

Climate Change Response for Inclusive WASH: A guidance note for Plan International Indonesia

GUIDANCE NOTE
DECEMBER 2020

Acknowledgements

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Research Partners

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Plan International has been operating in Indonesia since 1969. Its early work was based in Yogyakarta and now works in South Sulawesi, Nusa Tenggara and Java. Plan International Indonesia became Plan International Indonesia Foundation in 2017 to reach more children, especially girls, in Indonesia and create long-term change through partnerships and local fundraising. Key areas of work include: youth economic empowerment; child and youth participation; disaster risk management; sexual and reproductive health; early childhood care and development; and water, sanitation, and hygiene.

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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.

About the project

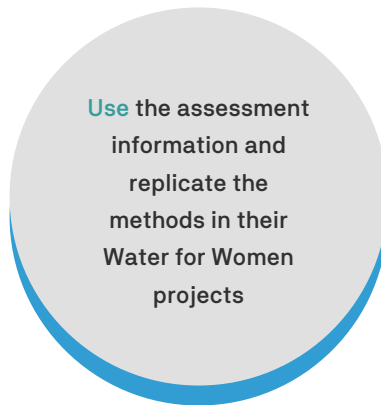
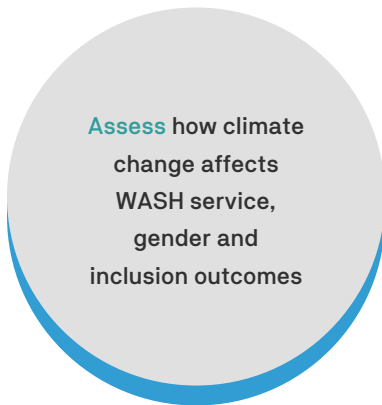
The Institute for Sustainable Futures at the University of Technology Sydney (ISF-UTS) is partnering with civil society organisations (CSOs) Plan International in Indonesia (YPPI), Plan International Australia (PIA), WaterAid Timor-Leste and WaterAid Australia to conduct research to inform how the CSOs 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:



waterforwomen.uts.edu.au/climate-change-response

Guidance for practitioners, and ideas for all

This Guidance Note provides activities and recommendations to Plan International Indonesia for integrating considerations of climate change into its existing inclusive WASH programming, which focuses on STBM (Community-led Total Sanitation). It was jointly developed by the Institute for Sustainable Futures at the University of Technology Sydney (ISF-UTS) and Plan International Indonesia.

The Guidance Note is one of the outputs of the Climate Change Response for Inclusive WASH research partnership ISF-UTS, Plan International Indonesia and WaterAid Timor-Leste. Another Guidance Note is being produced with WaterAid Timor-Leste.

Following a preliminary visit in November 2018 and project planning, ISF-UTS and Plan International Indonesia teams worked closely together in Indonesia from 9 August to 6 September 2019 to co-develop the methods included in this Guidance Note. This involved a design and learning workshop, two weeks of testing with a rural community in Manggarai district and an analysis and reflection process.

Although this Guidance Note is tailored to the Plan International Indonesia STBM 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.

This guidance note was prepared by Jeremy Kohlitz, Tamara Megaw, and Joanne Chong from ISF-UTS, with contributions from Lee Leong and John Kelleher from Plan International Australia, Silvia Landa from Plan International Indonesia, and PERSANI (Plan Indonesia's Disabled People's Organisation partner).

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Communicating about climate change

When carrying out activities to understand climate change impacts on WASH and gender and social inclusion outcomes, it is helpful to introduce the concept of climate change and situate it in the local context.

Before each activity, ask the participants about long-term changes they have noticed in the weather and the environment where they live, from when they were young until now. For example:

- Have you noticed changes in the seasons over the last 5 – 20 years or more?
- Does it now feel warmer or cooler at certain times of day?
- Does the rainy season still start at the same time of the year, or have the seasons changed?
- Have there been more extreme dry spells?
- Has there been more intense rainfall and flooding?
- Have you noticed any changes in the local trees and food grown?
- What are the birds and animals special to this region? Do you still see them as often as before?

Tell participants how climate change can lead to changes in the environment the community may have experienced:

- Climate change is affecting all communities around the globe.
- Climate change can cause weather to become more extreme. For example, wet seasons may have heavier rainfall and dry seasons may become hotter and longer.
- Climate change also can result in unusual weather events, such as seasons starting earlier or later than usual, or rain occurring during the dry season.



“Do No Harm”

Be cautious when discussing negative impacts of climate change

During each of the activities presented in this Guidance Note, facilitators will ask participants to think about climate-related impacts on their lives. For people who have lived through climate disasters or other impacts, these discussions can be upsetting. Always tell the participants what the activity will involve before starting it, and that they can choose to stop participating at any time.

Also share with the participants that climate change is largely caused by actions of those in other industrialised countries, not by small rural communities:

- Climate change is caused by high amounts of types of air pollution that cause gases that get trapped in the atmosphere, causing hotter temperatures.
- Climate change-causing air pollution is mainly caused by large industrial countries with pollution from factories, clearing land for livestock, burning fuel, and vehicle use.
- Small communities which are living from farming their own land, do not contribute much to this issue.
- Communities in Indonesia cannot stop climate change alone, but can take small local actions to cope with climate change and slow down the impacts where they live.

When discussing climate change with communities, it is important to relate it to their own experiences and use easy-to-understand language. The activities in this Guidance Note involves asking participants to reflect on their experiences in wet and dry seasons instead of anticipating future climate change. This helps to avoid the use of confusing climate change concepts and terms, and enables participants to see the relevance of climate to WASH.

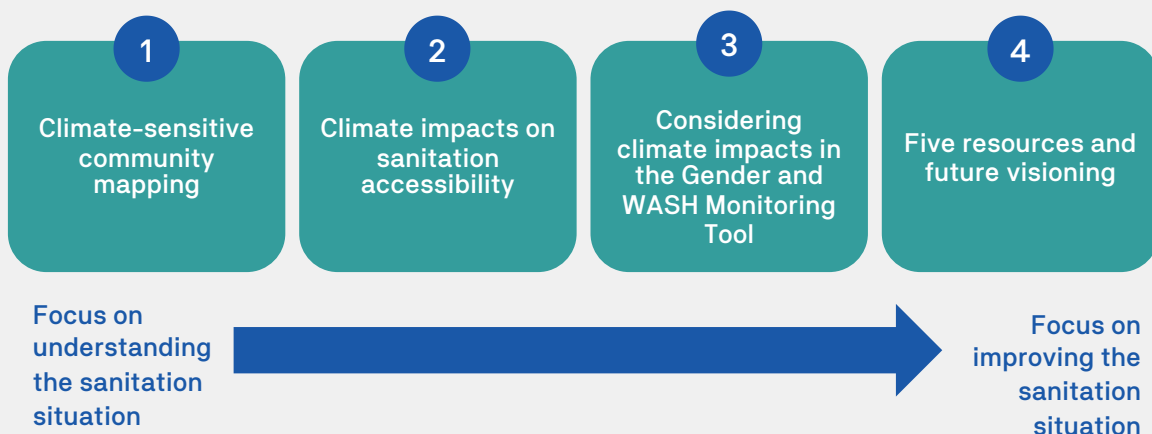
Four activities for considering climate change impacts

This section outlines activities on how climate change impacts can be considered in Plan International Indonesia's Sanitasi Total Berbasis Masyarakat (STBM) program. STBM is an adapted version of Community-Led Total Sanitation and is endorsed by the Government of Indonesia. It focuses on achieving five pillars:

- Open defecation free (ODF) communities;
- Handwashing with soap at critical moments;
- Household water treatment and safe storage of water and food;
- Solid waste management; and
- Liquid waste management.

Focusing on Pillar 1 of maintaining ODF communities, ISF-UTS and Plan International Indonesia jointly trialled and developed four activities to be integrated into Plan's STBM program for stronger consideration of climate change impacts on inclusive WASH. These activities either complement existing STBM activities or are new additions.

It is useful to conduct the four activities in the order shown below, because some activities produce information that can then be used in subsequent activities (e.g. climate-sensitive community mapping creates information that can be used in the sanitation accessibility and gender and WASH monitoring tool activities). However, if required by scheduling, it is still useful and possible to conduct each activity individually. In any case, it is not necessary for the same community participants to be involved in each activity.



Climate-sensitive community mapping

- Activity 1** Extend the standard STBM community mapping to include identifying locations where climate hazards affects WASH within the community, and how the hazards differentially impact women and men. 10
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Climate impacts on sanitation accessibility

- Activity 2** Analyse how climate-related hazards affect physical accessibility of toilet facilities, and enhance the role of people with disabilities in influencing community decision-making about sanitation. 15
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Considering climate impacts in the Gender and WASH Monitoring Tool

- Activity 3** Include additional questions about how climate hazards and extremes affect WASH workloads and decision-making, in the standard Plan International Gender and WASH Monitoring Tool process. 27
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Five resources and future visioning

- Activity 4** Facilitate a participatory approach to encourage community members to recognise their own resources and strengths and how they can be mobilised to address climate impacts on inclusive sanitation. Women and men then visualise their preferred future for sanitation in their community under climate change and describe steps they can take to achieve that future. 33

A woman presents the results of a climate and inclusive WASH activity





Facilitators of these activities should have a good understanding of WASH, climate change, gender and social inclusion, and ‘do no harm’ principles before facilitating these activities in communities. Therefore training on these activities before their implementation is recommended.

ISF-UTS and Plan International Indonesia designed these activities, building on thinking from existing methods successfully used by CSOs worldwide, to make them relevant and useful to the Plan International Indonesia STBM program. ISF-UTS initially reviewed common community-based climate change adaptation and WASH tools (e.g. those based on Participatory Rural Appraisal). ISF-UTS then short-listed activities that could be

- Adapted to include considerations of climate change, WASH, and gender and social inclusion;
- Conducted in communities using basic materials; and
- Be beneficial for community members to participate in.

In a joint workshop, ISF-UTS and Plan International Indonesia selected and designed activities from the short-list to trial in communities. This selection was based on the interest of the Plan staff and potential to create impact within the STBM program.

»» Facilitation tip

Involve people with disabilities and other marginalised groups in these activities along with the rest of the community, if they feel comfortable to do so. Make sure they can easily reach the location where the activity is taking place and put steps in place specifically for them to contribute to the activity.



Activity 1

Climate-sensitive community mapping

When to do this activity

Implement the steps for considering impacts of climate hazards on the community either during or immediately after the standard STBM community mapping process. This activity can be repeated yearly to understand emerging changes in climate impacts.

Objective of the activity

Climate-sensitive community mapping facilitates women and men to identify the locations where climate-related hazards affect the community (e.g. where it floods, where landslides occur, etc.). They then discuss how these impacts affect women, men and people with disabilities in different ways.

Duration: 30 minutes (in addition to standard community mapping steps)

Roles: One facilitator and one-note taker

Materials: Coloured powders or chalk (materials from standard community mapping activity)

Number of participants: Up to 20 women and men, including people with disabilities from the community

Integrated with existing Plan Indonesia activity? Yes – STBM Community mapping

ACTIVITY 1

During the standard Plan Indonesia community mapping activity, facilitators engage community members to follow these steps:

1. On the ground in an open area, use chalk or other local materials to outline village boundaries, roads, public buildings and facilities, and water resources;
2. Use coloured powders to mark areas where open defecation occurs, household greywater pools, and solid waste accumulates;
3. With the consent of people with disabilities, indicate on the map where they live and the path they take to reach a toilet; and
4. Discuss what they see in the map and how it makes them feel. This helps to trigger interest in achieving total sanitation. Specific attention is given to whether children, elderly people, and people with disabilities defecate in toilets or in the open.

Climate-sensitive community mapping extends this activity to consider impacts of climate-related hazards as described in the following steps.



Steps for facilitating the activity

1 Step 1 – Identify places with heavy rain and consider the sanitation impacts (10 minutes)

Ask community members if landslides or flooding/water-logging from heavy rain have affected the community before. Ask them to circle or mark these areas on the map. Then, consider the following questions:

- **Open defecation:** Do the flooding/waterlogged areas overlap with areas of open defecation? Does this raise the likelihood that excreta is spread to homes and water sources?
- **Sanitation access:** Have these hazards affected sanitation access? For example, has a landslide destroyed latrines in the past? Or does water-logging make it difficult for people with disabilities or others to access a public toilet?
- **Response:** What have people done in the past to respond to these issues? Focus on positive responses (e.g. pooled resources together to repair toilets).
- **Sites for new toilets:** Where are good locations to construct latrines that are less likely to be affected by landslides or flooding?

2 Step 2 – Consider the impacts of low water availability on sanitation (10 minutes)

First, ask community members to circle or mark latrines and water points on the map that stop working if it is dry for too long.

Next, ask community members if any toilets are disused during the dry season due to insufficient water to operate them, and mark these on the map as well.

Discuss the following questions with the community:

- *If there is not enough water to operate a toilet, do people go to another toilet or openly defecate?*
- *If water stops flowing at a water point, do community members need to walk further to collect water for flushing a toilet? If so, who has the responsibility to collect water from more distant sources for the toilet?*

3

Step 3 – Consider how climate change impacts people differently (10 minutes)

Based on the mapping activity, ask the community members if heavy rain and dry periods affect some people more than others:

- *Do women, men, children, the elderly, or people with disabilities have more problems than others with sanitation when there is heavy rain or a long dry spell?*
- *Are there any areas which feel unsafe for some people to go? Where are the safe areas where the community can build a public toilet?*



Facilitation tip

Community mapping tends to focus on physical features of the community, so frequently prompt participants to speak about social dimensions by asking them how the identified issues affect people differently. For example: If excreta gets washed into a stream by the rain, which households are most likely to get sick?

Involving local government

The appropriate local government counterpart for this activity is the village **sanitarian**¹ and potentially other members of the village STBM team.

The sanitarian should understand that climate change has the potential to prolong the dry season and increase the number of days with severely heavy rainfall, and these impacts affect people differently.

Explain to the sanitarian that it is important to motivate people to build latrines that will continue to work under these scenarios so that people do not become discouraged and revert back to open defecation. Sanitarians are staff of local health centres who work on STBM teams at the village level with local volunteers.

¹ Sanitarians are staff of local health centres who work on STBM teams at the village level with local volunteers

Using the results

Based on the mapping activity, ask the community members if heavy rain and dry periods affect some people more than others:

- *“Do women, men, children, the elderly, or people with disabilities have more problems than others with sanitation when there is heavy rain or a long dry spell?”*
- *“Are there any areas which feel unsafe for some people to go? Where are the safe areas where the community can build a public toilet?”*

The answers that community members give to these questions can provide valuable insights on building sustainable and inclusive toilets. Below are some points to listen for and note during the activity:

Are some areas of the community prone to landslides or flooding, or have a water supply that fails during dry periods?

The facilitator should advise community members to construct public facilities away from these areas if possible, or design them to work properly even if these hazards are present (e.g. build dry toilets in water scarce areas, or raised latrines in flood-prone areas).

Do some people face additional barriers in accessing sanitation facilities (e.g. people with disabilities) and do climate hazards worsen them? Do community members have ideas how to overcome these barriers?

The facilitator can refer back to these ideas later as examples of how the community can use its resources to improve sanitation for every user group.

Do climate impacts already present problems to current toilet facilities?

The facilitator can inform participants about different types of toilet (e.g. dry vs. wet) and help them decide which types of toilets are most likely to continue working properly across all seasons



activity
2

Activity 2

Assessment of climate change impacts on sanitation accessibility

When to do this activity

Do this activity shortly after the STBM triggering activities. It is valuable for the community to understand physical accessibility, gender related and other vulnerability issues before they build new toilets so that these issues can be addressed as toilets are constructed.

Objective of the activity

This activity uses a “barriers analysis” (also called “safety audit”) approach to identify:

- Barriers that currently affect sanitation accessibility, with a focus on people with physical disabilities, the elderly, pregnant women and other people with physical limitations in the community
- How climate change can potentially worsen those barriers
- How climate change can create new barriers
- How the community and local government can build toilets that help people overcome barriers and support accessibility of toilet facilities for all in a community

This section provides instructions on how to conduct an analysis of climate change impacts on accessibility to public toilet facilities. It is adapted from the WaterAid “How to conduct a WASH accessibility and safety audit” guide .

ACTIVITY 2

Duration: 3.5 hours (1 hour for preparation and 2.5 hours for facilitation)

Materials: 6 copies of accessibility checklists (see step 4), pens, large sheets of paper, markers

Number of participants: 3 groups of women (young, middle aged, and older) and 3 groups of men (young, middle aged and older). Each group should have approximately 5 – 7 people and include people with disabilities. A community leader and/or local government official should also participate

Integrated with existing Plan Indonesia activity? No – new activity

Facilitators should:

- If all participants are participating in the transect walk: 6 facilitators and 6 note-takers
- If some people do not participate in the transect walk, one additional facilitator and note-taker will be needed (see step 4).

Facilitators should:

be experienced in working with people with disabilities,

- understand disability issues in Indonesia and the communities where you are conducting activities,
- know the laws and conventions about disability rights, and
- employ strong facilitation skills to promote a safe space.

Facilitators should also be prepared for people with disabilities to face prejudice and be stigmatised by some community members, and have strategies to challenge those attitudes in a sensitive and respectful way.

One of the facilitators should be a lead facilitator to coordinate the groups and lead overall discussions.

Involving local government

The appropriate local government counterpart for this activity is the **village STBM team**. The village STBM team can be trained to facilitate the transect walk portion of this activity. However, specialist support is required to ensure that people with disabilities can meaningfully participate and discuss sensitive issues that they face.

Steps for facilitating the activity

1 Step 1 – Meet privately with people with disabilities (20 minutes)

It is important that people with disabilities feel comfortable participating in the activity. Before the activity formally starts, identify and meet the people with disabilities invited to the activity and their family/carers.

A local disabled people's organisation may be consulted to identify appropriate participants. People with different types of disabilities should be invited, for example both participants with vision impairment and those who require walking aids to support their balance.

During the initial meeting between facilitator(s) and people with disabilities:

- Explain the purpose of the overall program
- Explain the purpose of the sanitation accessibility activity and what it will involve for participants;
- Invite her/him to join all or any part of the activity of her/his choosing. For example, she/he may choose to join both the transect walk and the discussions, or may be more comfortable joining group discussions but not a transect walk;
- If she/he is not comfortable participating in the activity, offer to visit her/him again in private after the activity is finished to share what was learned and to get her/his inputs.

Facilitation tip

Make the meeting informal and friendly. The person being invited should not feel pressured to join in any way, but feel welcomed and wanted.

Give the person being invited time to think and respond – she/he may not be accustomed to being invited to community events.

Be flexible with adjusting this activity depending on the level of participation the person with disabilities is choosing (for example, if they choose to not join the transect walk, one facilitator may instead conduct an interview with them)

2 Step 2 – Select the toilet facility to assess (30 minutes)

Invite community representatives to a meeting to prepare for the activity. Invite women and men of different ages, people with different types of disabilities, and people from a local disabled people’s organisation (if present).

- Explain the purpose of the activity to the group (see step 3 below for an explanation of the activity’s purpose).
- Ask the group to select the public toilet facility to be included in the walk. Ideally, the facility should be the one that the participants use in practice.
- Also ask the group to select the starting point where the transect walk will start. For example, this could be the home of one of the participants or a point where water is collected to carry to the toilet.



Assessing how climate hazards affect the walk to a public toilet

3 Step 3 – Gather participants, explain the activity and identify roles (20 minutes)

Gather the participants at a community meeting place. The lead facilitator should explain to them the objective of this activity:

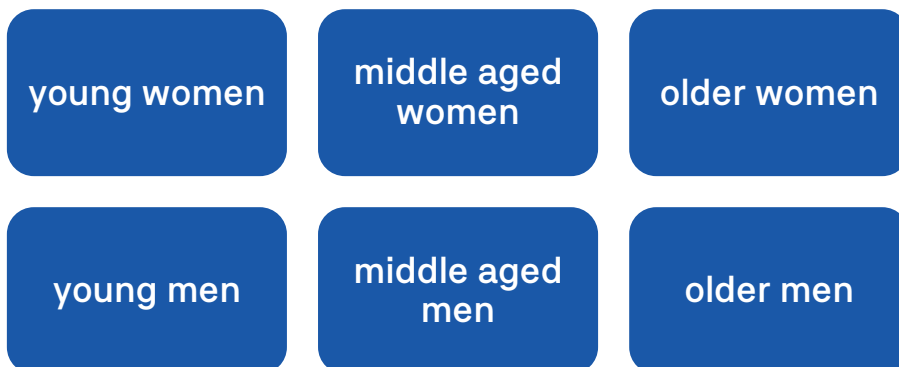
“The purpose of this activity is to understand the barriers to accessing sanitation faced by people with physical disabilities, pregnant women, and elders, and how climate, like very hot and dry weather or heavy rainfall, also affects these barriers.

We will be going on a walk to a nearby toilet to understand the challenges faced by people with disabilities, pregnant women, and the elderly in accessing this toilet. After the walk we will together discuss ways that the community can help to address these challenges.”

Facilitation tip

Before starting the activity, make sure that the meeting place is accessible to people with disabilities and that all of the participants have an easy way to get to the meeting place.

Allocate the participants into 6 groups according to their age and gender:



Assign a facilitator and note-taker to each group.

Before starting the transect walk, each facilitator should explain to their group the two checklists (pages 21 and 22) which will be used to guide the activity. For participants that have difficulty reading, explain how the graphics represent different barriers to accessibility.

4 Step 4 – Assess the journey to the toilet facility (40 minutes)

Each facilitator should guide their group to walk from the starting point to the toilet facility (identified in step 2). Spread the groups out so they don't get too crowded.

If some people are not joining the transect walk, follow the steps on the left to discuss their experiences accessing sanitation. For the participants that are joining the transect walk, follow the steps on the right.

Facilitation tip

Ensure facilitators follow the “do no harm” principle. Take care not to coerce people where they feel socially uncomfortable (such as people with disabilities receiving excessive attention while walking in public areas for assessment of toilet facilities), or physically unsafe (such as walking on uneven or slippery surfaces, or in the face of road traffic).

For people not joining the transect walk	For people joining the transect walk
<p>Facilitator</p> <ul style="list-style-type: none"> • Speak with the participants about their experiences. <p>Note-taker</p> <ul style="list-style-type: none"> • Record the discussion. 	<p>Facilitator</p> <ul style="list-style-type: none"> • Walk with the participants to the starting point (see step 3) then together begin walking toward the toilet facility. • During the walk, refer to the first checklist (page 21). • Once the group has reached the toilet facility, refer to the second checklist - (page 22). <p>Note-taker</p> <ul style="list-style-type: none"> • Record responses in the checklists
<p>Discussion topics can include:</p> <ol style="list-style-type: none"> 1. Questions in the two assessment checklists (pages 21-22) and the questions in Step 5. 2. The involvement of people with disabilities in community meetings, their opportunity to influence household and community decisions, and the presence of disability people's organisations which could advocate for their interests. 3. Possible solutions to barriers 	<p>During the walk discuss with the participants, and take notes about:</p> <ol style="list-style-type: none"> 1. Barriers experienced by people with disabilities, the elderly, or pregnant women in their group. 2. How climate impacts can affect the barriers. For example, if the weather is very hot and dry, very wet, or if there has recently been a storm, do new barriers arise or do existing barriers worsen? 3. Other barriers that are not on the checklist. 4. Possible solutions to the identified barriers.



The facilitator leading this discussion should be a person experienced and skilled in working with people with disabilities and other vulnerable people.



Suggest to the participants to roleplay people with mobility limitations, such as pregnant women or very old people, and ask them to imagine difficulties they may encounter.

Checklist 1 - Assess the journey to the facility

Question	How does the climate affect this? (e.g. after heavy rain, after a storm, during a very hot day)	How are climate impacts different for women (including pregnant women), elderly people and people with disabilities?	Solutions
Is there anything blocking the path or that could make someone trip? Who might trip?			
Is that path wide enough for people with disabilities to use?			
Are there any parts of the path that are steep or slippery?			
During the night, is it difficult to see the path?			
Are there any times when women feel unsafe to walk down this path? Why?			
Is the distance very far for people with disabilities, elderly people, and pregnant women to walk?	Is it difficult for them to walk this path on a very hot day?		
If the facility is not working, how far is the next facility and how difficult is it to get to?	Does heavy rain or dry periods cause the facility to stop working?		

Checklist 2 - Assess the facility

Question	How does the climate affect this? (e.g. after heavy rain, after a storm, during a very hot day)	How are climate impacts different for women (including pregnant women), elderly people and people with disabilities?	Solutions
How easy or difficult is it to enter the facility? Is the entrance to the facility wide enough for people to enter?			
Is there enough space inside the facility for people with disability to move around easily?			
Is the floor smooth and dry?	When there is heavy rain, does the ground get very wet or muddy?		
Are there any handles to prevent people from falling when using the toilet?			
Is the facility structure robust?	Under windy conditions, will the walls or roof blow away?		
Does anyone feel unsafe when using this facility? At night? Why?			
Is the facility uncomfortable for some people to use for any reason?	Does the toilet smell worse when it is very hot or there is heavy rain?		
Are the areas inside and around the facility clean and of acceptable quality?			
Is the handwashing station and soap easy for anyone to use?			

5 Step 5 – Discuss barriers to participation and decision-making on sanitation (30 minutes)

After completing the assessments, each facilitator should walk with their group back to the community meeting place. Invite those who did not join the transect walk, and those who did join the transect walk, to share reflections with each other.

- Keep the 6 different groups separate.

In each group, the facilitator should remind the participants of the barriers to accessibility they identified during the transect walk, and explain that they often go unaddressed. For example:

“People with disabilities frequently encounter these barriers, but they may have limited opportunities to raise their concerns and needs with decision-makers.”

Discuss the following questions with the group:

1. Do people with disabilities usually attend community meetings or other events? Is it different for women with disabilities compared to men with disabilities? Why?
2. Are people with disabilities able to actively participate? Is it different for women with disabilities compared to men with disabilities? Why or why not?
3. Do people in the community welcome people with disabilities and listen to them? Is it different for women with disabilities compared to men with disabilities? Why or why not?

Next, discuss with the participants how barriers to participation and decision-making affect people’s ability to cope with climate impacts:

4. In the future, the rain might become stronger in the wet season and the dry season might become longer and cause water shortages. This can make it more difficult for people with disabilities to access sanitation, as we discussed during the walk. What happens to people with disabilities if they cannot come to meetings to talk about these problems?
5. If the community needs to improve the public toilets so that they can still be accessed when there is heavy rain or water shortages, how can the community make sure that the improvements will also help people with disabilities?



Facilitation tip

Encourage people with disabilities, the elderly and pregnant women to voice their own concerns and interests to the group, and encourage careful listening by the community leader and/or local government official.

6 Step 6 – Discuss solutions in each group (20 minutes)

Stay in the six different groups.

Each facilitator should explain to their group that they will now move on to identifying and developing solutions to the problems that they identified.

1. Draw the Table on page 26 on a large piece of paper.
2. Ask the group to think about the solutions that came up during the transect walk (step 4) and to think about solutions to the issues raised during the discussion on decision-making (step 5).
3. Ask the group to identify who is responsible for implementing each solution:

Households/families

The community

Local government

4. Write down each solution that the group mentions under the column heading of who is responsible for implementing it. Some solutions can be written under two or all three headings if needed.



Facilitation tip

Remind the participants to think about problems and solutions relating to accessibility when it is very hot and dry or very rainy.

7 Step 7 – Share solutions across all groups (40 minutes)

The lead facilitator should bring all 6 groups together in the meeting place, and call on each group to share the solutions they came up with:

- Each group facilitator shares the solutions their group came up with and who is responsible for implementing it.
- The lead facilitator highlights common solutions that multiple groups suggest and gets the groups to agree on who is responsible for implementing it.

The facilitator should then neatly write down all actions and who is responsible for carrying them out on a sheet of paper. All participants, including local government officials, should be given an opportunity to sign the sheet to show their commitment to carrying out the actions to improve sanitation in their community. Community leaders or local government should store the sheet safely and refer to it during community meetings.

Facilitation tip

The lead facilitator should recognise that people have different perspectives and opinions, but should focus on agreements between the different groups, and building consensus about who should be responsible for implementation.

Assessing climate change impacts on accessibility of a toilet facility



Using the results

Community leaders and local government authorities should use the list of barriers and solutions that the participants identified in planning for new public toilets or upgrading existing ones.

For siting new public toilets, people implementing the toilets should consider the barriers that sanitation users experience in wet and dry season, and refer to the climate-sensitive community mapping activity. The location of the public toilet should not be somewhere where a person with physical limitations will be unable to reach it when there is heavy rain or extreme heat.

Designers and builders should consider the solutions that the participants in this activity proposed for making it easier for everyone to use the toilet facility during very wet and very dry periods.

When meetings are scheduled to discuss public toilet facilities, the meeting facilitators should refer to the solutions that the participants of this activity created to maximise the meaningful participation of people with disabilities.

Issue/Solution	Household/Family	Community	Government

Solutions for addressing issues with sanitation accessibility and exclusion from decision-making



Activity 3

Considering climate impacts in the Gender and WASH Monitoring Tool

When to do this activity

This activity is integrated into the standard Gender and WASH Monitoring Tool (GWMT) process,⁴ so it should be implemented alongside the GWMT activities.

Objective of the activity

The GWMT enables local project staff and government partners to explore and monitor gender relations with women and men in implementation of WASH related initiatives.

The aims of the **GWMT participatory community-based process** are to:

- Raise awareness about gender roles and relationships in household and community WASH activities;
- Promote aspirations for gender equality amongst women and men in the community;
- Support WASH implementing staff to develop their understanding of gender analysis;
- Develop practical skills of WASH staff and partners for gender monitoring; and
- Collect sex-disaggregated information

The objective of **this activity** is to extend the GWMT process to:

- Increase understanding amongst community, members WASH implementing staff and government partners on how climate change can influence WASH workloads and decision-making

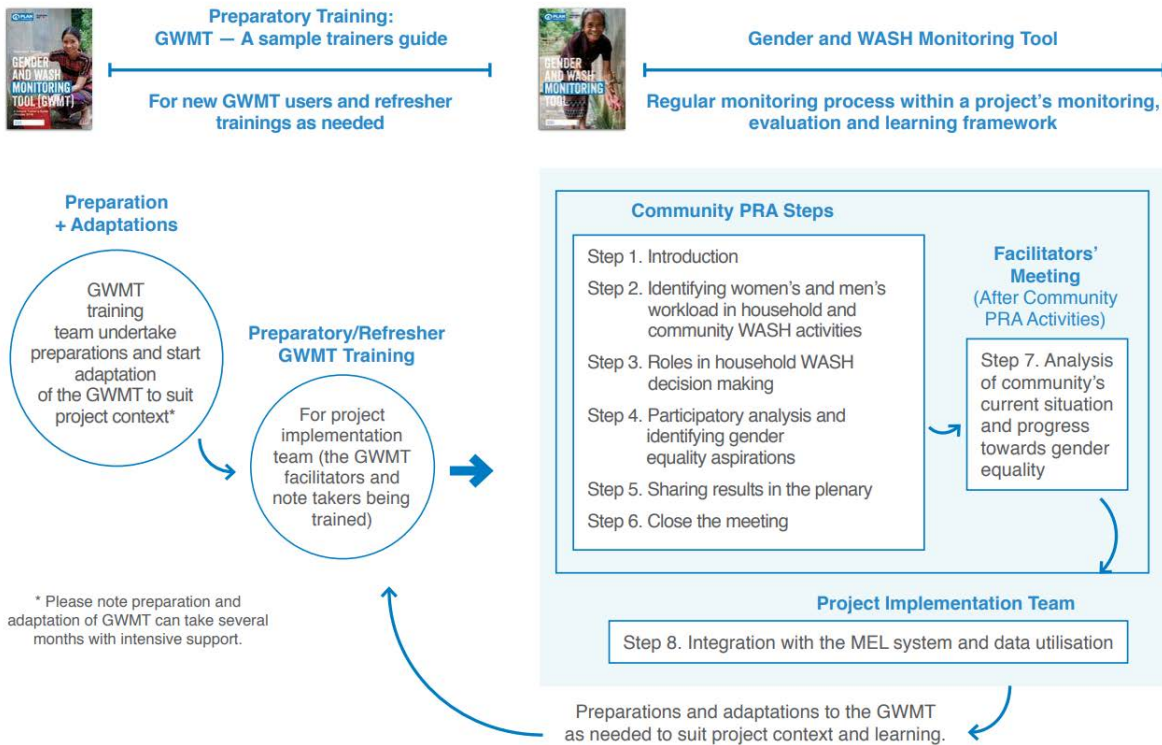
⁴ See the complete GWMT at <https://www.plan.org.au/publications/gender-and-wash-monitoring-tool/>

ACTIVITY 3

The complete GWMT process includes 9 steps as show in the figure below. This activity focuses primarily on extending:

Step 2: Identifying women’s and men’s workload in household and community WASH activities

Step 3: Roles in household WASH decision making



Extending Step 2: ‘Identifying women’s and men’s workload in household and community WASH activities’

Duration: 30 minutes (additional to the standard GWMT step)

Facilitators should: One facilitator and one-note taker (same as standard GWMT step)

Materials: Completed flip chart from the standard GWMT step and markers

Number of participants: Six groups – young people, middle-age people, and elderly people for women and men (the same participants as in the standard GWMT step)

Extending Step 3: ‘Roles in household WASH decision making’

Duration: 30 minutes (additional to the standard GWMT step)

Facilitators should: One facilitator and one-note taker (same as standard GWMT step)

Materials: Completed flip chart from the standard GWMT activity and markers

Number of participants: Six groups – young people, middle-age people, and elderly people for women and men (the same participants as in the standard GWMT step)

Steps for facilitating the activity

Before starting this activity, the facilitators should choose a climate scenario to present to the participants based on what they know is most relevant for the area:

- A very hot and dry season where it has not rained for a long time; or
- A very rainy season with heavier rainfall than usual

Facilitators will ask participants to consider how one of these seasons affects WASH workloads and decision-making, so choose one that will be most relevant to the participants.

1 Step 1 – Identify increases in WASH workload due to climate (20 minutes)

As part of the standard ‘Identifying women’s and men’s workload in household and community WASH activities’ step, the facilitators prompt the participants to identify the amount of time they spend on various household and community WASH activities.

Once the group has finished the step as described in the GWMT, tell them:

We are now going to consider how the climate affects the amount of time you spend doing these activities.

Ask them to consider the climate scenario that the facilitators chose prior to starting the activity. For each household and community WASH activity that the group identified in the standard GWMT step, ask the group:

“When the climate is like this, do you need to spend more time on this activity?”

- If the amount of time they spend increases a little, draw one upward arrow (↑) next to the activity.
- If it increases a medium amount, draw two arrows (↑↑).
- If it increases a large amount, draw three arrows (↑↑↑).
- If it does not change or decreases, add no arrows.

2 Step 2 – Discuss the increases in WASH workload (10 minutes)

Discuss with the group about why these changes occur and how it affects their lives. Ask them:

- Why does this climate hazard cause your workload to increase?
- Does this create additional stress for you and your family? How so?
- Do family or community members help each other with the increased workload?

3 Step 3 – Identify changes in WASH decision making due to climate extremes

As part of the standard GWMT process, the group now moves onto the ‘Roles in household WASH decision making’ step. As part of this standard step, facilitators prompt the group to allocate 20 markers between young, middle age, and older women and men to indicate their levels of involvement in household decision-making of WASH activities.

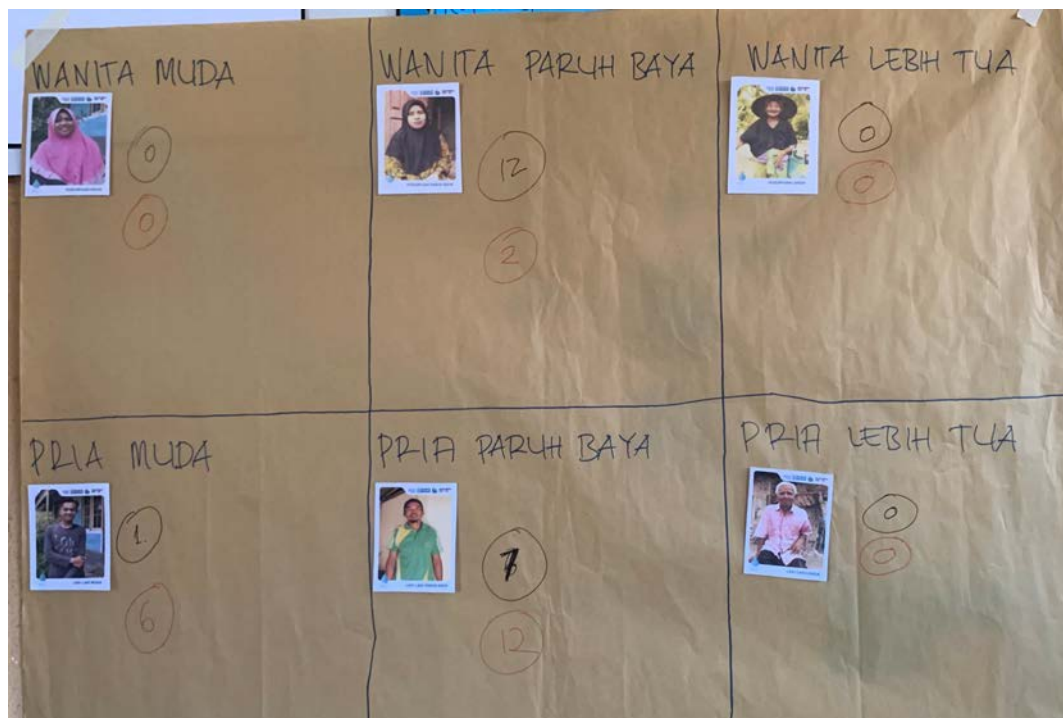
Once the group has finished the step as described in the GWMT, tell them:

“We are now going to repeat this activity, but this time we will consider how extreme climate conditions affect household WASH decision making”

Then, follow these steps:

1. Leave the markers indicating influence on WASH decision making from the standard GWMT step where they are for now.
2. Ask the group to again consider the chosen climate scenario, but this time an “extreme” version of it (e.g. a long drought or rainfall so heavy that it causes flooding).
3. Ask the group: Does the influence on WASH decision-making change in the household when the climate is extreme like this?
4. Ask the group to move the markers to indicate whether young, middle age, and older women and men take on more or less decision making influence during extreme climate conditions.

ACTIVITY 3



Example of results showing the number of markers allocated to young, middle age, and older women and men during normal conditions (in black) and the number of markers allocated during a flooding scenario (in red)

4 Step 4 – Discuss that changes in influence on household WASH decision making

Discuss with the group about any changes in influence on household WASH decision making from average to extreme conditions:

- Which groups take on more or less influence on decision-making? Why?
- Who has the most influence on decision-making during extreme conditions? Who has the least? What does this mean for the community?
- If extreme seasons become more frequent, what will that mean for who makes decisions in the community about WASH?

Facilitation tip

Make it clear to the participants that you are discussing changes in influence or power over decision-making, and not who is responsible for doing the activity.

Using the results

The results of these activities feed into the remaining GWMT steps:

- In steps 4 – 6 of the standard GWMT process, the groups discuss the results of the previous steps, state their desired changes for the future, and share their desires with the other groups.
- During these steps, the groups also discuss and share the results relating to the climate change activities.

If this activity is repeated with community in the future, monitor whether there are any changes to the increases in workloads or differences in decision making influence during climate extremes. If not, WASH interventions may need more focus on how climate affects WASH inequalities in the household.

Involving local government

The appropriate local government counterparts are the **Pokja (working group)** and **Kecamatan (sub-district government) STBM teams**. These teams are responsible for carrying out the GWMT activities and will be the ones to integrate questions regarding climate impacts.



Activity 4

Five resources and futures visioning

When to do this activity

Do this activity before or during the triggering phase of the STBM program. The 'Five resources' component should be done before the 'Futures visioning' component. The two components can be done on different days if the activity is too long for one sitting.

Objective of the activity

Support community members to identify resources that they have in the community that can be used to address climate impacts on sanitation.

Facilitate community members to imagine a positive future scenario for their community with good sanitation coverage, in order to motivate actions towards that future.

Duration: 2 hours

Facilitation roles: Lead facilitator who gives instructions and guides the discussion, note-takers for recording discussion in each of the small groups

Materials: Flip chart paper, sticky notes, and markers, definitions of the five resources on handouts or written on flip chart paper

Participants: The number of participants can vary but the activity works best with a maximum of 18 – 20 people. When recruiting participants, think about representation of the community broadly. For example, include men, women, people of different ages and marginalised groups. Small group discussions should be in groups of approximately 3 – 4 participants to ensure active participation.

Integrated with existing Plan Indonesia activity?

No – new activity

ACTIVITY 4

Before starting the activity with the community, some preparation is needed. On a piece of flip chart paper or handouts, write the definitions of the five resources:

- **Human resources:** The knowledge and skills that people in the community have.
- **Social resources:** Relationships, organisations and cultural processes in the community that can be used to help each other.
- **Natural resources:** Natural things that come from the land or the sea.
- **Physical resources:** Buildings, materials, and other things that people have bought or built.
- **Financial resources:** Different sources of income and different ways of making money.

Examples of these resources are shown in Annex 2. The activity facilitator will explain these resources to the community in step 2.

Youth conducting a climate hazard mapping activity



Steps for facilitating the activity

1 Step 1 – Introduction to climate change impacts (10 minutes)

Explain to the group what climate change is, and what it means for them now, and into the future:

- Climate change is making the weather warmer. This will continue into the future.
- There is greater uncertainty about seasonal patterns of rainfall, such as when the rainy season starts, the duration of the rainy and dry season and the intensity of the rainfall
- Events like tropical storms and periods of intense rainfall may become more extreme
- These climate change impacts will affect people’s livelihoods, for example:
 - how well different types of crops grow;
 - the availability and quality of water;
 - more frequent damage to homes, toilets and other community infrastructure

Tell the group:

“There are ways to adapt to these changes. ‘Climate change adaptation’ means actions that can be taken as a way to cope with climate change impacts. Such actions can be taken by women, men and children in communities, businesses, local governments and governments nationally, and internationally. Actions can draw on existing strengths – or ‘resources’ – that already exist within communities. We will now talk about these strengths, or resources, in the next activity.”

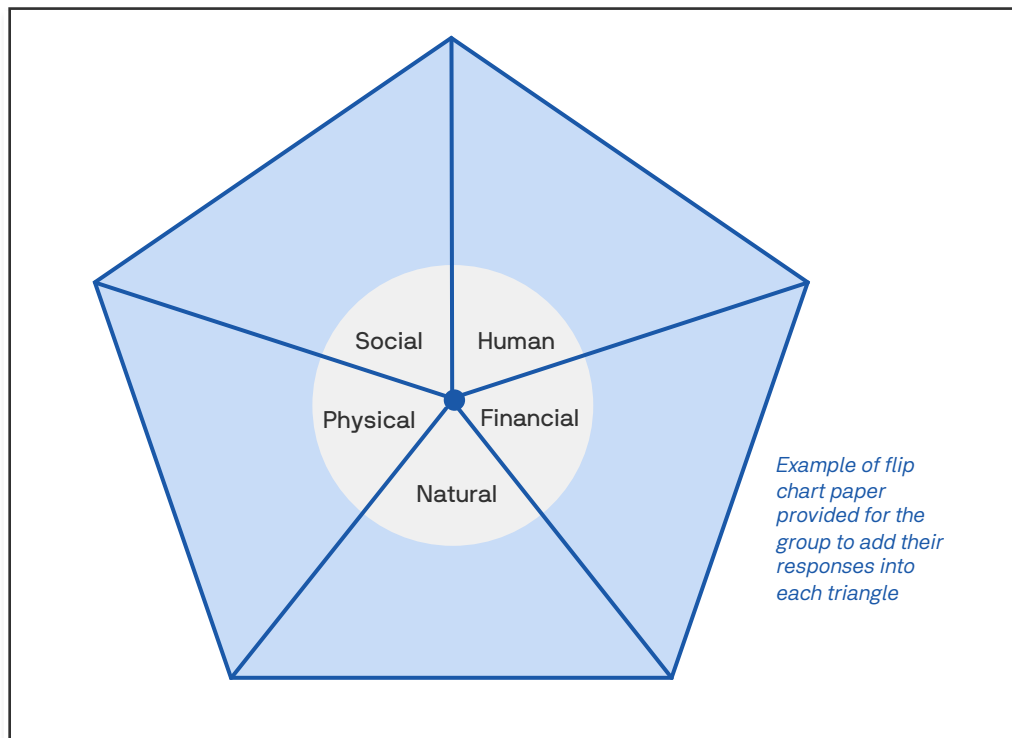
2 Step 2: Introduce the five resources to the community (25 minutes)

- Firstly, provide the definitions of the five resources, as a handout to each group, or on flip chart paper so everyone can see examples of the five resources.
- Ask the group to list what livelihood resources they currently have in relation to the five different types.
- Write the local examples for each of the five resources on flip chart paper. The below diagram can be drawn on the flip chart paper to group the examples.



Facilitation tip

Sometimes there can be an overlap where one resource can fit in different categories. For example, coffee can be a natural 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.



- When each group has finished listing examples of each of the five resources, remind them:
 - These are resources that are already available as sources of strength for the community.
 - To keep these local resources in their mind as they work through the next activities.
- In the next step, they will think about how they can use these resources to improve sanitation in their household and community.

3 Step 3 – Dreaming about the future (30 minutes)

Futures visioning or futures thinking, is an approach for reflection on the major changes that will occur in the next 5, 10 or 20 years. The first step of using this method helps move beyond short-term thinking and constraints of the present context to see a broader range of possibilities for the future.

The second step of the method is “backcasting” which involves participants placing themselves in their preferred future (e.g. in the year 2040), and then identifying specific actions needed to reach the preferred future.

Let the participants know that this activity involves creativity and imagination and draws on the previous activities responses.

Ask participants to imagine themselves in the future, 20 years from now. Tell them:

Imagine you are in a future that you want to live in where humans are thriving, and access to sanitation is available to everyone. This is a “preferred” or positive future, but also a realistic future. In this future, climate change is still an issue, but imagine ways that communities have adapted to its effects. This is also a future where there is inclusive access to sanitation.

Ask the group to work together in small groups (approximately 3 – 4 people each) to draw or write the common elements of their preferred future in relation to sanitation on a sheet of flipchart paper.

Prompt participants to elaborate their preferred future, particularly in relation to sanitation, with the following questions:

- Thinking about the future compared to now, what would you like to see different for the roles of men, women and people with disabilities? What should stay the same?
- Imagine how climate change might affect WASH access in the future. What would you be doing to maintain inclusive access? What would you be doing the same as the present, and what would you be doing differently?
- What strategies has the community put in place to adapt to climate change?
- How are the livelihood resources you described being utilised in the future? Are they visible in your illustration / description of the future?

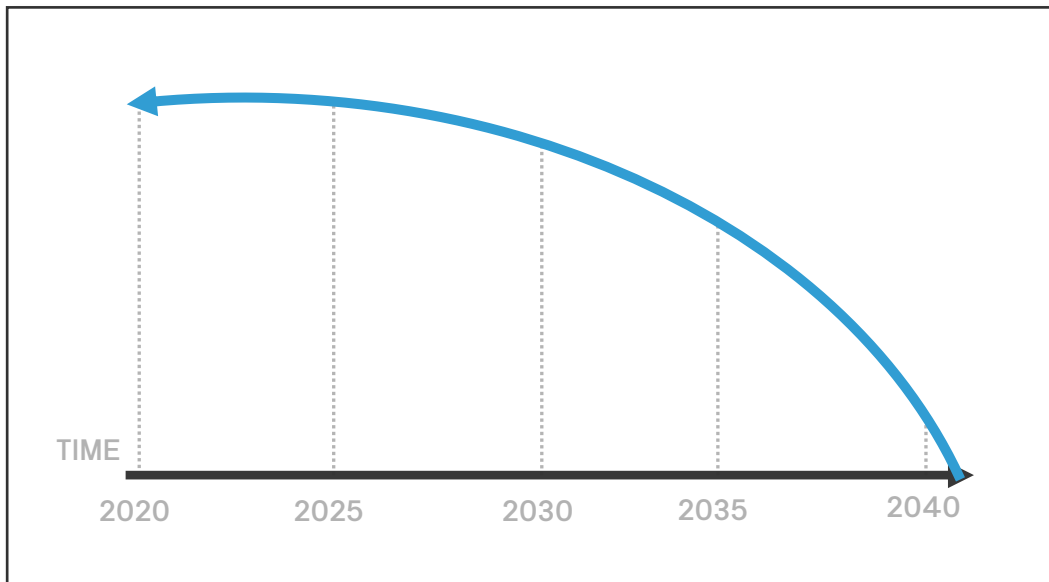
4 Step 4 – Backcasting (20 minutes)

The previous activity asked participants to draw their preferred future, specifically about their community with inclusive WASH and where communities have adapted to the effects of climate change. The next activity explores practical steps for achieving the preferred future. This is called backcasting.

- On a flipchart, draw a timeline from the present to the future, with intervals at 5, 10, 15 and 20 years in chronological time (e.g. 2020, 2025, 2030, 2035, 2040). An example is provided below.
- Ask the group to think back from the future to the present, and tell the story of how they got to that preferred future. Ask them:

“To reach your preferred future, what actions are needed in relation to sanitation and responding to climate change?”

“How can the existing livelihood resources you described earlier be used to help achieve the preferred future?”



- Ask the group to write the actions on sticky notes (one action per note) and place them at the appropriate time on the timeline.
- Review the actions and move them around until they are in the right sequence.

5 Step 5 – Making an action plan (35 minutes)

- Invite the small groups to each present their preferred future and timeline of actions.
- Discuss with the group:
 - What is similar and different about the preferred futures?
 - Are all these actions needed? Are there some which are more/less important than others?
- On flipchart paper, write a summary of the actions including who will lead and support the actions.
- How will the community ensure girls, boys, women, men and people with disabilities are included in the decision-making process and their needs are met? Specifically, what can be done by:

Households/families

The community

Local government



Facilitation tip

Ensure each group has time to present back. If your activity includes many small groups, the facilitator might need to suggest one highlight is presented, to ensure all groups have time to share their responses

Involving local government

The appropriate local government counterpart is the village Sanitarian. The Sanitarian will require training on facilitating the activity and understanding potential future climate scenarios and their impacts on inclusive WASH.

Using the results

STBM implementers can refer to the action plans developed in step 5 to motivate community members to achieve their desired sanitation future. The action plan is helpful for documenting commitments from community members to improve sanitation in their community using their strengths.

The action plan should also be disseminated to district government. If district government already has a development plan for sanitation, this action plan can be added to it so that impacts of climate change are better addressed.

Community members conducting hazard mapping activity





Annexes

Annex 1

Further Reading

- DFID (1999), Sustainable Livelihoods Guidance Sheets – Livelihood Assets 2.3, <https://www.enonline.net/dfidsustainableliving>.
- Inayatullah, S. (2008), Six pillars: futures thinking for transforming. *Foresight*, vol. 10, no. 1, pp. 4 – 21.
- King, R. (n.d.), How to conduct a WASH Accessibility and Safety Audit, prepared for WaterAid Cambodia and Disability Development Services Program, <https://washmatters.wateraid.org/publications/accessible-wash-in-cambodia>.
- Plan International Australia (2018), Gender WASH Monitoring Tool, <https://www.plan.org.au/publications/gender-and-wash-monitoring-tool/>
- Scoones, I. (1998) Sustainable Rural Livelihoods: A Framework for Analysis. Working Paper 72, Institute for Development Studies, Brighton, UK.

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	Savings groups (<i>arisan</i>), village funds, community donations, loans, items that can be easily sold, government financial assistance, jobs, remittances from family members

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

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