Note

This Guidance Note is designed to be integrated into the WaterAid Timor-Leste project cycle and implemented by its partners in Timor-Leste. The activities described in the Guidance Note complement existing program activities during the 'Development' phase of the project cycle.

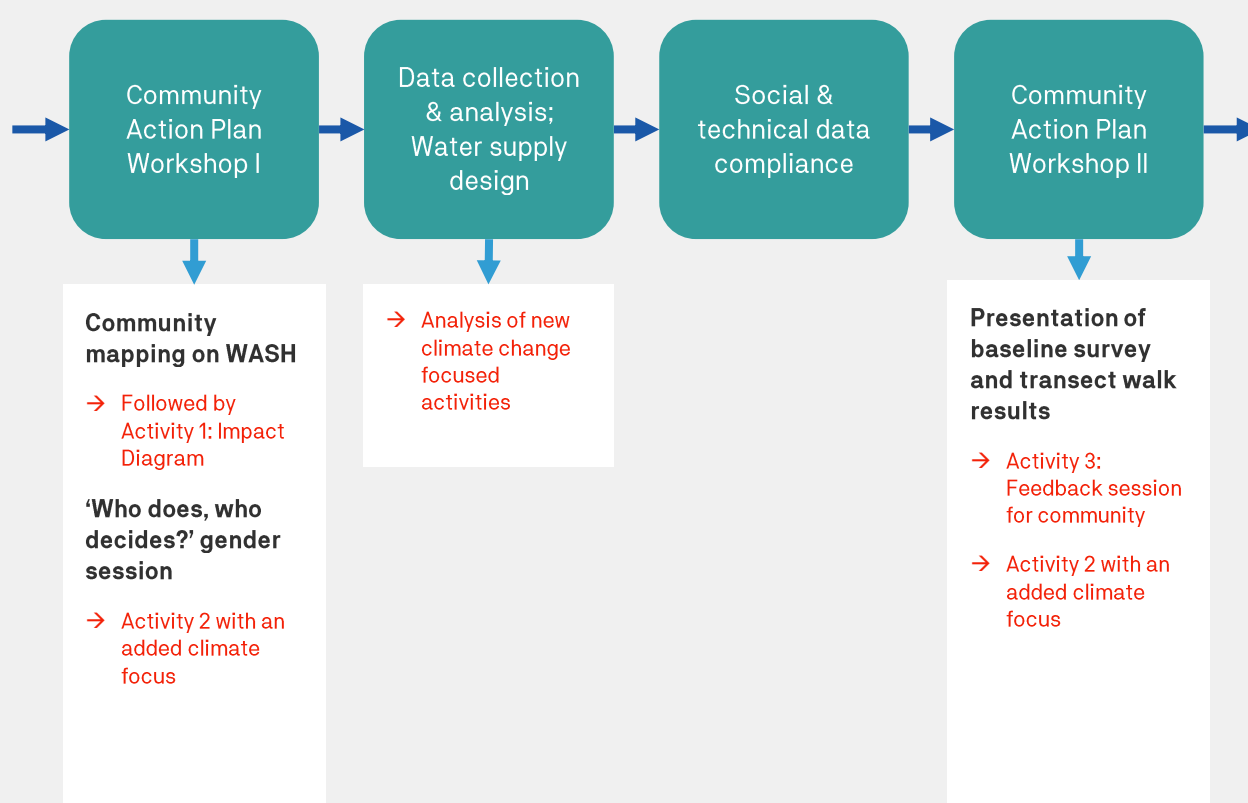


Figure 1. 'Development' phase of WaterAid Timor-Leste project cycle with climate change focused activities described in this Guidance Note added in red

The following activities are described and found in this Guidance Note:

### **Impact Diagram**

<b>Activity 1</b>	This activity helps community members identify and discuss impacts from climate risks on their community and how these impacts affect people differently.	8
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### **Who Does, Who Decides during climate change scenarios?**

<b>Activity 2</b>	This activity supports community members to consider the different ways women and men are involved in and affected by WASH issues.	16
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### **Feedback session for community**

<b>Activity 3</b>	The activity is undertaken in CAP II process to provide a summary of results back to the community from the two previous climate change activities.	24
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### **Five Resources**

<b>Activity 4</b>	This activity supports community members to consider resources available in their community that can be used to address climate change impacts.	28
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# Introduction

## Why focus on climate change, WASH, and gender and social inclusion?

Climate change is leading to water stress and insecurity, threatening the sustainability of WASH services across the Asia-Pacific. Changes in the frequency, intensity, duration, and distribution of rainfall, extreme temperature, and extreme weather events, along with rising sea levels, can directly disrupt water, sanitation and hygiene (WASH) services in a multitude of ways including through:

- Reduced water availability;
- Increased water demand;
- Increased water contamination from sanitation and other pollutants;
- Damage to WASH infrastructure;
- Degraded physical access to WASH facilities; and
- Groundwater salinisation.

Climate change affects different parts of the community in different ways. In many situations, climate change impacts on WASH are more likely to disproportionately affect women and people with disabilities. When women are primary managers of water and carers of children and other dependent people, they may take on the greater WASH workload resulting from climate hazards. When women and people with disabilities have relatively lower social and legal status and hold less political power within a community, this limits their influence on decisions about how families and communities should respond to maintain WASH access against climate change impacts.

Women have knowledge about and experience in responding to climate change impacts on WASH, including from roles in households and communities as WASH managers. It is important to provide spaces for women's voices on these issues to be heard. Supporting women and people with disabilities to address the differential impacts of climate change through addressing social inequality is critical for enabling inclusive WASH.



### Always take a 'Do No Harm' approach

The activities in this Guidance Note aim to facilitate dialogue between women and men, including about the reasons why climate impacts affect women and men differently. This has the potential to create friction or even conflict. Implementers should take action to mitigate the risk that the activities create conflict within the household. Actions to ensure a 'Do No Harm' approach is taken include ensuring:

- Experienced and trained gender dialogue facilitators are present at the activities;
- Facilitators understand local gender norms and power relations;
- Facilitators are familiar with organisational policy and procedures on 'Do No Harm';
- Sexist, racist or other exclusionary language is not tolerated;
- Recommended solutions coming out of the activities do not expose anyone to violence (e.g. risk of violence may increase if the solution increases a woman's workload and she struggles to undertake multiple domestic and other roles); and
- If an activity participant discloses they or others have experienced violence, the implementing agency offers referral to an appropriate support service without pressuring the survivor to act, and maintains confidentiality.

## Five messages about climate change

Climate change can be a confusing concept to understand, especially for communities that are not used to hearing the technical terms that are used in climate science. Communities may already be experiencing effects of climate change, but may request more information about what it is, where it comes from, and what it means for them in the future. Below are five messages that can be delivered to help community members understand climate change better:

1. Climate change can cause weather to become more extreme and abnormal. For example, hotter, longer dry seasons, stronger El Niño and La Niña events, seasons not starting at the normal times and unusual weather events.
2. Climate change is happening because of the actions of humans (mostly in larger, wealthier, industrialised countries) such as polluting the air and cutting down forests.
3. Climate change is already occurring everywhere in the world – the changes are happening gradually (to help communities understand the gradual change, it may help to use the example of a tree which grows a little taller each day – although we cannot see this happening on a daily basis, the change will be noticeable over time).
4. Climate change mostly creates negative impacts for the natural environment (*communities might already have experienced some of these and can tell you what has changed*).
5. Communities in Timor-Leste cannot stop climate change alone, but can take small local actions to cope with climate change and slow down the impacts where they live.





# Activity 1

## Impact Diagram

### When to do this activity

Carry out the Impact Diagram activity during CAP I after the community mapping activity. The community mapping activity will help participants identify the features of their community, including areas where climate creates hazards, which they can refer to when they make the Impact Diagrams.

### Objective of the activity

The Impact Diagram activity can help community members identify and discuss impacts from climate risks on their community and how these impacts affect people differently.

### Duration: 2 hours

**Roles:** One facilitator and one note-taker each for men's group and women's group (number of facilitators will depend on number of participants)

**Materials:** Flip chart paper, coloured markers, impact picture cards (Annex 1), tape, sticky notes or blank picture cards

**Number of participants:** No more than 15 participants in each small group

## Steps for facilitating the activity

### 1 Step 1: Introduction (10 minutes)

- Explain that this activity will be done so that the community and facilitators can see how very hot and dry weather and very rainy weather affects the community.
- Explain that it is important for the community to think about how the climate affects them because it can create problems for the water system.
- Tell the community that everyone – women, men, children, elderly, people with disabilities, pregnant women – is affected differently when it is very hot or very rainy. If they identify the problems that people face, it will help them to prepare solutions.

### 2 Step 2: Prepare the community participants for the activity (5 minutes)

- Explain to the community that they will be divided into a women's group and a men's group. Both groups will do the same activity separately, and then share and discuss their results with each other.
- Divide the community participants into a women's group and a men's group and try to keep groups to 15 people or fewer, depending on the availability of facilitators. Move each group into a place where they will have enough space to work and not interfere with each other.



#### Facilitation tip

It is best practice to make sure discussion groups are not larger than 15 people so that everyone can contribute their ideas. It is okay to make exceptions if participants prefer not to break into smaller groups or you may not have time to facilitate multiple small group discussions. But try your best to work with smaller groups!

**3 Step 3: Give instructions to each group about how to create the impact diagram (5 minutes)**

- Tell the community that everyone – women, men, children, elderly, people with disabilities, pregnant women – is affected differently when it is very hot or very rainy. If they identify the problems that people face, it will help them to prepare solutions.
- The facilitator in each group should explain to the participants that they will use the picture cards to show how the community is affected by the climate. Each picture card represents a different part of the community.
- Explain that the participants will tape the picture cards to the flip chart paper and draw arrows between the picture cards to tell a story of how climate affects WASH in the community.
- Explain to the group that they will create two Impact Diagrams. One for when it has been very hot and dry for a long time, and one for when it has been very rainy for a long time.

**Facilitation tip**

The facilitators can help the participants to understand what is shown in each picture card, but encourage the participants to come up with their own interpretations of what each picture card means.



*Women's and men's groups creating Impact Diagrams*

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#### Step 4: Create the Impact Diagrams for a very hot and dry season and for a very rainy season (60 minutes)

- Tape some of the picture cards that represent the hot and dry season (Annex 1) to the top of a flip chart paper. Tell the participants that these picture cards represent a very hot and dry season that has lasted a long time in their community (tempu bae loron naruk).
- Show the participants the WASH picture cards. Ask the participants to describe how the hot and dry season affects WASH in their community by putting the picture cards on the flip chart paper and drawing arrows to connect them. For example:



- Encourage the participants to think of multiple impacts of the extreme dry season on WASH. They can draw as many arrows as they want between the picture cards to describe the impacts.
- If there is no picture card for something the participants want to describe, they can write or draw it on a sticky note or blank picture card
- As the participants put down the picture cards and explain the impacts, the note-taker should take notes on the discussion. The note-taker should do this throughout the whole activity, making sure they record the impacts as well as the reasons for links being made between certain cards.
- Once the participants are finished describing the WASH impacts, give them the environment and other infrastructure and service picture cards (Annex 1, Pg. 27 and Pg. 29). Ask them to use the picture cards to show how the dry season affects other parts of the community and to identify any connections to the WASH cards.

#### Facilitation tip

Help the participants to identify the chain of impacts so that they don't jump too quickly to the final impact (e.g. dry season leads to open defecation).

#### Facilitation tip

To encourage more participation, the facilitator can also give the picture cards out to each participant and ask them to place their picture card on the flip chart when they see a possible connection to make. When doing so, be careful not to hand out too many of the same pictures.

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**Step 4 (continued)**

- Once the participants are finished with the environment and other and infrastructure and services picture cards, given them the people and community cards (Annex 1, Pg. 31). Ask them which people in their community are affected most by the impacts that the group has already identified.
- When the impact diagram for the long hot and dry season is complete, repeat the process on another flip chart paper for a very rainy season (tempu udan mak'as liu). If there are enough people and facilitators, divide the groups into two so that they can each work on a different season at the same time. For example you can have two woman's groups, one completing the impact diagram for the long hot and dry season and one completing the impact diagram for the very rainy season.



*Impact Diagram created by Women's group*

**Facilitation tip**

Some participants might say that everyone in the community is affected by climate impacts. Encourage them to focus on the groups that are affected more than others and ask them to explain why.



## Steps for analysing and using the results

### 1 Step 1: Collect the notes and the Impact Diagrams created from the activity

Take these notes back to the office after you have completed the CAP I process.

### 2 Step 2: Prepare the community participants for the activity (5 minutes)

Using the notes and Impact Diagrams, discuss on the following questions with a small group of colleagues:

1. What were the main risks the community identified in the dry and wet seasons? For example: drought, bushfire, extreme heat, landslide, flooding, erosion, storms, cyclones
2. What were the direct and indirect impacts of the risks on WASH? For example: impacts on quantity, flowrates, quality, affordability, physical accessibility, and acceptability of water and sanitation facilities.
3. How do these impacts affect people (women, men, children, elderly, people with disabilities, pregnant women) differently?
4. Did the women's and men's groups identify different risks and impacts?

Write down the answers to these questions on flip chart paper or record them on a computer and keep these as part of your CAP records

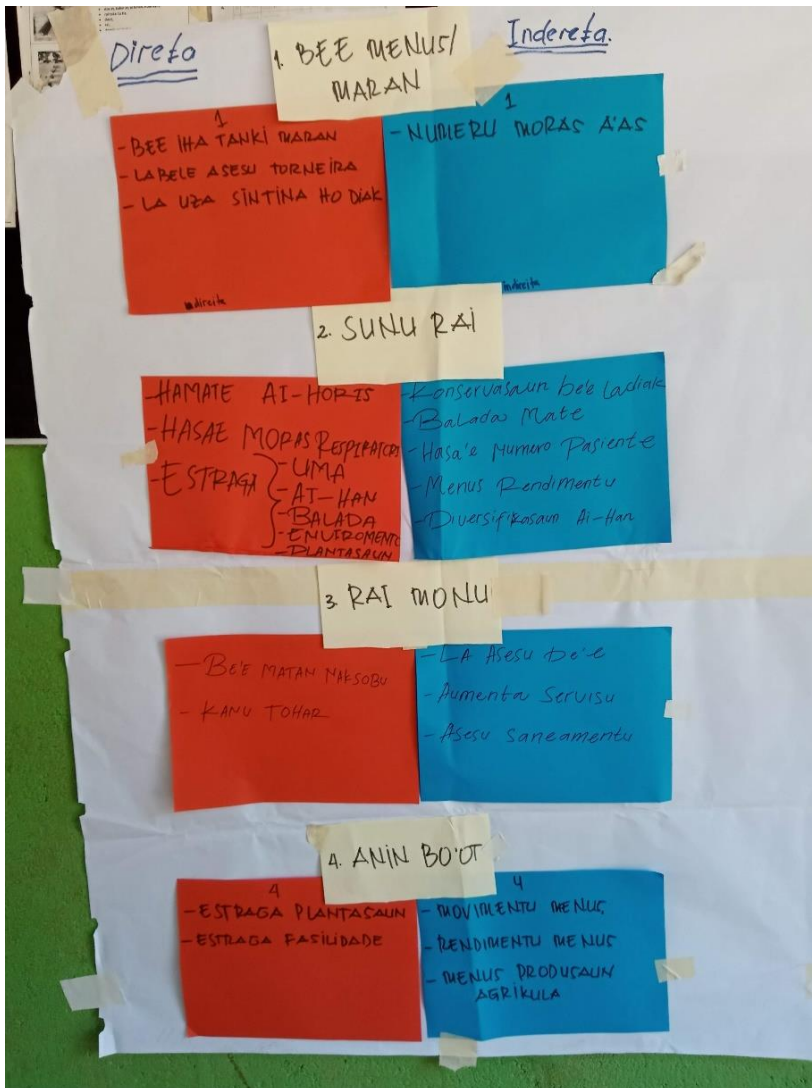
2. IMPAKTU RISKU BA BESI		INDIREKTA
RISKU	DIREKTA	
1. PAN MENDI / MARI	BERMATA NAKIBU, JIWA TANDAK (TITIKU)	- KURANG AS. BANYAKNYA SEWAKU, ASESU UPAH MENYOK (DISPONIBILIDADE, AKSESIBILIDADE, ASEITABILIDADE)
2. MUDA BOBOT	MEMORANU ANAK (ESKOL UNDE EKONOMI ER) (KURANG AS, AFFORDABILITY)	- AKHIRNYA AKTIVITADU (ESKOL UNDE, EKONOMI) (ASESIBILIDADE, AFFORDABILITY)
3. AN TONAK	ESTRAGA UMA, TANDI SIKUN, ESTRAGA TRILUMDE (KUNY BELAKA CIL (TITIKU))	- LA ASEU BEE M DAK, DITULITA MOVIMENTO, (ASESIBILIDADE, AFFORDABILITY)
4. BEE MATAN NAKIBU	- BEE HERAK, BEE LA LAO (QUANTIDADE, FALSAH & QUANTIDADE...)	- KONTA MINALUN BEE, LA ASEU BEE M DAK (KUNY TRILUMDE PELEBU U). (ASESIBILIDADE, AFFORDABILITY)
5. KAI MARIAN	- BE MARIAN AN MORIS MARTE, BALADA MASE, MARIAN... (FILIM, ASESIBILIDADE, DISPONIBILIDADE QUANTIDADE)	- ALIMENTA SEWAKU UMA KUNY, RENDEMENTO MENYOK DIVERSIFIKASUN AN MARIAN, KUNY KUNY KUNY ANI (AFFORDABILITY, ASESIBILIDADE, ASEITABILIDADE)
6. BEE MARIAN / MENDI	- BEE MARIAN MARIAN, LA BEE ASEU TANDI... (KUNY, DISPONIBILIDADE...)	- NUMERO MORAS MARI (RESPARTIDU, DIBERAN, MARIAN... (ASESIBILIDADE, FALSAH, AFFORDABILITY)
7. SUNU KAI	- MARIAN AN MORIS, ESTRAGA UMA, ESTRAGA AN FALSAH, BALADA, ESTRAGA ENVIKUNTO, MARIAN MORIS RESPARTIDU, ESTRAGA PLANTASUN (DISPONIBILIDADE, FALSAH, AFFORDABILITY)	- KONKURSIUN BEE LA MARIAN, BALADA MARIAN, MARIAN DIVERSIFIKASUN AN MARIAN, MARIAN RENDIMENTU (AFFORDABILITY, DISPONIBILIDADE, QUANTIDADE)
8. ANIN BOBOT	- ESTRAGA PLANTASUN, ESTRAGA TRILUMDE (UMU AN AKSESIBILIDADE, SANITASI, HIGIENE) (AFFORDABILITY, FALSAH)	- RENDEMENTO MENYOK, MOVIMENTO AKTIVITADU, MENYOK PRODUSUNU AGRICULTA (ASESIBILIDADE, AFFORDABILITY, DISPONIBILIDADE)
9. KAI MARIAN	- ESTRAGA AN MORIS, BALADA EMA (FALSAH, AFFORDABILITY)	- MOVIMENTO AKTIVITADU EMA (ASESIBILIDADE)
10. BEE MARIAN	- KAI BOBOT, KONKURSIUN, MOVIMENTO (ASESIBILIDADE, QUANTIDADE)	- NUMERO MORAS MARI (MARIAN, DIBERAN, MARIAN... (DISPONIBILIDADE, ASESIBILIDADE, AFFORDABILITY)

Results of analysis of Impact Diagram activity

**3 Step 3: Prepare to present the information to the community**

In CAP II, the results of the analysis will be presented back to the community during the Feedback Session. The community will also use the information about climate impacts for the Five Resources activity.

Write down the key risks and impacts on cards or flip chart paper that can be presented back to the community.



Presenting results of analysis back to the community

#### 4 **Step 4: Use the information to inform the technical design of WASH facilities**

When it is time to design the community water supply, think of ways to design the system to manage the climate risks. For example:

- Build raised tapstands in places that flood regularly;
- Use metal pipes instead of PVC pipes in areas prone to bushfires;
- Increase storage capacity for springs that flow slowly in the dry season, or explore the development of complementary water sources;
- Plant vegetation around water infrastructure that is affected by erosion;
- Avoid building storage tanks in areas that are prone to landslides.

More examples of ways to design water supply systems to resist climate risks can be found online at:

[https://www.who.int/water\\_sanitation\\_health/publications/vision2030\\_fact\\_sheet.pdf?ua=1](https://www.who.int/water_sanitation_health/publications/vision2030_fact_sheet.pdf?ua=1)

#### 5 **Step 5: Share findings about how climate risks affect people differently**

You can share results from the analysis about how climate risks affect people in the community differently during other initial WASH program implementation activities such as hygiene promotion and sanitation marketing.

Develop some key messages based on what the team learned during the analysis when answering the question “How do these impacts affect people (women, men, children, elderly, people with disabilities) differently?”



## activity 2

# Activity 2

## Who Does, Who Decides during climate change scenarios?

### When to do this activity

You can do this activity together with Module 1, Activity 1.2 ‘Who Does, Who Decides’ of WaterAid Timor-Leste’s Gender Sessions<sup>1</sup>, during CAP I in WaterAid’s project cycle.

See ‘Exploring Gender Aspects of Community Water, Sanitation and Hygiene; A Manual for Facilitating Dialogue between Women and Men in Communities’, Module 1, Activity 1.2 ‘Who Does, Who Decides’.

### Objective of the activity

For women and men to identify different ways that women and men are involved in and affected by WASH issues, workload and decision-making and think about how WASH responsibilities can be more fair, equal, and effective (from Gender Manual).

To encourage the community to anticipate changes that may occur in workload and decision-making in households and the community during extreme climate scenarios such as prolonged dry seasons or very heavy wet seasons (climate change objective).

### Duration: 2 hours

**Roles:** One facilitator and one note-taker each for men’s group and women’s group (number of facilitators will depend on number of participants)

**Materials:** Flip chart (drawn up as shown in step 2) and markers

**Number of participants:** No more than 15 participants in each small group

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<sup>1</sup> See ‘Exploring Gender Aspects of Community Water, Sanitation and Hygiene; A Manual for Facilitating Dialogue between Women and Men in Communities’, Module 1, Activity 1.2 ‘Who Does, Who Decides’.

## Steps for facilitating the activity

### 1 Step 1: Introduction (10 minutes)

Introduce the activity to the whole group as you normally would (based on the Gender Manual) but also explain the objective of the climate change activity using words such as:

We are going to ask you about normal, every-day situations, but we would also like to ask about the situations you may face during a very long hot dry season or a very heavy wet season.

Carry out Step 1 of the normal Gender Session (Module 1, Activity 1.2 'Who Does, Who Decides'). Make sure the groups of women and men are not too big (maximum 15 people in each group). Break people up into smaller groups and call on extra facilitators and note-takers if needed.

#### Facilitation tip

Take some time to make sure everyone is comfortable and can see the facilitator and the flip charts. Encourage people not to sit at the back, hidden behind others!

### 2 Step 2: Prepare the community participants for the activity (5 minutes)

Draw up the following flip chart (ideally you would do this before arriving in the community).

	Normal climate		Extreme climate (drought or heavy wet season)	
<b>Household Activity</b>	Who Does?	Who Decides?	Who Does?	Who Decides?
<b>Community Activity</b>	Who Does?	Who Decides?	Who Does?	Who Decides?



3

**Step 3: Introduce the climate change scenario to the groups (15 minutes)**

- As you complete Step 2 of the normal Gender Session you will add in an extra question after the groups completes the ‘normal climate’ columns of the table. Explain that: We are now going to look at who does and who decides for these activities during a very long hot dry season, or a very heavy wet season.
- Each group should do one extreme climate scenario at a time. If you have more than one men’s or women’s groups, they can each do a different climate scenarios at the same time.
- Explain these two extreme climate events using the following key words.

**Facilitation tip**

Use the Impact Diagram participants created the previous day to remind them about these extreme climate scenarios!

Very long dry season (drought)	Very heavy wet season
<p>Very hot and dry</p> <p>No rain for more than 4 months</p> <p>Very dusty</p> <p>Hot wind</p>	<p>Very heavy rain</p> <p>Rain every day for more than 4 months</p> <p>Lots of mud and water on the ground</p> <p>Very windy</p>

4

**Step 4: Facilitate the discussion (60 minutes)**

- For each activity, ask the group to consider whether their response to ‘who does’ and ‘who decides’ during normal conditions may change during an extreme climate scenario:
- Here are some suggestions to help you to guide the discussion:
- For the activity of collecting water, you have agreed that usually, [women and children] do this and [women and men] make decisions about this. If there is a very long dry season, for more than 4 months, would this change? Who would collect the water? Who would make decisions about collecting water? Why?
- If [women and men] are both busy collecting water from far away, who is then responsible for cooking the meals? Who would make decisions about preparing meals and cooking?



**Facilitation tip**

Some participants might say that everyone in the community is affected by climate impacts. Encourage them to focus on the groups that are affected more than others and ask them to explain why.



*Men's and women's groups carrying out 'Who Does, Who Decides' climate change activity*

ACTIVITY 2

5

Step 5: Sharing and Discussion (30 minutes)

When the groups have finished their activity, proceed with Step 3 of the Gender Module 1, Activity 1.2 'Who Does, Who Decides', but make sure you also cover the climate change scenario in the sharing and discussion.

Actividade	NORMAL		BAI-LOTON NABUK	
	Semak halo	Semak deside	Semak halo	Semak deside
Kurubee	Inan ho oan feto, <del>ho</del> Mane	Inan paka	Inan ho aman, apa ho oan mane sira	inan
Hili ai	Apa, ama ho oan sira	Inari	- Apa ho oan mane baot sira	- Apa
Fase ropa	Inan	Inon	- inan aman	- inan
Tein	Inan	Aman ho inan	- inan ho oan feto baot	- inan aman
Hare Labarik	Ave, inan aman man, ho bitn	Ama ho apa	- Ave sira	- Apa
Fo han animat	Inan aman, avon ho oan sira	Ave ho inan aman	- Apa ho oan mane baot	- Ama
Fo sude Labarik	Inan	Apa mak deside	- Ama	- inan aman
Fo han Labarik	Inan ho bitn	Inan	- Apa ho oan feto	- Apa ho ama
Hamas uma laron	Inan aman hovan bulu baot inan	Inan ho aman	- Apa ho aman	- Apa
Hamas sasinga		Aman		
Lori Labarik ho hospital				
Tuir etikentro	- Apa ho ama	- Apa (autoridade)	- Apa mane	- Apa mane feto
- Konstruksun bee mos	- Feto mane (autoridade lokal)	- Apa (Teknik sira)	- Mane komundade	- komundade
- Fobi desizain ita on-kontra kuran	- Feto mane (komundade)	- Ama komundade	- Mane komundade (feto ho mane)	- GMF (feto)
- Manu bendaru be bee matan	- mane ho chefe sira	- mane (chefe aldeia sira)	- komundade, feto mane ho GMF	- Estruktura GMF ho komundade

Results of 'Who Does, Who Decides' climate change activity in Suku Asumanu





**2 Step 2: Reasons given for differences between normal climate and extreme climate**

Pull out (foti) information from the flip charts and the note-taker's notes to answer the following question: What were the reasons given for the differences?

For the examples you have written for Step 1, add any reasons given by the group. These will be documented in the note-taker's notes. For example: In normal conditions, women and children wash the clothes. But in a very long dry season, men also help to wash clothes. This is because, the men say that the water is located further away and the clothes are heavy, therefore, they will help with this heavy work.

**3 Step 3: Differences between men's responses and women's responses**

Pull out (foti) information from the flip charts and the note-taker's notes to answer the following question: What were the differences in the men's responses compared to the women's responses?

- Look at the men's flip charts beside the women's flip charts.
- Use a different colour to circle any big differences between the responses of women compared to men.
- Write these down on another flip chart.
- Discuss these differences within your group and share your learning with each other.



**4 Step 4: Share your analysis with your colleagues**

Report your analysis back to the rest of your team and other colleagues and discuss the results together based on the following questions:

1. What new things have you learned from the activity?
2. Are there findings that you find confusing or would like to check again with the community?
3. How is this information useful to the WASH program?

Take photos of the flip charts you have created and write up the results in a word document so you can keep it in a safe place.

**5 Step 5: Prepare to present the information to the community**

In CAP II, the results of the analysis will be presented back to the community during the Feedback Session for Community.

Write down the most important and interesting findings from your analysis on large cards that can be presented back to communities.

Keep all records together with the rest of your CAP records.

**6 Step 6: Use the findings from this session together with the Impact Diagram findings**

The results of the Who Does Who Decides in Climate Change Scenarios activity should be used to complement the findings from the Impact Diagram activity. The results of the Impact Diagram activity can help us to see some ways that climate hazards have different impacts on different people in the community. However, this activity gives much greater insight into the ways that different groups in the community are affected by changing roles and relationships. It is important for the facilitators as well as the community to learn about these gender and social inclusion impacts of climate change in order to design effective water systems and for WASH programs as a whole.



# Activity 3

## Feedback session for community

### When to do this activity

In the CAP II process. After the Impact Diagram activity and the Who Does Who Decides in Climate Change Scenarios activity. Before the Five Resources activity.

### Objective of the activity

- To provide a summary of results back to the community from the two previous climate change activities (Impact Diagram and Who Does, Who Decides in Climate Change Scenarios) so they can learn from the analysis.
- To validate these results with the community to make sure your analysis is accurate. Not to collect new information unless the community identifies a big gap in the results.

**Duration:** 1 hour

**Roles:** One facilitator and one note taker for each small group

**Materials:** Flip chart, markers. Summaries of results. Discussion questions on meta cards.

**Number of participants:** No more than 15 participants in each small group

## Steps for facilitating the activity

### 1 Step 1: Prepare the feedback materials with your team before going to the community

You have already prepared a summary of information to present back to the community for the Impact Diagram activity and the Who Does, Who Decides in Extreme Climate Scenarios activity.

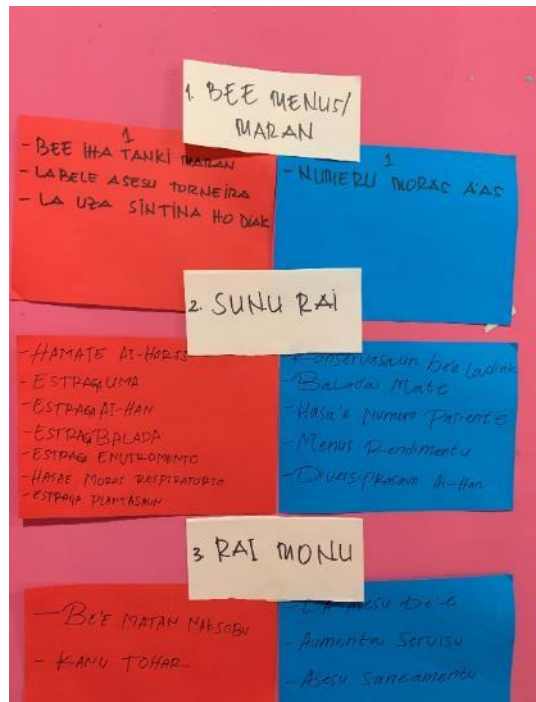
Use the following questions to help you check that your summaries are ready to present to the community. Make any changes that are needed.

- Is this information important to validate?
- Is this information interesting to the community?
- Will this information influence the thinking of the community?
- Is this information relevant to the CAP process?

Practice presenting the summary cards to your colleagues and provide feedback to each other.

Prepare several meta cards with the key discussion questions for the community:

1. Is the information accurate or not?
2. Would you like to add some missing information?
3. Do you have any questions?



Example of summary cards used in Feedback Session in Suku Asumanu

## Steps for facilitating the activity

2

### Step 2: Introduce the activity to the community (5 minutes)

Stick the summary cards on the wall so that people can see these. Use the following key phrases to introduce the activity to the community:

- Remember last time we came for CAP I and did two activities about climate change?
- One was an impact diagram and the other was asking about who does and who decides in a long dry season or a heavy wet season?
- We'd like to give you a summary of what we learned from the community through those two activities. This is not the complete results, but just some of the important information that we learned.
- We think this is important so that you can have a chance to agree or disagree with these results, add any missing information or ask any questions.

2

### Step 3: Present the summaries and explain the 3 discussion questions (15 minutes)

Use the coloured cards to help you to present the summaries you have prepared.

When the presentation is finished, explain that we will now ask small groups to discuss three key questions:

Is the information accurate or not?

Would you like to add some missing information?

Do you have any questions?

**4 Step 4: Discuss results in small groups (15 minutes)**

Look at how many people are present and divide the group into smaller groups (around 10-15 per group) where they are sitting. Groups should discuss both summaries.

One facilitator and one note-taker should move themselves close to a group (hakbesik an) and hand out the discussion questions on meta cards. Facilitators should assist the group to discuss the questions while the note-taker writes down any important points



**Facilitation tip**

Encourage the groups not to focus on adding lots of small details but to check that the summary is more or less accurate.

**5 Step 5: Facilitators report back from each group (20 minutes)**

Still standing next to the groups, each facilitator gives a quick report back from their group in response to the three discussion questions.

**6 Step 6: Close the activity**

After facilitators have reported back, the main facilitator should address any major concerns that the community has raised by stating that the team will review the results and make changes according to the concerns.

This activity does not need to be analysed, however, if the community has raised major concerns or would like to results to be changed considerably, you will need to make these changes to your results from CAP I.





# Activity 4

## Five Resources

### When to do this activity

This activity should be facilitated in two parts as follows:

Step 1: Identifying resources – to be carried out during CAP I, during the Community Mapping activity.

Steps 2 – 5: Using resources – to be carried out during CAP II.

### Objective of the activity

To support the participants to identify resources that they have in the community that can be used to address climate impacts.

**Duration:** 1.5 hours

**Facilitation roles:** Five small group facilitator and five note-takers if possible

**Materials:** Five sets of coloured cards, flip chart paper, markers

**Participants:** No more than 15 in each small group

## Steps for facilitating the activity

1

### Step 1: Identifying resources in the community (20 minutes)

Step 1 occurs during CAP I at the end of the Community Mapping activity.

- Bring five sets of coloured cards to the Community Mapping activity during CAP I.
- After the normal Community Mapping activity is complete, explain to the participants that they have many resources already that can be used to help them with the water system. There are five types of resources:
  - **Human:** The knowledge and skills that people in the community have.
  - **Social:** Relationships, organisations and cultural processes in the community that can be used to help each other.
  - **Physical:** Buildings, materials, and other things that people have bought or built.
  - **Environmental:** Natural things that come from the land or the sea.
  - **Financial:** Different sources of income and different ways of making money.
- Help the participants to identify what resources they have in their community that fit these categories. Annex 2 provides examples
- Write down the resources that the participants identify on the coloured cards. Explain to the participants that these cards will be used later in CAP II to help the community think of ways they can use their resources to maintain their water system against climate impacts.



#### Facilitation tip

Refer to the community map to support people to identify examples of each type or resource that they have. Make sure to direct the participants to identify human, social and financial resources which may not be directly shown in the community map.

## Steps for facilitating the activity

2

### Step 2: Introduce the activity to the community (10 minutes)

Steps 2 – 5 occur during the second day of CAP II.

- Explain to the community that the purpose of this activity is for them to identify solutions to the climate impacts that they are experiencing.
- Present the summary of the analysis of the Impact Diagram activity that you used during the Feedback Session for Community activity. Explain to the participants that these were the climate impacts that the community identified during CAP I.
- Remind the participants that they have many resources already that can be used to help address the climate impacts. The community identified these during CAP I. Present the five types of resources that the community identified they have.
- Tell the participants they will be divided into five separate groups, one for each of the resources. Each group will think how they can use their resources to address climate impacts on the community.

3

### Step 3: Divide the participants into five groups (5 minutes)

Divide the participants into five separate groups each with no more than 15 people. Explain that each group will focus on one of the five resources.

One facilitator/note-taker should be assigned to each group.

## Steps for facilitating the activity

4

### Step 4: Each group identifies solutions using their set of resources (20 minutes)

In each group, the facilitator should lay out the cards showing examples of the resources that the community has.

The facilitator in each group should help them identify and write down any more resources that the community has that fits their category.

Once the group has understood and identified any further examples of their resource category, the facilitator should help them to identify ways the community can use these resources to address the climate impacts on WASH in their community (see Annex 2, Pg. 33 for some examples of how community resources can be used to address climate impacts).

As the group identifies actions they can take to use the resources to address climate impacts, the facilitator or note-taker should write these down.

Continue writing down different actions until the group cannot think of any more or until there is no time left.

5

### Step 5: Bring the groups back together to share the results (25 minutes)

Bring the five groups back together.

The facilitator from each group should read out the cards with the resources and tape them to a flip chart paper in the front of the room.

The facilitator from each group should then present the actions that their group identified to address climate impacts on the community. A note-taker should record the actions in a list so that the community can refer to them later.



#### Facilitation tip

Sometimes there can be overlap where one resource can fit in different categories. For example, coffee can be an environmental resource because it grows from the land, but it also can be a financial resource because it can be sold for money. Don't worry too much about which category the resource should fit in.

## Analysing and using the results

The community can use the actions identified during the Five Resources activity to assist them to identify regulations for management and use of the water system.

- During CAP II when the participants are asked to create community regulations for the water system, remind them of the list of actions that were identified from the Five Resources activity.
- Ask the participants if any of these actions should be made into formal regulations. Not all of the actions need to be made into regulations – some can remain as only ideas.
- The note-taker should keep a list of all the activities, including the ones that do not become regulations.

Record the list of activities neatly in a document, then provide it to the community water committee (Grupo Manajemento Facilidade) and community leaders when implementation of the water system is complete. Remind the community leaders that these are possible actions that the community can take to support WASH systems against risks from climate change.



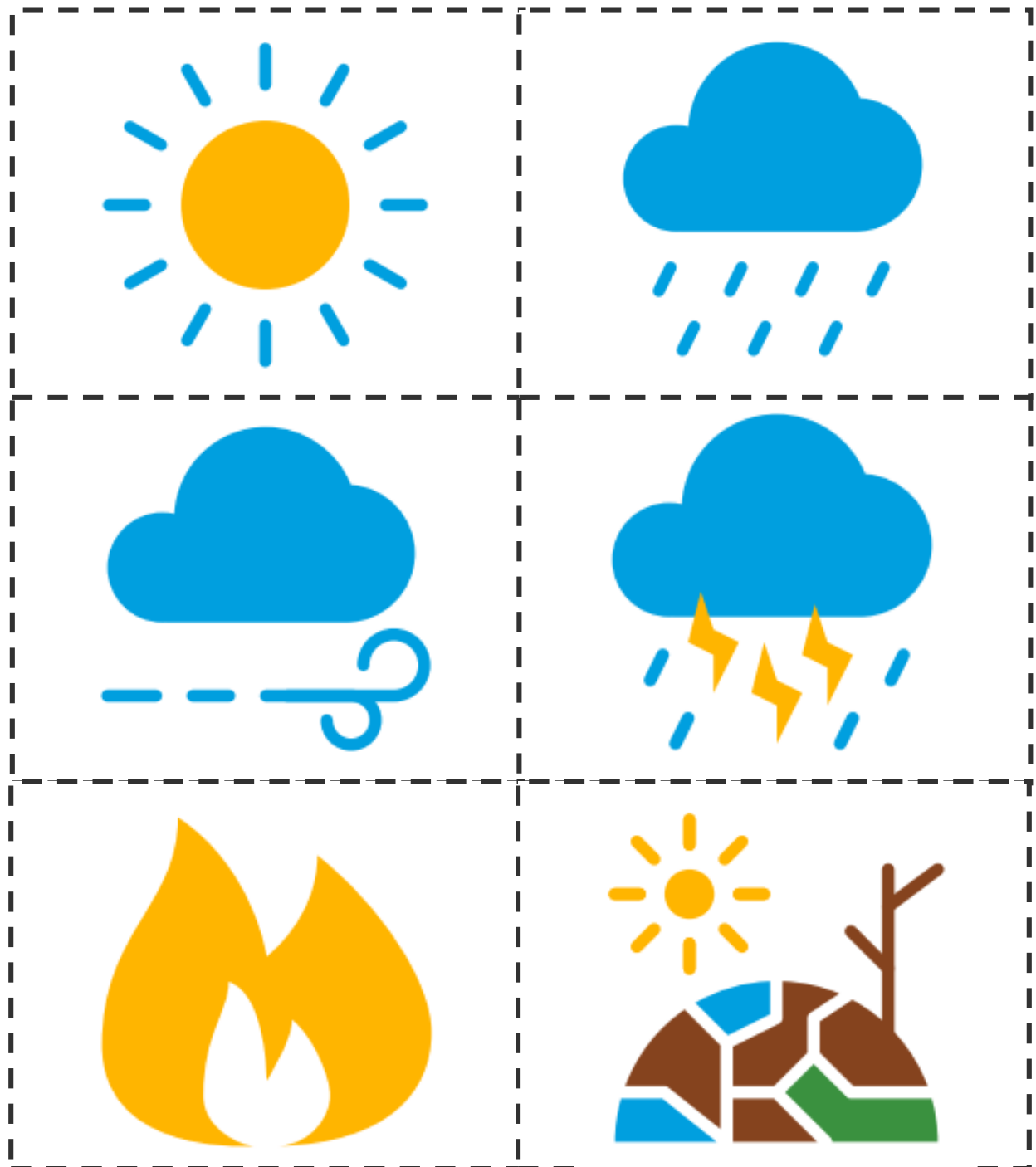
*Community members discuss how community resources can be used to address climate impacts*



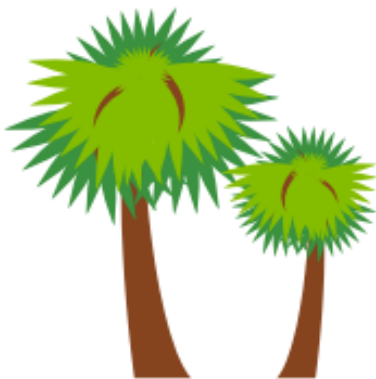


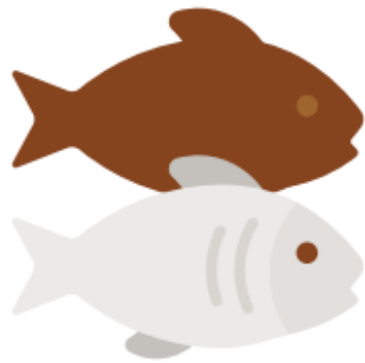
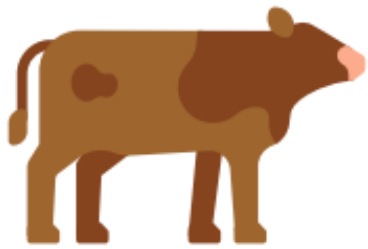
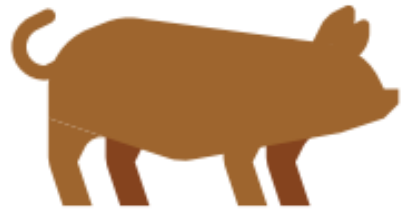
**Annexes**

Annex 1  
Impact Diagram picture cards



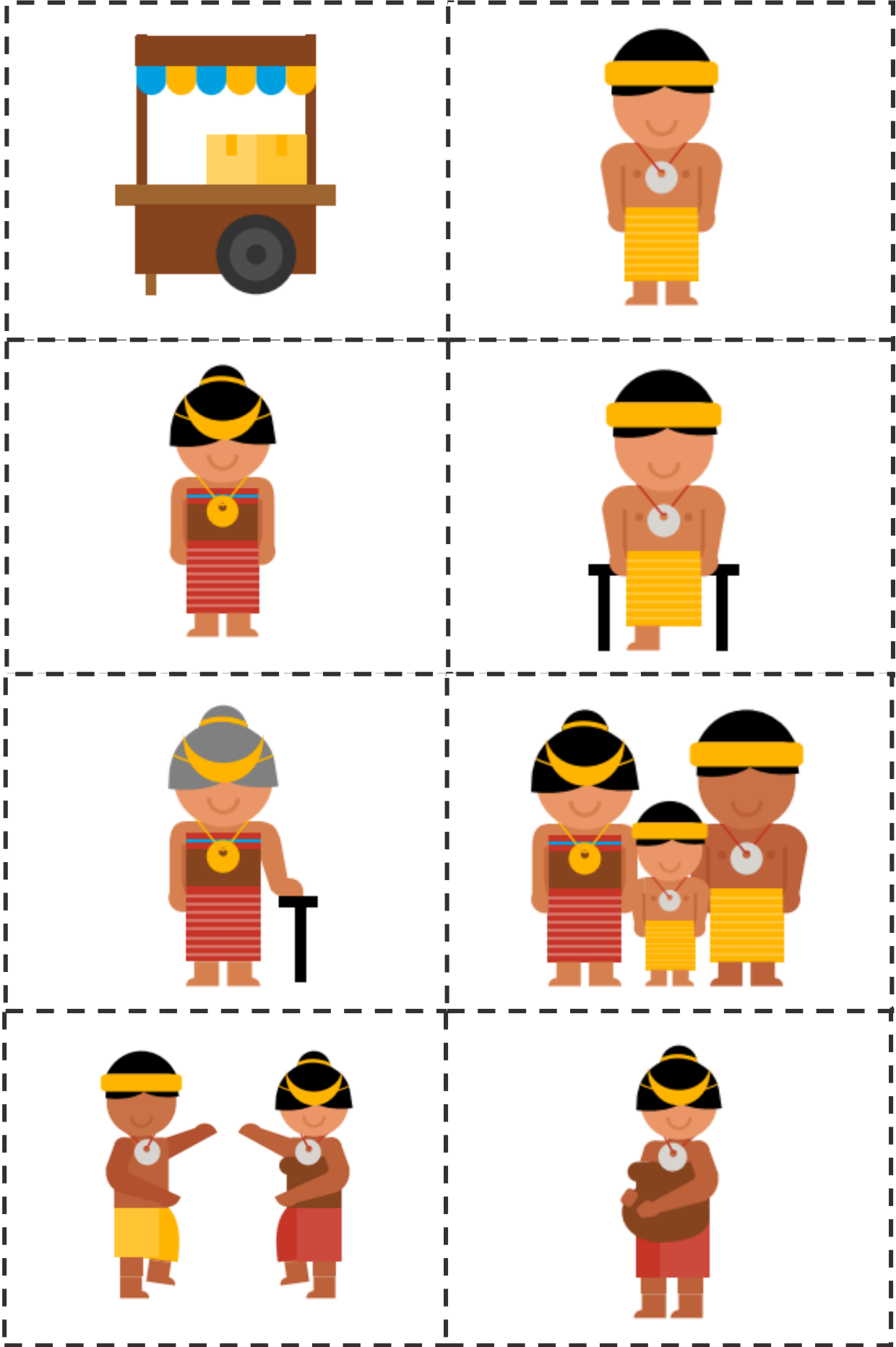












## Annex 2

### Examples of resources and their uses

Resource category	Examples
Physical	Community hall, vehicles, building tools, motorbikes, school, health clinic, church, building materials, roads, mobile phones, radio, television
Social	Relationships within the village for helping one another, relationships with government or people outside of the village, village organisations, village committees, culture of helping others, friendships, memberships to groups or associations, trust in the community, attitudes toward working together
Human	Skills: Construction, farming, planting, health treatment, teaching, leading. Knowledge: About the land, about water resources, about safe water and hygiene, about the weather, about the natural environment. Ability to work
Natural	Land, trees, forest, springs, rivers, livestock, crops, hills, sand, gravel, stones, ocean, fish, animals, sea life
Financial	Village savings, community donations, loans, items that can be easily sold, government financial assistance, jobs, family members that send money,

Resource category	Examples of how it can be used to address climate impacts
Physical	<ul style="list-style-type: none"> <li>• Community hall for holding community meeting on addressing climate-related issues</li> <li>• Radios for receiving warnings about the weather</li> <li>• Vehicles for transporting materials to repair water supply when damaged by the weather</li> <li>• Access roads for reaching water sources for maintenance</li> </ul>
Social	<ul style="list-style-type: none"> <li>• Water committees for organising actions to maintain the water supply during dry and wet seasons</li> <li>• Community events to raise money for helping community members that require help accessing clean water</li> <li>• Relationships with local government or churches that can provide support after disasters affect water access</li> <li>• Women’s group for lifting up the voices of women on water issues</li> </ul>
Human	<ul style="list-style-type: none"> <li>• Plumbing skills for fixing pipes damaged by extreme weather</li> <li>• Village health workers who know how to prevent and treat water-related diseases and can promote hygienic practices</li> <li>• Knowledge of where to find clean water during long dry spells</li> <li>• Knowledge of which trees and plants should be planted to protect springs</li> </ul>
Natural	<ul style="list-style-type: none"> <li>• Different water resources (e.g. springs, rivers, groundwater, rain) that can be used to meet water needs in different seasons</li> <li>• Sand and gravel for making cement to build water supply infrastructure</li> <li>• Healthy forests that protect water resources from landslides during heavy rainfall</li> <li>• Control over land for planting trees or developing water sources</li> </ul>
Financial	<ul style="list-style-type: none"> <li>• Water budget from community member payments for maintaining water supply</li> <li>• Local cooperatives that can raise money for community projects like making improvements to the water supply</li> <li>• Financial assistance from the government for the community or households</li> <li>• Animals and crops that can be sold to raise money for the water supply</li> </ul>

Water for Women is Australia's flagship water, sanitation and hygiene (WASH) program supporting improved health, equality and wellbeing in Asian and Pacific communities through socially inclusive and sustainable WASH projects. Water for Women is delivering 18 WASH projects in 15 countries together with 11 research projects over five years (2018-2022).

For more  
information:  
[waterforwomen.uts.edu.au](http://waterforwomen.uts.edu.au)