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Climate Hero Toolkit

Strengthening local government leadership for climate resilient inclusive WASH

UTS Institute for Sustainable Futures and SNV

uts.edu.au/climate-hero-toolkit August 2024



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Acknowledgements

We would like to thank the leaders who participated in the development of this toolkit for their generosity with their time and their feedback during piloting.

About UTS-ISF and SNV

The University of Technology Sydney - Institute for Sustainable Futures (UTS-ISF) conducts applied research to support water and sanitation policy and practice in Asia and the Pacific. UTS-ISF provide partners with technical expertise including climate change; planning, governance and decision-making; gender equality and inclusion; public health and water resources management; monitoring; and policy and practice advice. www.isf.uts.edu.au

SNV is a mission-driven global development partner, rooted in the contexts and societies where we work. And that mission is to strengthen capacities and catalyse partnerships that transform the agrifood, energy, and water systems to enable sustainable and more equitable lives for all. We are one team of over 1,600 people, the vast majority of whom come from the contexts where we work, in more than 20 countries in Africa and Asia. For more information:

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Suggested citation

Gonzalez, D., Kumar, A., Carrard, N., Robinson, G. *Climate Hero Toolkit: Strengthening local government leadership for climate resilient WASH*. Prepared for SNV by the University of Technology Sydney – Institute for Sustainable Futures, Sydney, 2024.

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1. About the Climate Hero Toolkit

Who is the Climate Hero Toolkit for?

The Climate Hero Toolkit is for practitioners working with local government staff. It is a tool to develop the leadership potential of local government staff involved in delivering climate resilient inclusive water, sanitation and hygiene (WASH) services.

The Climate Hero Toolkit was designed and piloted to be used in Lao PDR and Nepal, though it can be adapted to other contexts in which there is a need and desire to strengthen local government leadership.

The Climate Hero Toolkit is implemented through a series of one-on-one conversations with participants, requiring ongoing support and engagement, and strong rapport-building and facilitation skills.

Background information

The Climate Hero Toolkit is a custom-made tool and approach designed by the UTS Institute for Sustainable Futures and SNV Netherlands Development Organisation. The approach and content are based on years of collaborative WASH and leadership research.

The Toolkit uses four personas developed through a [Q-methodology](#) approach with 56 local government staff from Lao PDR and Nepal to understand their motivations and barriers to tackling climate change impacts on delivering inclusive WASH services (UTS-ISF & SNV, 2022).

Each persona was further developed to systematically integrate the six components of the transformative leadership conceptual framework: personal values and traits, leadership style, actions, outcomes, enablers, and barriers (Gonzalez, et al., 2022), as shown in Figure 1.

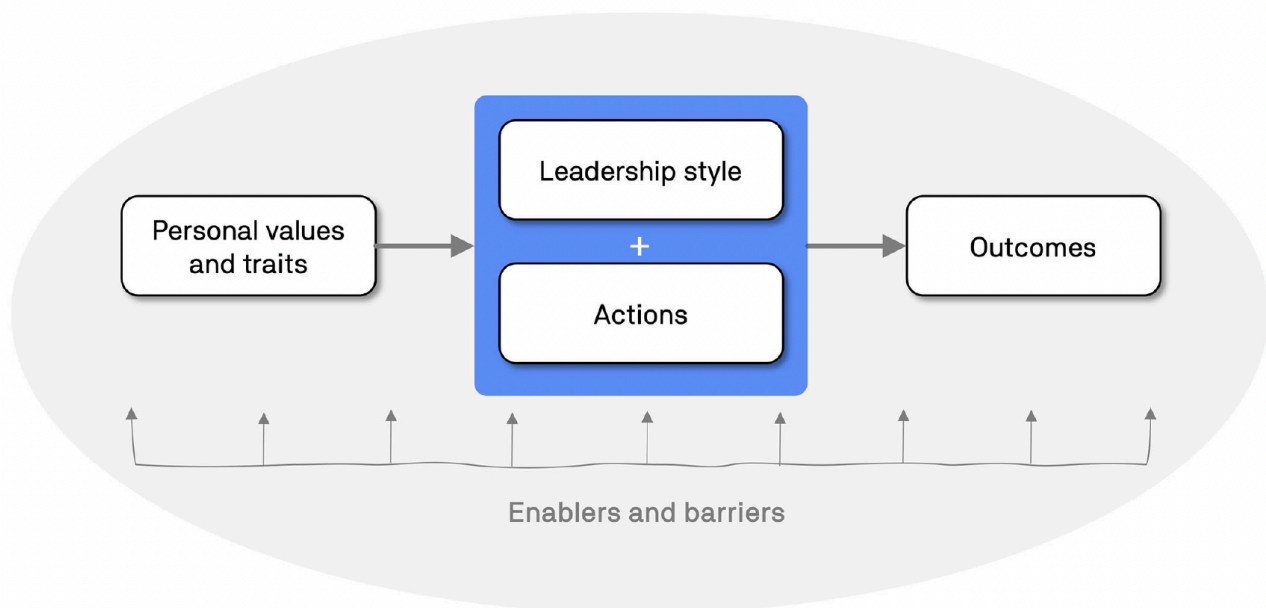


Figure 1. Conceptual framework of transformative leadership in WASH

The Climate Hero Toolkit implementation process is informed by the Make Rights Real approach (Carrard, et al., 2020) and its application in Bhutan (UTS-ISF & SNV, 2022). The approach engages local government staff in constructive conversations about progressive realisation of the human rights to water and sanitation.

Two additional key UTS-ISF and SNV learning activities that have informed this toolkit and approach include 'Strengthening transformative leadership for inclusive WASH in Bhutan' (UTS-ISF & SNV, 2023) and a series of systems thinking workshops with local government leaders in Nepal (Kohlitz, et al., 2024).

Key concepts

Leadership

Leadership is the capacity to collaboratively influence and inspire positive change within one's organisation, institution, community and networks. This broad definition of leadership includes both formal and informal leadership roles amongst local government staff.

Collaborative guidance

Collaborative guidance refers to the idea of working together, in partnership, between the facilitator (*you*) and the participant (*local government staff*), where both parties contribute and learn from each other. This approach emphasises mutual exchange and learning rather than a hierarchical coaching or mentoring relationship.

Personas

Personas are fictional, composite characters that represent the key traits, behaviours, and motivations of a specific user group. While not real individuals, personas are grounded in research and data collected from real people. By adopting a user-centred approach, personas help ensure that design solutions are more inclusive and tailored to the needs of a diverse population. In this toolkit, we have named the personas 'Climate Heroes' and use the two terms interchangeably.

How change happens

The Climate Hero Toolkit and process are designed to inspire, build awareness, and foster a sense of agency in the individuals shaping the enabling environment of WASH services, recognising the power of personal transformation to drive organisational and wider system change. This means that to change the system, the people driving the system need to change first. The Climate Hero Toolkit takes a relational, reflective, collaborative and supportive approach to drive change.

Toolkit materials

The Climate Hero Toolkit includes five components aside from this guidance document:

1. **Climate Hero Flashcards.** A brief introduction to the four 'Climate Heroes'. The *Flashcards* consist of the Climate Heroes' name, image, quote, and selected examples of values, leadership style, actions and outcomes. See an example of the *Flashcard* for Lao PDR Climate Hero 4 (Figure 2).



Figure 2. Flashcard of Lao PDR Climate Hero 4

2. **Climate Hero Profiles.** Detailed profiles for each of the Climate Heroes with distinct information about their values and traits, leadership style, practical actions they take towards delivering climate resilient inclusive WASH services, outcomes achieved, enablers and motivations, and barriers to overcome. See an example of the detailed profile for Climate Hero 4 from Lao PDR ().



Figure 3. Profile of Lao PDR Climate Hero 4

3. **Climate Hero audio stories.** Short first-person narration of each of the Climate Heroes' background, including their job title, how they see themselves as leaders, and their attitudes and beliefs towards inclusion and climate change. The audio stories are YouTube videos accessed through the QR code on the detailed profiles (above). See the example of audio story from Lao PDR Climate Hero 4 (Figure 4).

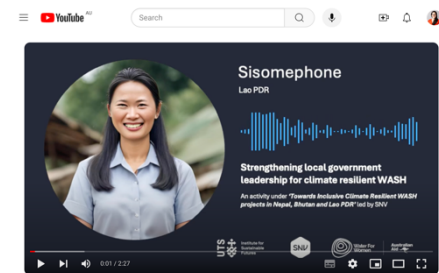


Figure 4. Audio story of Lao PDR Climate Hero 4

4. **Worksheet.** A two-section tool that includes: 1) a reflection process about the participant's values and leadership style, and 2) a journey visioning activity designed to help them realise their role as individuals contributing to a vision of improved WASH services (Figure 5).

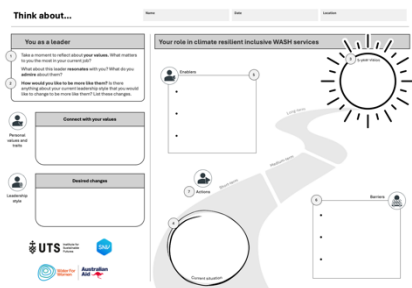


Figure 5. Worksheet

5. **Reporting template.** A brief report template with prompts to capture the facilitator' insights and reflections from conversations with local government participants and changes they have observed. To be completed each time a facilitator engages in conversations with the local government participants.

2. Implementation approach

Steps

To implement the Climate Hero Toolkit, follow the five steps outlined in Figure 6 below and detailed in the next section of this guidance document. Implementation will occur over several months.

Steps for implementing the Climate Hero Toolkit

1 Recruitment

Select and recruit participants and arrange to meet one-on-one for an initial conversation.

2 Initial one-on-one conversation with the participant

- **Introduce the activity** and clarify any questions. Let the participant know there will be more follow-up conversations.
- Use the **Climate Hero Flashcards** to introduce the four Climate Heroes. Ask the participant to choose the Climate Hero that resonates the most with them, or the one they would like to use as a role model.
- Go through the detailed **Climate Hero Profile** of the one selected: listen to the Climate Hero's story by scanning the QR code; then go through and discuss the different aspects of the selected Climate Hero in the numbered order.
- Guide the participant through the **Reflection and Vision Journey Worksheet** on the reverse of the Climate Hero profile: start with reflections about the participant's leadership, and then move on to the discussing their role in the delivery of climate resilient inclusive WASH services.
- **Wrap-up:** take a moment to reflect about the exercise, ask the participant for their impressions and feedback, and make a plan to check in again on the plan you developed together.
- **Debrief and reflection with your team** to share insights and discuss any changes to the process.

3 Follow-up conversations with participant to check on progress and provide support

Follow up with the participant as agreed and capture your insights and reflections from each interaction. Follow-up conversations can be short and can be had through messaging, phone call, or in person. Hold debrief meetings with your team to share insights and capture progress.

4 Final reflection conversation with participant

At the end of your engagement period, arrange a final meeting with the participant to reflect on the process and understand in what ways they changed since engaging in this process.

5 Team reflection and reporting

Hold a final reflection meeting with your team and compile all the insights and progress discussed with the participants.

Figure 6. Steps for implementing the Climate Hero Toolkit approach

Tailoring

It is necessary for the participants to be able to relate to the Climate Heroes so they can see themselves in them and can use them as aspirational role models.

The Climate Hero Toolkit is designed to be adaptable and to be tailored to different contexts.

The main Toolkit element to be tailored are the Climate Heroes (personas). Effective personas have a name, job title, defined beliefs, attitudes and motivations, an exemplary quote that captures who they are, and a background story. In the case of the Climate Heroes, they also have a profile picture (an AI-generated image) to bring the personas to life.

All these aspects of the personas are subject to change based on the context and location; therefore, it is important that the different Toolkit components that revolve around the Climate Heroes (the Flashcards, Profiles and Audio Stories) are tailored to each new implementation context.

The tailoring process is best done as a team, where you can discuss and agree on what will resonate better with your target audience and potential participants.

Facilitation

The role of the facilitator is crucial in ensuring the success of the Climate Hero Toolkit and supporting the Toolkit's collaborative guidance approach. The facilitator's aim is to guide the local government participants through a process of reflection and support them to find inspiration in the Climate Heroes, realise their role as (formal or informal) leaders in the delivery of climate resilient inclusive WASH services, and that they have agency to take action and contribute towards change.

It is important for the facilitator to have good interpersonal skills and be able to build trust and rapport with the participants.

Below are some practical facilitation tips to keep in mind:

1. Build Trust and Rapport

- **Focus on Personal Connection:** Establish trust by showing genuine interest in the participant's unique challenges and priorities. Use active listening to demonstrate that their perspective is valued.
- **Set a Collaborative Tone:** Emphasise that your role is to facilitate, not direct. Frame the conversations as a partnership where their voices are valued.

2. Clarify Objectives and Expectations

- **Set Personalised Goals:** Co-create specific objectives for the conversation. Make sure to revisit these goals at the start to ensure you're aligned on the focus and desired outcome.
- **Ask About Expectations:** Invite the participant to express their expectations for the conversation. This helps clarify what they need from you and ensures a targeted and meaningful discussion. Clearly define your role as facilitator as a neutral guide, ensuring the participant feels empowered to lead discussions and make their own decisions.

3. Practice Active Listening and Reflection

- **Practice Deep Reflective Listening:** Actively listen to the participant and summarise what they said to ensure clarity. This encourages them to feel heard and respected.
- **Check for Understanding:** When needed, ask probing questions to deepen understanding and surface underlying assumptions or concerns. Regularly reflect back on what the leader has said to confirm that you are both aligned.

4. Encourage Active Participation and Be a Thought Partner

- **Avoid Imposing Your Opinions** or telling the participant what to do, think or feel. Allow the participant to come to their own responses, identify meaningful goals, and suggest action items they can stick to.
- **Allow Thinking Time:** Although silence might sometimes feel awkward, it is important to allow enough time for participants to think about their answers and reflect about your questions and prompts. Don't rush to fill the moments of silence.
- **Co-create Solutions:** In a one-on-one setting, the dynamic should be more of a partnership than a facilitation. Engage in thought partnership—work together to develop ideas and strategies that align with the participant's specific goals.

5. Create a Safe Environment

- **Create Psychological Safety:** In one-on-one situations, participants may feel more comfortable sharing sensitive information. Reaffirm confidentiality and create a safe space for them to express their concerns, ideas, or frustrations.
- **Invite Honest Dialogue:** Encourage the participant to share their honest thoughts and provide a space for them to explore ideas or challenges without feeling judged.

6. Facilitate Problem-Solving

- **Tailor Solutions:** Help the participant explore solutions that are highly relevant to their specific context. You can work on personalised strategies, offering guidance that fits their unique role and situation.
- **Use Coaching Techniques:** Ask open-ended questions that help the participant reflect on their own thinking and decision-making processes. Allow them to take the lead in finding solutions while providing support when needed.

7. Be Flexible and Adaptable

- **Adjust to the Participant's Needs:** Pay close attention to the participant's mood, energy, and engagement. Adapt the conversation as needed—whether it means digging deeper into a topic of interest or moving on to the next topic.
- **Allow for Personal Exploration:** While maintaining focus on the objectives of the conversations, allow room for organic dialogue and diving into personal development or self-reflection that could lead to greater insights.

8. Use the Toolkit's Visuals and Interactive Tools

- **Leverage the Toolkit's Visual Aids:** In addition to conveying important information about leadership in the WASH sector, the Climate Hero Toolkit visual tools serve as a 'boundary object' to guide conversations and communicate complex ideas and concepts visually. Make sure you use the tools to help the participants find inspiration, think about different scenarios and situations, and to refer to it if there are difficult parts of the conversation (such as talking about barriers and challenges). Also use the worksheet to capture reflections and insights. The visual tools can help reinforce concepts and ensure key points are captured.

- **Interactive Exercises:** The tools and exercises (from choosing a Climate Hero/persona to writing about leadership values and styles, and mapping out an action plan) ensures the participants are actively involved in the conversations.

9. End with Actionable Steps

- **Set Specific Next Steps:** Collaboratively agree on tangible, actionable steps the participant can take after the conversation. In a one-on-one context, these can be more tailored and directly applicable to the participant's unique responsibilities and challenges.
- **Offer Follow-Up Support:** Provide an opportunity for ongoing support. Let the participant know you're available for follow-ups or check-ins to continue the dialogue and ensure progress.

10. Debrief and Reflect

- **Ask for Personal Reflection:** At the end of the conversation, invite the participant to reflect on what they gained from the discussion. This can foster greater self-awareness and help solidify key takeaways.
- **Gather Individual Feedback:** Ask for feedback on the conversation and your facilitation approach, making it clear that you value their perspective on how the session went and what could be improved.

These tips can create a supportive environment that helps local government participants achieve their goals while maintaining a collaborative and mutually empowering relationship.

3. Detailed step-by-step guidance

Step 1: Recruitment

Selecting the right people to engage in the Climate Hero approach is a key aspect of implementation.

The Toolkit is designed to be used with government staff working at sub-national, local level (for example, district, municipality, or provincial level), who have responsibility or involvement in delivering WASH services in communities.

Practical considerations for recruitment

Select government staff:

- Who you already have a good relationship with
- That are responsive, open to participating, and will be easy to work with
- That are motivated but need some extra support

Using the Make Rights Real framing for selecting participants

The Make Rights Real approach offers a framework for selecting local government participants. The approach proposes to focus on the **'Would-be-Hero'** type of local government official, to support them in becoming 'Superheroes' (Figure 7).

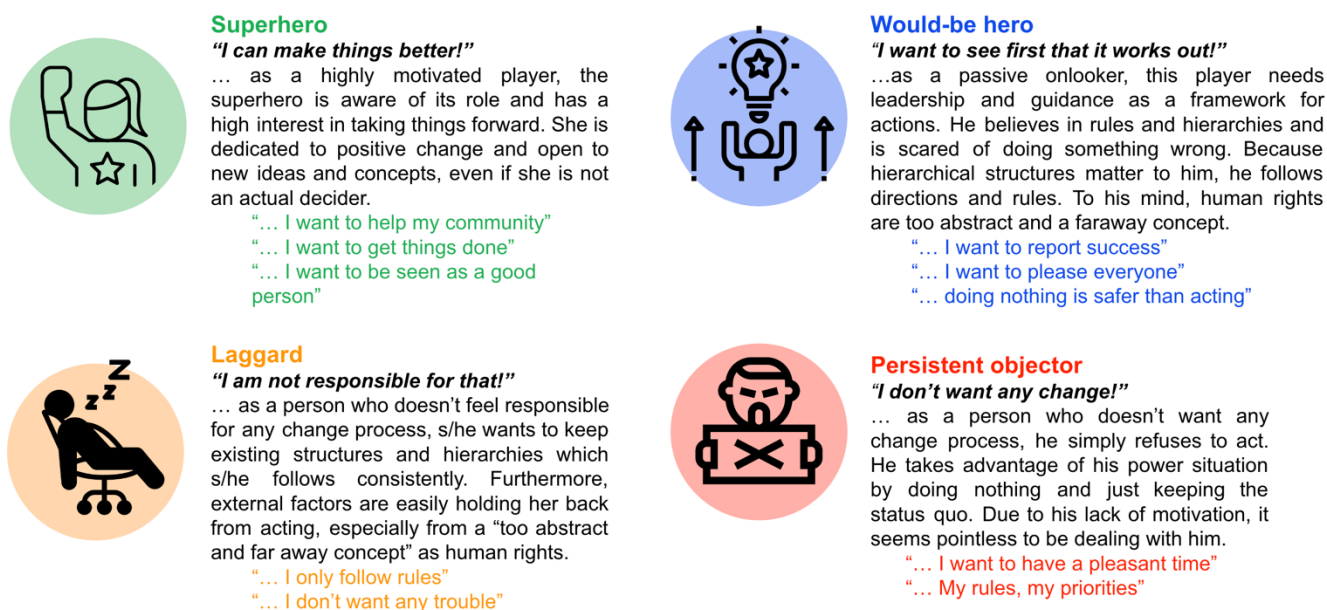


Figure 7. Make Rights Real Approach classification of local government officials

The total number of participants will depend on several factors such as what relationships your organisation already has with local government, the number of eligible participants, the number of facilitators, and the time they have available to hold recurring one-on-one conversations.

Due to the relational and reflective nature of this approach, which prioritises meaningful, in-depth relationships and personal development, the participant group is intentionally kept small, typically around 10 individuals, though this number may vary based on the factors outlined above.

Step 2: Initial one-on-one conversation

| | |
|--------------------|---|
| Preparation | <ul style="list-style-type: none"> • Arrange the one-on-one meeting to be held in a private location and a time convenient for the participant • Print and prepare all the materials and tools needed (<i>see printing tips below</i>) • Allow enough time so the conversation does not feel rushed |
| Duration | <p>2-3 hours</p> <p>The initial conversation will require the most time (compared to the follow-up and final conversation) because you are introducing a new tool, and possibly new concepts and approaches. The duration will depend on several factors, including how familiar is the participant with the concepts and processes, and the facilitator's familiarity with the Toolkit. The first time using the Toolkit might take longer, but as the approach becomes more familiar, facilitating the conversation will become more efficient.</p> |
| Materials | <ul style="list-style-type: none"> • Climate Hero guidance document • Climate Hero Flashcards • Climate Hero Profiles • Reflection and Vision Journey Worksheet • Notepad and pen • Mobile device with access to the internet to listen to the audio stories |

Instructions for the initial one-on-one conversation

a. Introduce the Activity

Start by introducing the activity, answering any questions the participant may have, explaining that this first engagement will be followed by additional short conversations. Follow the facilitation tips above around clarifying objectives and expectations.

b. Introduce the Climate Heroes

- Using the *Climate Hero Flashcards* (Figure 8), introduce each of the four Climate Heroes. Explain that they are not real people but are based on research that was done with real people.
- You can say: *“Research was done over the last 3 years to develop four Climate Hero personas of good leaders. They are not real people but are based on real people. Let me tell you about them, and then I’d like to hear from you.”*



Figure 8. Climate Hero Flashcards (Lao PDR)

- Go through each Flashcard one by one, saying the Climate Hero's name, and reading out the Flashcard content.

- Lay out the four flashcards and ask the participant to choose one of them. You can use these prompts:
 - Which of these Climate Heroes (or role models) do you like the most?
 - Which one do you want to be like?
 - Which one would you like to learn from?
- Ask them why they chose that Climate Hero and what they like about them and take note of their answer.

Facilitation tip!

Try to keep this step **brief** and reassure the participant that there is **no right or wrong answer**, as they are all good leadership role models, each with valuable leadership traits.

Printing tip!

Print one set of *Climate Hero Flashcards* **one-sided on A4 paper** and then cut the paper down the middle to end up with four A5-sized flashcards. If possible, print them in **colour** to make them more engaging. Then **laminates** the flashcards to make them more durable.

c. Get to know the selected Climate Hero

- Once the participant has selected one of the Climate Heroes, use the respective *Climate Hero Profile* to learn more about them.



Figure 9. Climate Hero Profiles (Lao PDR)

- Start by listening to the *Climate Hero's story*. Scan the QR code on the profiles (or manually enter the link into your browser on a mobile device). This will take you to a YouTube video (Figure 10) of the narration in local language (around 2 minutes).



Figure 10. Screenshot of Climate Hero Story videos (Lao PDR)

- After listening to the story, ask the participant what they thought about the Climate Hero.
- Then refer back to the printed *Climate Hero Profile* and go through and discuss the different aspects of the selected Climate Hero in the numbered order. The numbered boxes capture the sequence of components of the transformative leadership in WASH conceptual framework presented in Figure 1.
- Encourage the participant to share their thoughts, ask questions and take notes directly on their printed copy of the *Climate Hero Profile* as you describe the Climate Hero.

Facilitation tip!

This part of the conversation has the potential to run long, so aim to keep it **concise** while ensuring it remains **engaging**. It's crucial for the facilitator to be very **familiar** with the stories and profiles of each Climate Hero, allowing you to share their narratives smoothly and confidently.

Printing tip!

Print the *Climate Hero Profiles* and *Worksheet* together, on a **double-sided A3 paper** and in **colour** if possible. Print enough copies for your participants, and a copy of the full set for you to keep and refer to during conversations.
Note: Printing on A4 paper works fine too, but there will be less space for the participant to write.

d. Reflect and plan

- After the participant has learned more about the selected Climate Hero, now guide them through the *Reflection and Vision Journey Worksheet* on the reverse of the Climate Hero profile (Figure 11).

Figure 11. Reflection and Journey Visioning Worksheet

- Start with **reflecting** about the participant as a (formal or informal) leader, through the prompts and exercise on the left side of the worksheet.
 - Ask them the first question (numbered 1) about connecting with their values, while also reflecting on the values and traits of the selected Climate Hero for inspiration (you can refer back to the detailed profile on the other side of the worksheet).

- Ask them to identify and write what **values** drive their work as (formal or informal) leaders in WASH service delivery in the space provided.
- Then ask them the second question (numbered 2) about their **leadership style**. Participants might not know or have thought about their leadership style before, so you can refer to the selected Climate Hero Profile to see the leadership style they use and seek inspiration from them. If it is difficult for the participant to think in terms of leadership style, you can ask them about the techniques they use to influence and inspire others to make positive change, and how they might want to do that better or differently.
- Then move on to the process of developing their **vision journey** and discuss their individual role in the delivery of climate resilient inclusive WASH services, on the right side of the worksheet. (This exercise is an adaptation of Mayoux, 2014).
 - Start with identifying what is the participant's **5-year vision for WASH services** (numbered 3). Say: *"Close your eyes. Now imagine what WASH services look like in your area 5 years from now. If you could magically change WASH services, what would they look like?"* Prompt them to think specifically about climate resilient inclusive WASH but try not to limit their visioning. Participants can also refer to the Climate Hero to identify what outcomes they want to see.
 - Allow a couple of minutes of silence for the participant to engage in the visioning exercise, and then ask them to write it inside the sun.
 - Next, ask them: *"How would you describe the current situation of WASH services in your area?"*
 - Ask them to write how they see the current situation of WASH services in the space provided (numbered 4).
 - After defining their vision and the current situation, encourage the participant to **reflect on their individual role in driving the change toward that vision**. This shift in perspective—from viewing the broader system to recognising their personal contribution—is a critical step in fostering a sense of agency and responsibility within the system. We will use this new thinking in the next steps of the vision journey.
 - Move to thinking about their **individual enablers** (numbered 5) and ask them: *"Think of the opportunities you have and the things you are already doing to support you in making this change from the current situation to your vision. What are they?"*
 - Ask them to write them down in the space provided. The follow up with: *"What other things or people will help you? How can you get extra support?"* And help them identify other opportunities and enablers, including support you can provide them. You can refer to the Climate Hero profile for more ideas of enablers.
 - Next, think about the **barriers** (numbered 6) and ask them: *"What are some of the barriers that we might have to work together to overcome?"* This framing helps them feel supported to overcome barriers or find ways around them.
 - Ask them to write down the barriers in the space provided.
 - Systemic or institutional barriers are likely to emerge (for example, budget constraints, lack of clear policy and guidance, harmful social norms, etc). These are significant barriers that are difficult to work with and change but remind them that the Climate Heroes also faced these barriers, and they were still able to achieve positive outcomes in their areas.
 - Lastly, move on to thinking about **individual practical actions** the participant can take (numbered 7). These actions are split into short-, medium-, and long-term. Ask

them: *“Considering everything we have discussed today – your values, your leadership style and how you want to strengthen your influence, your vision, the current situation, the enablers and opportunities, and the barriers you have to work around – what are some practical actions you can take in the short-, medium-, and long-term to help you get from the current situation to your vision?”* The actions should be specific, realistic, and measurable, and they can relate to any aspect of the discussion and be big or small. Refer to the *Climate Hero Profile* to get ideas of actions they can take as (formal or informal) leaders.

- Write down the actions in the space provided.



Facilitation tip!

This is the most important part of the initial conversation, so please allocate ample time for it, ensuring each component of the worksheet is covered. The key outcome is helping the participant recognise their role and identify specific actions. Guide the discussion constructively, using the *Climate Hero* as inspiration if needed to keep the conversation flowing.

e. Wrap-up

- Take a moment to **reflect** about the conversation and the activity you just completed together and get the participant’s impressions and feedback. You might want to use these prompts:
 - *What did you think about this activity?*
 - *How did you feel during our conversation?*
 - *What was good about it?*
 - *Was there anything that wasn’t so good? How can we improve this process?*
- Make a **plan to meet again** to talk about the plan you developed together, check-in on any support needed, and talk about next steps. Or you may decide you prefer to check-in through text message, email, or phone call if meeting in person is logistically complicated, or remote engagement is likely to work better.
- Take photos of the completed [Worksheet](#) for your records and to refer to in follow-up conversations. The printed copy is for the participant to keep and use to progress their actions in between conversations with the facilitator.

f. Debrief, reflect and report

- Compile your notes using the [Conversation Reporting Template](#)
- Arrange a meeting with your team, especially with other facilitators, to share your impressions, reflections, and brainstorm ways in which the process can be improved to meet your objectives.

Step 3: Follow-up conversations with participant to check on progress and provide support

| | |
|--------------------|---|
| Preparation | <ul style="list-style-type: none"> • Confirm the details of your follow-up one-on-one conversations as agreed during your initial conversation with the participant • Re-read the notes you took from your initial conversation • Allow enough time so the conversation does not feel rushed |
| Duration | 0.5-1 hour |
| Materials | <ul style="list-style-type: none"> • Climate Hero guidance document • Climate Hero Profiles • Photos of the participant's completed Reflection and Journey Visioning Worksheet from the initial conversation • Notepad and pen |

The purpose of the follow-up conversations is to provide continuity, maintain the collaborative support approach, and support the participant to continue to develop their vision journey plan and strengthen their sense of agency in influencing and inspiring others to achieve positive change.

The number, frequency, and modality for the follow-up conversations should be determined jointly with the participant, and it is important that the facilitator follows up with what is agreed and takes initiative to lead these follow-up conversations.

You may want to use some of the prompts below in your follow-up conversations with participants, plus other personalised questions building on from your previous conversations.

- *What have you been working on since we last spoke?*
- *Have you had any more thoughts about role as a leader in WASH? What are they?*
- *Have you been able to start implementing any of the actions we identified in our initial conversation, or any other actions? Please tell me about them.*
- *Is there any support we can provide, or can help you get?*
- *Have you noticed any changes in yourself or others working in WASH service delivery? Tell me about them. What do you think contributed to these changes?*

Be mindful about the questions you ask the participant, especially if there has not been enough time for them to realistically make significant changes or take actions since you last spoke. Reassure them that you are interested in checking in to provide support and help them realise their leadership potential.

You may also want to refer to the completed [Journey Vision Worksheet](#) and set milestones to check in on next time you meet if the participant thinks this might be helpful.

Refer to the [Climate Hero Profiles and story](#) for inspiration or celebration. For example, if the participant is feeling stuck or frustrated, you can use the Climate Hero to show how they used their strengths to overcome challenges. Or celebrate when the participant reports achievements that align with the Climate Hero to make them feel they are on the path to becoming Climate Heroes themselves.

Take notes during your conversations and then fill out the [Conversations Reporting Template](#). Then share your reflections and reported and observed changes and progress with your team.

Step 4: Final reflection conversation with participant

| | |
|--------------------|---|
| Preparation | <ul style="list-style-type: none">• Arrange a time and place for a final one-on-one conversation with the participant• Re-read the notes you took from all your previous conversations with the participant• Allow enough time so the conversation does not feel rushed |
| Duration | 1-1.5 hours |
| Materials | <ul style="list-style-type: none">• Climate Hero guidance document• Climate Hero Profiles• Photos of the participant's completed Reflection and Journey Visioning Worksheet from the initial conversation• Notepad and pen |

At the end of your engagement period, arrange a final meeting with the participant to reflect on the process and understand in what ways they changed since engaging in this process.

You may want to use some of the prompts below in your final conversation with participants, plus other personalised questions building on from your previous conversations and the journey you have been on together.

- *What have you been working on since we last spoke?*
- *What actions have you taken since we last spoke?*
- *Comparing yourself to who you were when we first spoke and who you are now, how do you think you have changed?*
- *What do you think contributed to these changes?*
- *Have you noticed any changes in others (colleagues, communities, the wider system)?*
- *What do you think contributed to these changes?*
- *Can you share with me your biggest takeaway, or lesson, from being part of this process?*
- *Is there any support we can continue to provide, or can help you get?*

Take notes during your conversations and then fill out the [Conversations Reporting Template](#).

Step 5: Team reflection and reporting

Hold a final reflection meeting with your team and compile all the insights and progress discussed with the participants. Focus particularly on the changes reported by the participants both in terms of actions take and changes in the system or the delivery of WASH services, and also on the personal changes the participants experienced in their views of themselves as leaders, personal development, and shifts in mindset and how they think about their role in contributing to and driving wider institutional and systems change.

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