



## GUIDANCE NOTE 6

# **Risk Communication and Community Engagement Strategies for Climate Change Adaptation in WASH Programming**

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Guidance for Humanitarian Practitioners

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## Abbreviations

<b>CAAP</b>	Community Adaptation Action Planning
<b>CBA</b>	Community-Based Adaptation
<b>CFM</b>	Community Feedback Mechanism
<b>CHV</b>	Community Health Volunteer
<b>CHW</b>	Community Health Worker
<b>DRR</b>	Disaster Risk Reduction
<b>ERC</b>	Emergency Risk Communication
<b>FGD</b>	Focus Group Discussion
<b>HCD</b>	Human-Centred Design
<b>GN</b>	Guidance Note
<b>KAP</b>	Knowledge, Attitude and Practice
<b>PACDR</b>	Participatory Assessment of Climate and Disaster Risks
<b>RCCE</b>	Risk Communication and Community Engagement
<b>SSHAP</b>	Social Science in Humanitarian Action Platform

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# 1 Part I: Introduction and Foundations

## 1.1 Introduction and objectives

Climate change is disrupting WASH and public health systems through more frequent floods, droughts, and extreme heat [1]. It is also leading to longer-term challenges, such as decreased water availability and salination of groundwater. These shocks and threats damage infrastructure, reduce access to safe water, and increase the risk of outbreaks, such as diarrhoeal disease, with the greatest impacts felt by already marginalised populations [2, 3].

Despite these threats, many communities are unaware of the causes, the further changes predicted in the future, and how they can adapt to climate change, placing them at greater risk and impeding their ability to adapt. Risk Communication and Community Engagement (RCCE) helps bridge scientific forecasts and community realities, ensuring that people are aware of risks and able to act on them [4, 5]. By combining technical evidence with local knowledge, RCCE builds trust, strengthens accountability, and supports collective adaptation to climate threats [6, 7].

The aim of this Guidance Note is to support WASH programme managers and advisors to integrate RCCE into climate-related WASH and public health programming. It provides guiding principles, a step-by-step process, and practical tools that can be adapted to different contexts. Its focus is on enabling practitioners to embed RCCE systematically into planning, coordination, and monitoring, and to guide their teams and partners in developing strategies that are participatory, inclusive, and locally grounded.

## 1.2 Who is this guidance for?

This guidance note is intended for WASH programme managers and advisors, as well as policymakers and community leaders involved in climate adaptation, public health, or broader humanitarian programming. It is not intended as a detailed training manual for frontline practitioners. It addresses the development of RCCE strategies for climate change in WASH, ideally as part of a wider programme of adaptation interventions.



For more on WASH climate change adaptations, see *Guidance Note 1: Climate Change Adaptations for WASH*.

The primary audience of the guidance is those responsible for designing, overseeing, or coordinating WASH and climate-related interventions at a national, subnational, or organisational level. However, the process may also be useful for humanitarian actors working in other sectors.

The guidance is particularly relevant for low-resource or high-risk settings where WASH systems are under pressure from climate-related shocks. However, it is adaptable, providing managers with practical tools and approaches for a wide range of contexts that enable their teams to develop RCCE strategies that are locally appropriate, inclusive, and grounded in community realities. It is **practical by design**.

## 1.3 How to use this guide

The guidance describes a flexible, locally grounded, participatory process for developing RCCE strategies that are relevant, effective, sustainable and tailored to climate-related WASH public health risks. It can be used to:



**Clarify RCCE objectives and identify priority risks**, hygiene behaviours, or water and sanitation adaptation needs.



**Conduct context analysis**, including understanding how communities perceive climate-related WASH risks and the communication channels they trust for WASH and climate change-related messaging.



**Incorporate local knowledge and community priorities**, using participatory methods and collaborating with community stakeholders to shape solutions that reflect their lived experiences.



**Review and adapt examples and tools** from other sectors and regions to inform locally appropriate WASH interventions, including those addressing water scarcity, sanitation, and waterborne disease prevention.



**Design inclusive strategies and messages** that promote agency, reduce fear, and encourage protective behaviours related to hygiene, water storage, sanitation practices, and disaster preparedness.



**Integrate feedback and monitoring mechanisms**, ensuring strategies remain relevant, adaptive, and responsive to changing WASH conditions over time.

Whether developing a new strategy or strengthening existing ones, users can follow the full process or focus on specific sections and tools based on their needs and resources. The process of designing an RCCE strategy can also be incorporated into – and form an important part of – broader climate adaptation planning.

## 1.4 What is inside

- **Step-by-step guidance** for understanding the context, engaging communities, and shaping messaging and delivery.
- **Principles and examples**, grounded in documented evidence and field experience.
- **Ready-to-use tools**, templates, and case studies, clearly marked throughout the guide.

## 1.5 What is Risk Communication and Community Engagement in the context of WASH, public health and climate change?

Risk Communication and Community Engagement refers to the range of processes through which individuals and communities are informed, engaged, and supported to act on issues that affect their health and wellbeing. In WASH and public health, RCCE has been used extensively in emergency and development settings to promote protective behaviours, strengthen uptake of essential services, and build trust between institutions and communities [4, 8, 9].

In the context of climate change, RCCE is increasingly vital. Rising temperatures, more frequent extreme weather events, and shifts in rainfall patterns all affect water and sanitation needs and systems. These pressures heighten the risk of waterborne diseases, undermine service reliability, and create new vulnerabilities for already at-risk populations

[10, 11, 12]. RCCE provides a way to link scientific forecasts with community realities, ensuring that households and communities are not only aware of the risks but also have the capacity and confidence to respond effectively to them [13, 14].

Importantly, RCCE is not only about transferring information: it is about fostering dialogue, building mutual understanding, and creating the conditions for collective problem-solving. These qualities are essential in fragile or uncertain contexts, where trust may be weak and misinformation can spread rapidly. By embedding transparency and accountability, RCCE helps create the social foundations necessary for climate-resilient WASH and public health systems [15, 16, 17].

## Social mobilisation as an integral part of RCCE

Social mobilisation has long been central to RCCE approaches. It refers to the process of bringing communities, networks, and institutions together around shared objectives, using dialogue and participation to build ownership and accountability [8, 11, 18]. In WASH and climate change contexts, social mobilisation provides the bridge between technical solutions and the people who need to use and maintain them.

By creating spaces for collective dialogue and action, social mobilisation ensures that communities are not passive recipients of information but active partners in shaping adaptation strategies. This may involve mobilising women's groups, youth associations, or local religious leaders to co-develop solutions for safe water use, sanitation practices, or hygiene behaviours in the face of climate pressures [7, 19, 20]. Mobilisation also plays a role in amplifying the perspectives of marginalised groups, ensuring their priorities inform policy decisions and resource allocation [3, 17].

In fragile or high-risk settings, where trust in institutions may be low, social mobilisation can help to strengthen relationships between communities, governments, and service providers. This in turn contributes to the sustainability of interventions and to broader social cohesion in the face of climate challenges [12, 16, 21].

## 1.6 The relevance of RCCE in responding to climate-related public health risks

Climate change is already reshaping patterns of health risk. Extreme weather events such as floods and droughts disrupt water and sanitation systems, increase the likelihood of cholera and diarrhoeal outbreaks, and undermine hygiene practices [4, 10]. Rising temperatures can increase the range of vector-borne diseases, while degraded ecosystems increase exposure to environmental hazards. These dynamics put additional strain on health and WASH systems, particularly in contexts already facing resource limitations or political instability [12].

RCCE is highly relevant in this landscape because it links technical interventions with community realities. It helps communities engage in conversations about climate change, and forms the basis for action, ensuring that protective behaviours – such as water treatment, safe storage, or sanitation use – are adopted and sustained, even under conditions of stress [4, 13, 14]. The process supports community decision-making about investing in concrete adaptations, such as building sand dams or raising their latrines. RCCE can also build confidence in early warning systems, ensuring that advisories are trusted, understood, and acted upon [8, 21].

At the same time, RCCE contributes to countering misinformation and rumours, which often proliferate in contexts of uncertainty. Transparent, two-way communication helps sustain trust, even when institutions cannot offer certainty about climate impacts or timelines [15, 16, 22]. In this way, RCCE is both a protective factor against immediate risks and a foundation for long-term resilience.



### **Box 1: Climate change communication improves community agency and adaptation. Case Study.**

An NGO working in Mali developed a series of climate-related messages through a consultative process, conducting a Knowledge, Attitude and Practice (KAP) Survey and a series of key informant and focus group discussions. The results were compiled and discussed with representatives of communities from across the region, leading to the identification of specific messages and the co-creation of a strategy to communicate these messages and engage communities in conversations.

The NGO, working with the Ministry of Health, used a variety of media to communicate the messages. Community Health Workers (CHW) were particularly important because the KAP and focus group discussions had shown that CHWs were highly trusted in their communities.

The messages focused mainly on climate and health issues, delivered along with other health messages. The CHWs allowed plenty of time for community members to discuss the messages. In one village, this led to an unexpected outcome: after the discussions, community members mobilised to build flood defences around the lower-lying parts of the village. They explained that, although they had been aware that floods were becoming more common, they had not realised it was because of climate change – and as a result, the trend was likely to continue and even get worse in the future. After the discussions with the CHW, they had a fuller picture of the risk and took action to address it.

## 1.7 Why we need a technical guide on Risk Communication & Community Engagement for Climate and WASH

While RCCE has been widely applied in humanitarian response and public health emergencies, there is less documented experience on how it can systematically support climate adaptation in the WASH sector [4, 8]. Practitioners and managers often lack clear, consolidated guidance on how to adapt RCCE principles to contexts where risks are chronic, unpredictable, and closely tied to environmental systems [11, 13].

This technical guide responds to that gap. It synthesises the available lessons from RCCE programmes in outbreaks such as cholera, Mpox, Ebola and COVID-19, from community-based climate-adaptation programmes, and from wider social and behaviour change initiatives. It provides a practical framework and highlights how RCCE can contribute to immediate protective behaviours and also create a foundation for inclusive governance, community participation, and sustainable adaptation [17, 19, 23].

## 1.8 The principles underpinning RCCE in WASH climate adaptation

This section outlines key principles to guide RCCE strategies that go beyond simply delivering information – empowering communities, enhancing trust, and supporting locally-driven adaptation efforts to protect water, sanitation, hygiene, and public health.

### 1

#### Community-led and participatory approaches

- RCCE must be **co-created with communities**, ensuring strategies reflect local priorities and realities [23], so that the eventual strategy is relevant and owned by the community. Working in this way makes the process of developing the strategy a powerful RCCE activity in itself.
- **Engaging trusted local figures and existing structures** – such as WASH committees, health workers, water point caretakers, women's groups, and indigenous networks – improves uptake and long-term sustainability [17].
- **Participatory approaches** (e.g., community mapping of water points, hygiene promotion dialogues, participatory videos) **help expose barriers to behaviour change and identify feasible adaptation options**. They also recognise

communities' expertise about what will and won't work and the value of existing solutions. WASH implementers can build on this knowledge while being transparent about uncertainties – acknowledging where risks may not materialise but still supporting precautionary action [13].

## 2 Integrating local and scientific knowledge

- RCCE should **bridge the gap between scientific evidence** (e.g., climate projections, water quality monitoring, disease trends) **and lived experience** to make WASH information relevant and actionable [12, 14].
- Data on changing rainfall patterns, water scarcity, or disease outbreaks should be **translated into locally meaningful messages and shared through preferred and trusted channels**, showing communities how these changes affect everyday practices like water collection, storage, and hygiene [4, 11].
- Traditional and indigenous knowledge – such as seasonal water use patterns, flood prediction methods, or locally used water purification techniques – must be recognised **not just as anecdotes but as valuable adaptation strategies** [17].

## 3 Trust and transparency as foundations for action

- People's willingness to adopt new WASH behaviours depends on **their trust in those sharing the information and the perception that the guidance is credible, fair, and in their best interest**. The *content* of the guidance must address the specific needs of different groups – for example, practical hygiene options for people with limited water access, disability-inclusive practices, or gender-sensitive approaches for women and girls [3, 11].
- RCCE must prioritise **transparency and accessibility – avoiding technical jargon or unrealistic claims** in formats or language that may cause confusion or resistance [4].
- Lessons from public health emergencies like cholera, Ebola and COVID-19 show that **trust is built over time through consistent communication**, not only during crises. Sustained engagement before, during, and after emergencies is essential to maintain credibility and long-term relationships with communities [9, 15].
- **Respectful and two-way communication** is equally important. **Communities are more likely to trust information and act on it when they feel heard**, when their knowledge is valued, and when communication flows in both directions between institutions and affected populations [15].

#### 4 Embed RCCE in governance and coordination structures

- RCCE must be **integrated within existing WASH, health, preparedness, and climate governance systems** to ensure sustainability and avoid being a standalone or temporary activity [8]. Engaging relevant units from the start, such as WASH/health promotion units and emergency preparedness teams, ensures coordination with long-term plans.
- **Alignment with national and sub-national messaging platforms and content** (e.g., Ministries of Health, Disaster Risk Management Agencies) strengthens RCCE efforts by preventing competing messages, amplifying credibility, and aligning with official adaptation strategies [16, 22]. Using government-approved language and coordinating with existing campaigns is key.
- Embedded RCCE processes **bring communities and decision-makers together**, creating spaces where local voices shape public planning and strengthen accountability. External actors can play an important role in convening these dialogues and ensuring that community insights are shared with government partners in ways that institutionalise RCCE platforms and support long-term adaptation [7, 23].

#### 5 Moving beyond awareness to actionable adaptation strategies

- Information alone does not lead to change – people need **clear, feasible WASH adaptation options** that match their social and economic realities [24].
- RCCE should emphasise the **immediate co-benefits of climate-adaptive WASH practices** (e.g., safer water storage reducing diarrhoeal disease), not solely long-term climate risks [12].
- Messages and solutions must **align with available resources**; if households cannot afford new latrines or water filters, focus on low-cost, practical improvements rather than promoting inaccessible options [13].

#### 6 Messaging that fosters agency, not fear

- Fear-based messaging about floods, droughts, or disease can **lead to paralysis rather than action** – especially where people feel powerless to act [25].
- RCCE should use **empowering, positive framing** – demonstrating how communities can **improve WASH resilience and protect their health despite climate challenges** [26].

- Case studies of **successful local adaptation** (e.g., community-led water safety planning or flood-proof sanitation) should be **shared to build hope and self-efficacy** [17].

## 7

### Flexible, adaptive, and responsive strategies

- Climate-related WASH risks are dynamic – RCCE must be **iterative and able to adjust** to new conditions or feedback [19].
- Strategies should include **real-time feedback mechanisms** (e.g., community forums, SMS text surveys, radio call-ins) to learn from communities and refine approaches [15].

## 8

### Equity and inclusion

- Climate risks **exacerbate WASH inequalities, particularly for marginalised groups** such as women, girls, persons with disabilities, the elderly, and displaced populations [25].
- RCCE **must be designed with accessibility and inclusion in mind**. This means tailoring formats – through multiple languages, local media, or participatory methods – and ensuring that the *content* of messages speaks to the specific needs and realities of marginalised groups (e.g., accessible hygiene practices for persons with disabilities, gender-sensitive messaging for women and girls, or information adapted for displaced populations), and intentionally engages diverse community voices [3, 17].
- Recognise that WASH access is linked to **livelihoods, safety, and dignity**. RCCE should take a holistic, intersectoral approach that reflects these broader social and environmental dimensions [3, 13].

These eight principles provide a foundation for effective, inclusive, and trusted RCCE around climate change and WASH. But how can they be translated into practice, especially in resource-limited or rapidly changing contexts?

The next sections of this guide offer a flexible, step-by-step process to support programme managers, advisors, and implementing partners in designing context-appropriate RCCE strategies. Whether developing a new approach or strengthening existing ones, this process is designed to adapt to different capacities, timelines, and local needs, while ensuring meaningful engagement with communities and stakeholders.



## 2 Part II: Developing the WASH RCCE Strategy

This section is the beginning of the practical, process-oriented part of the guide.

Climate adaptation in the WASH sector is often assumed to mean large-scale or technical measures – such as major infrastructure upgrades or regional drought response plans. Many of the Guidance Notes (GN) in this series describe small and large-scale adaptations to water supply and sanitation infrastructure.

*See GN 1: Climate Change Adaptations for WASH, GN 5: Improving the Resilience of Groundwater Infrastructure to Climate Change, and GN 11: Climate Resilient Faecal Sludge Management.*

Adaptation also happens through everyday actions taken by communities to protect their health and wellbeing in the face of climate-related threats [10, 13].

In practice, climate adaptation in WASH may look like:

- Giving children more water during heatwaves.
- Treating drinking water after floods.
- Building latrines above flood levels.
- Clearing drains before the rainy season.
- Creating shared water points for displaced households.

Humanitarian and development actors must adapt their programmes to respond to climate risks. Yet the most effective and sustainable forms of adaptation often come from communities themselves. Their actions are grounded in local knowledge, shaped by context, and based on people's own understanding of risk. RCCE strategies that support such behaviours – by providing relevant information, fostering dialogue, and enabling collective problem-solving – play a vital role in ensuring these community-led adaptations are feasible and sustained [11, 23].

The Intergovernmental Panel on Climate Change defines adaptation as *‘the process of adjustment to actual or expected climate and its effects, in order to moderate harm or exploit beneficial opportunities’* [10]. Adaptation includes physical interventions as well as behavioural, cultural, and institutional changes. The four steps below outline how programme managers and advisors can design RCCE processes that enable such everyday adaptation, while also strengthening WASH systems for long-term resilience [17].

## 2.1 The Step-by-Step Process

The following four steps help guide the development of an RCCE strategy:



[Step 1](#): Using secondary data to understand the risks, scope and potential RCCE objectives



[Step 2](#): Building a common understanding and co-creating RCCE objectives



[Step 3](#): Design and Planning



[Step 4](#): Monitoring, Feedback, and Adaptation

Each step provides Tips and Tools. Further practical resources are available in the [Annexes](#).

These steps provide an outline of the RCCE strategy development. They provide an illustrative sequencing for ease of access. They are not intended as fixed, linear steps. In practice, users will approach the steps iteratively, returning and revising based on feedback from the communities and context. Depending on the context, some steps may be merged, or their order changed.



## Step 1: Using secondary data to understand the risks, scope and potential RCCE objectives

The first step is to clarify the RCCE objectives and scope based on existing information. Potential information should include assessments of climate impact on WASH carried out by your organisation or others.

For more information on how to assess the climate risks, vulnerabilities, and potential impact on WASH infrastructure, see *GN 1: Climate Change Adaptations for WASH* and *GN 7: Climate Data for WASH programming in this series*.

A self-assessment checklist to help plan or review the RCCE objectives and scope is available in [Annexe 1](#).

Access **secondary data** such as climate vulnerability assessments, Demographic and Health Surveys (DHS), Multiple Indicator Cluster Surveys, WASH assessments, and public health surveillance for background information. These sources help identify broad trends and inform the preliminary objectives and scope – but they rarely capture local perceptions. Although some conversations with key stakeholders may become part of Step 1, understanding the community's knowledge and understanding is the main focus of [Step 2](#).

### Key considerations

- **What is the programme's scope?**

Clarify whether the RCCE effort is focused on a community level, within a single programme, or across multiple sectors and regions. This will determine who needs to be involved from the outset – such as community leaders, local government, health system actors, WASH stakeholders, or media partners [16, 22].

- **What is the primary risk or set of risks faced by the community?**

For WASH-related RCCE, it is crucial to identify the specific climate-related risks affecting water, sanitation, and hygiene systems. There may be considerable existing secondary data available about, for example, water scarcity, contamination of water sources, flooding, infrastructure damage, and the spread of waterborne diseases during extreme weather events [10, 12]. Refer to existing assessments, government data, or work with other WASH stakeholders to assess the risks (see *Guidance Note 1*). Consider the direct WASH impacts as well as the consequences for public health, such as increased vulnerability to cholera, dysentery, or diarrhoea [4].

- **What priority risks need to be addressed?**

RCCE and WASH practitioners can work collaboratively to prioritise the climate-related WASH risks identified during assessments, based on severity, potential impact, and

urgency (see *GN 1*). Local vulnerability assessments and public health data can guide this process. Pay attention to how different hazards interact with health systems, infrastructure, and cultural practices [11, 13, 17]. The community's perceptions of the priority risks (assessed in [Step 2](#)) will inform and expand this initial assessment.

- **What behavioural or social changes will be supported?**

Using the secondary information about the risks and programme scope, outline the strategy's initial RCCE behavioural change objectives. For example, is it to encourage protective WASH behaviours, such as water treatment, handwashing, safe sanitation practices, or water storage? Or to promote the uptake of climate-resilient technologies like rainwater harvesting or flood-proof latrines? Or to strengthen community engagement in WASH decision-making, such as through WASH committees or early warning systems [23, 25]? Again, this outline can be changed or adapted later, in discussion with community groups and other stakeholders.

- **Who will the programme support?**

Is the focus on specific at-risk groups such as children, older adults, women, displaced populations, or people with disabilities? Consider how intersecting vulnerabilities shape their experiences of climate impacts on WASH. Certain populations may face heightened exposure to waterborne diseases or struggle to access safe services during floods or droughts [3, 12].

- **What are the available resources and timeframe?**

This process can be scaled up or down. Be clear about the financial, human, and time resources available. With limited resources, low-cost engagement methods may be appropriate; with more capacity, comprehensive participatory research and communication campaigns can be pursued [7, 9]. See [Table 4: Resource-dependent selection of RCCE approaches](#).



## Tips and Tools



**Infrastructure Vulnerability Checklists.** Use existing information about the condition of the WASH infrastructure under climate stress to create an initial profile of system vulnerabilities (this may have already been carried out by the organisation and partners).



**Climate Vulnerability Assessments and Public Health Data.** Use existing assessments, epidemiological reports, or early warning system data to validate which risks are most pressing. For example, pairing cholera surveillance data with seasonal rainfall projections can help define an RCCE objective focused on promoting water safety measures before the rainy season.



**Stakeholders and community members.** Who may engage early in the process? If relevant data is available from, e.g., other programmes, an initial engagement list can be developed.



**Problem Tree Analysis.** Map out a climate-related WASH problem (e.g., flood-related diarrhoeal outbreaks) by identifying its root causes and resulting impacts. This helps clarify whether RCCE objectives should focus on behaviours (e.g., water treatment), system-level issues (e.g., drainage maintenance), or institutional factors (e.g., coordination gaps).

## **Step 1 at a glance: Using secondary data to understand the risks, scope and potential RCCE objectives**

**Table 1: Step 1 At a Glance**

Key consideration	Example questions	Outputs	Relevant tools
<b>Risks to address</b>	What climate-related WASH risks affect this context (e.g., flooding, water scarcity, disease outbreaks)?	List of priority risks linked to health outcomes.	Climate vulnerability assessments; Public health data.
<b>Priority level</b>	Which risks are most severe or urgent? How do hazards interact with health systems and infrastructure?	Ranked list of risks to guide RCCE objectives and inform subsequent community consultation.	Risk prioritisation matrix; Vulnerability assessments.
<b>Programme participants</b>	Which groups are most vulnerable (women, children, displaced people, people with disabilities)? How do vulnerabilities intersect?	Defined participating populations with tailored objectives.	Vulnerability assessments.
<b>Resources &amp; timeframe</b>	What financial, human, and time resources are available?	A feasible scope of RCCE activities.	Budget planning; Work planning templates.
<b>Sectoral, geographical and programme scope</b>	Is this RCCE strategy community-based, programme-level, or multi-sectoral? Who else must be engaged?	Scope statement and stakeholder engagement plan.	Stakeholder mapping; Institutional analysis.

## Outputs of this step

By the end of [Step 1](#), you should have:

- ✓ A clearly defined initial RCCE objective (or set of objectives).
- ✓ A general problem statement and outline of who the programme will be working with.
- ✓ A rough geographic and thematic scope.
- ✓ An initial sense of what is feasible given your timeframe and resources.
- ✓ A list of stakeholders and communities to engage early in the process.



## Step 2: Building a common understanding and co-creating RCCE objectives

[Step 1](#) used existing, secondary data to map out initial RCCE objective(s), the priority affected population and scope. [Step 2](#) develops and improves this picture through co-creation with the affected community, gathering primary data in collaboration with government counterparts, sector partners, and community representatives.

What benefits or changes do stakeholders and communities hope to see? Clear, shared objectives help ensure that communication and engagement activities are purposeful, focused, and measurable. They also support coordination across sectors and alignment with broader climate adaptation and public health goals.

The aim is to understand how people perceive risks; build on the knowledge they have about climate change, WASH and climate adaptation; understand the beliefs they hold about climate and WASH, what they are already doing to adapt, and which constraints they face. Based on this common understanding, by the end of [Step 2](#), the scientific and secondary data gathered in [Step 1](#) will have been explored, questioned and prioritised by the community, making the objectives of the RCCE activities clear and contextualised. The selected RCCE approaches can support:



Helping people **understand heightened risks** (e.g., why hygiene and water treatment matter more during floods or why it is important to drink more water during heatwaves) [4].



Ensuring actions are **equitable**, so that vulnerable groups are included and supported [3].



Linking communities with **institutions and services** (e.g., early warning systems, local government, disaster taskforces) [21].



Understanding the community's experience of the impact of climate change and how people are adapting to these impacts. RCCE approaches can also help communities to **identify** feasible climate adaptations [20].

See GN 1 (and others in this series) for more information on *Climate Change Adaptations for WASH*.

In this way, RCCE transforms awareness into agency, ensuring that everyday adaptations become part of longer-term resilience strategies [13].

[Step 2](#) also explores how institutional priorities (outlined during [Step 1](#)) and community priorities align (or diverge). Without this evidence, RCCE risks being top-down, unrealistic, or poorly aligned with community realities [11, 27].

## What to learn about the community and the context

### Key Considerations

- **Community knowledge of climate change.**

How are people experiencing climate change? Have they perceived any changes in rainfall, drought, flooding, or heat? To what do they attribute these changes (e.g., divine will, government, environmental degradation)? What is their understanding of 'climate change'? What language do they use to describe these changes? Knowledge is not purely factual but socially constructed and shaped by trust, lived experience, and social norms [27].

- **Risk perceptions.**

Which hazards (e.g., flooding, diarrhoeal disease, water scarcity) are seen as most urgent by the community? Are there risks that are not visible to outsiders, or were not captured in the first step? Are some risks invisible, ignored or underestimated, such as microbial contamination? How do these perceptions differ by gender, age, or livelihood? [14].

- **Adaptation practices.**

What are households, communities and other stakeholders already doing to cope with floods, droughts, heat, or changing water quality or availability – e.g., raising latrines, collecting rainwater, adjusting hygiene practices, clearing drains before the rainy season? Which of these practices are effective, which are risky, and which could be supported or scaled? [23].

- **Beliefs and priorities.**

How do cultural or spiritual beliefs shape people's explanations of changes in weather patterns, illness, water quality, or sanitation (e.g., seeing diarrhoea as a curse, or rainwater as always 'clean')? How do climate and WASH fit within wider priorities such as livelihoods, food security, or displacement? [12].

- **Impacts on WASH systems under stress.**

How do the community describe the impact on water sources, sanitation, and hygiene services of floods, droughts, or extreme heat? Are water points drying up or flooding? Are latrines inaccessible during rainy seasons? Do households change hygiene practices in droughts? Which services fail first, and how do households adapt?

- **Impacts beyond health.**

How do climate impacts affect livelihoods, education, migration, housing, or social cohesion? How do these wider pressures undermine WASH and health behaviours? For example, a failed harvest may reduce income for soap or sanitary pads [13].

- **Trusted information sources.**

Who do people listen to – community leaders, health workers, radio, religious figures, or peers? Are these sources consistent across groups?

- **Existing institutional messaging.**

What climate or WASH-related messages are already being disseminated by government, NGOs, or other actors? Do these messages resonate with local experience, or do they feel overly technical or disconnected? Where are the gaps or contradictions? Effective messaging depends on credibility, transparency, and consistency across institutions [4].

## How to find out



### Box 2: Building on what works – appreciative conversations about adaptation

The All India Disaster Mitigation Institute (AIDMI) works on climate adaptation with women farmers in northern India. They find the Appreciative Inquiry technique useful to discuss climate risks and the adaptations that people are making to address these risks.



Conversations typically start with a discussion about recent trends in the weather and what this has meant for crop production. The conversation allows AIDMI staff to discuss the topic of climate change with farming households against a background of their own experience.

The discussion then moves to adaptation, with the facilitator asking: ‘what have you done that has worked to address these problems?’ As the farmers outline their most successful strategies, the facilitator asks ‘what made that so successful?’ and then ‘what would happen if your community did that more?’, before finally asking: ‘what do you think you should do now?’.

These conversations, based on the lived experiences of the women farmers, are typically energetic and creative. Importantly, they also lead to action: community members see that adaptation is possible and so are more confident to follow their neighbours’ example.



## Tips and Tools

- ✓ **Community dialogues and Focus Group Discussions (FGDs).** Explore perceptions, priorities, and adaptation strategies in depth, using storytelling, mapping, or visual methods to engage adolescents, women, and marginalised groups (See [Annexe 2a](#) for an FGD template).
- ✓ **Participatory methods.** Use participatory risk ranking, hazard mapping, and seasonal calendars to enable communities to visualise risks and prioritise responses. These methods highlight differences in perception between groups such as women, youth, or displaced people. Facilitate ranking and mapping exercises to identify climate and WASH risks (see [Annexe 2b](#) for a Participatory Risk Mapping template).
- ✓ **Community Mapping.** Engage residents in mapping water points, sanitation facilities, and climate hazards. Adolescent-friendly mapping and visual tools can help include younger voices.
- ✓ **Climate Visuals.** Integrate photos, drawings, and participatory storytelling to help communities surface priorities and make climate-WASH risks tangible.
- ✓ **Household and community surveys.** Gather structured data on water management, sanitation use, hygiene practices, awareness of climate impacts, and people’s trust in information sources. Use standardised questions on risk perceptions, behaviours, and trusted information sources. Pair with disaggregated analysis (gender, age, disability, displacement) to identify intersecting vulnerabilities (see [Annexe 2c](#) for sample rapid Knowledge, Attitude and Practice (KAP) survey tools).

- ✓ **Barrier and enabler analyses.** Use the findings of KAP surveys, observations and other reports of barriers to adapting behaviours and practices that support climate resilience with different groups within communities. Identify together things that make adaptation to climate change hard, or easier, and propose potential solutions.
- ✓ **Media and Institutional message review.** Collect and analyse examples of national and subnational messages on WASH and climate from the government or NGOs (e.g., posters, radio spots, SMS, extension worker scripts). Identify whether these messages are clear, accessible, trusted, and aligned with community concerns. Use participatory workshops to adapt messaging into locally meaningful formats.
- ✓ **Communication Channel Mapping.** Analyse which communication channels are most trusted, by which groups, and where misinformation spreads. This informs subsequent message and communication strategy design.
- ✓ **Objective-Setting and Community Validation Workshops.** Convene partners and community representatives to collectively define what the RCCE strategy should achieve and co-prioritise actions (to avoid extractive practice). This ensures objectives are realistic, co-owned, and aligned with both community priorities and national adaptation strategies. These co-creation approaches should not be optional add-ons but central to analysis.



### Box 3: Participation versus Extraction

Communities should not only provide information but also be part of interpreting and applying it.

- **Co-analysis.** Involve community representatives, frontline workers, and local leaders in reviewing and interpreting findings.
- **Validation workshops.** Use participatory sessions to confirm, challenge, or expand on initial analysis.
- **Co-creation.** Move beyond presenting ‘results’ back to communities - instead, work with them to co-develop solutions, strategies, and messages.
- **Human-Centred Design (HCD),** participatory strategy design, or CARE’s CAAP process enable communities to prioritise issues and shape RCCE actions [17].

By embedding participation in analysis, RCCE builds ownership, trust, and strategies that reflect lived realities rather than external assumptions [23, 27].

Note that some specific tools and frameworks are available (like CARE's [Community Adaptation Action Planning \(CAAP\)](#), [Participatory Assessment of Climate and Disaster Risks \(PACDR\)](#), and CARE's [Toolkit for Youth on Adaptation & Leadership](#)) that include several of the above tools. They can be used to help communities analyse vulnerabilities, map risks, and identify solutions themselves. [7, 19, 20].



### Box 4: Bridging the gap between national climate messaging and local experiences in Kenya

In Kenya, a participatory mapping initiative with young adolescents (10–14 years) revealed the gap between national climate communication and local experiences. While government messaging emphasised 'climate-smart agriculture', children and their communities described climate change through water scarcity, poor sanitation, and related health impacts.

By engaging youth in storytelling and visual mapping exercises, researchers and community partners helped refocus the messaging on community concerns and translate technical messaging into everyday language that resonated with local priorities. The project collaborated with schools, health workers, and government actors to ensure these insights fed back into communication and adaptation planning.

**Lesson:** participatory methods can uncover mismatches between institutional messages and lived experiences. RCCE strategies that adapt technical messages to local realities build credibility, ownership, and relevance.

Source: Logie, C. H., Van Borek, S., Lad, A., Kauma, B., Nyambura, M., Kiptinness, C., Nasambu, W., Odongo, L., Okumu, M., Mwangi, A., & Bayly, C. (2023). A creative approach to participatory mapping on climate change impacts among very young adolescents in Kenya. *Journal of Global Health Reports*, 7 [28]



### Box 5: Case example: Integrating community feedback into RCCE for cholera prevention in Mozambique

After Cyclone Idai in 2019, Mozambique faced a major cholera outbreak. An integrated analysis was conducted, bringing together epidemiological data, social science research, and community feedback. This revealed that a key barrier to chlorine use in water treatment was fear about its safety and taste.

Government messaging focused on disease symptoms and treatment but overlooked these concerns. By adapting messages to include testimonies from trusted community members and visual demonstrations of safe water treatment, uptake of chlorination improved significantly.

**Lesson:** analysis must go beyond technical risks to uncover the perceptions and lived concerns that shape behaviour. Integrated approaches – combining data types and engaging communities in interpretation – enable RCCE to address the real barriers to action.

Source: Niederberger, E., Tanner, L. and Karam, S. (2023). Key considerations: Socio-Behavioural Insights to Support Community-Centred Cholera Preparedness and Response in Mozambique, 2023. Social Science in Humanitarian Action (SSHAP) [27].

## Step 2 at a glance: Building a common understanding and co-creating RCCE objectives

(Note that this table covers **all** the potentially helpful tools and areas for consideration – not all of which will be relevant in all contexts).

**Table 2: Step 2 At a Glance**

What to know	Example questions	Outputs	How to find out
<b>Community knowledge of climate change</b>	Have people seen changes in rainfall, drought, or floods? If so, to what do they attribute these?	Insights into climate knowledge and understandings about attribution.	Household surveys; FGDs; Rapid Assessments; Participatory storytelling methods.
<b>Risk perceptions</b>	Which hazards and challenges feel most urgent for the community? Which are underestimated?	Evidence of community understanding of risk and how this compares with scientific data on risk.	Participatory risk ranking; Surveys; Workshops to compare community and external understanding of risk.

What to know	Example questions	Outputs	How to find out
<b>Adaptation practices</b>	What are households already doing to cope with floods, droughts, or heat?	Inventory of existing community-led adaptations and proposed new adaptations.	PRA tools such as participatory risk ranking; FGDs; Adaptation community mapping; Appreciative Inquiry
<b>Beliefs and priorities</b>	How do cultural beliefs influence sanitation, water use, or disease attribution?	Understanding of local logic and competing priorities.	In-depth interviews; Cultural analysis; Participatory ethnography; Social science research.
<b>Barriers and enablers</b>	What prevents or enables uptake (norms, trust, affordability, peer networks)?	Understanding of obstacles and drivers of action.	KAP surveys; Barrier/enabler analysis.
<b>WASH systems under stress</b>	How do floods/droughts affect water, sanitation, hygiene services?	Profile of system vulnerabilities.	Observational study; Community mapping; Transect walks (complemented by Infrastructure checklist or assessments from <a href="#">Step 1</a> ).
<b>Impacts beyond health</b>	How do climate shocks affect livelihoods, income, displacement, education?	Broader picture of vulnerability and resilience (e.g., affordability of soap, sanitary pads).	Key informant interviews; Vulnerability assessments; FGDs (and relevant secondary data from <a href="#">Step 1</a> , if available).
<b>Trusted sources</b>	Who do people listen to for WASH/climate advice?	Map of trusted messengers and networks.	Communication channel mapping; Stakeholder analysis; FGDs.
<b>Institutional messaging</b>	What messages already exist? Do they resonate locally?	Review and gap analysis between institutional and community perspectives.	Messaging review; Participatory message review workshops.

What to know	Example questions	Outputs	How to find out
<b>Behavioural/ social changes</b>	What behaviours or collective actions should be encouraged (e.g., handwashing, safe water storage, flood-proof sanitation)?	Clear behavioural/ social objectives.	Problem Tree Analysis; Behavioural workshops.
<b>Participation in analysis</b>	Are communities involved in making sense of data, not just providing it?	Insights validated with communities; Reduced extractive practice.	Validation workshops; Participatory strategy design; Human Centred Design (HCD) sessions.

## Outputs of this step

By the end of [Step 2](#), you should have:

- ✓ A **community-informed context profile** linking climate hazards, WASH vulnerabilities, and health risks.
- ✓ Evidence of **community knowledge, perceptions, and adaptation practices**.
- ✓ Insights into the community's **beliefs** about WASH, **changing behaviours**, and the **barriers and enablers** to uptake.
- ✓ Community insights into **how WASH systems perform under climate stress**.
- ✓ A map of **trusted communication channels and influencers**.
- ✓ A map of **existing institutional messaging**, with identified gaps and its alignment with community realities.
- ✓ A set of **community-validated insights** that will shape RCCE objectives, adaptation actions and scope.
- ✓ Agreed **objectives** for RCCE activities.
- ✓ Further clarity about the **scope** of RCCE activities: whether they will focus primarily on communication or extend into deeper engagement and programme design.



## Step 3: Designing and Implementing RCCE Strategies

The initial objectives, risks and scope were developed in [Step 1](#) and deepened and developed through community engagement in [Step 2](#), when the community's perceptions, beliefs, insights, and existing communication channels related to climate change were considered and discussed. [Step 3](#) is about *deciding what to do with those insights* – turning them into concrete, co-created RCCE strategies that are realistic, inclusive, and impactful.

RCCE should not be seen as a one-off campaign, but as an iterative process of engagement that *in itself* builds trust, supports behaviour change, and strengthens systems for long-term climate and WASH resilience [4, 9].

The following considerations should underpin the design of RCCE activities, how the information should be communicated and adapted throughout, and how to ensure the overall strategy is coordinated and integrated with government initiatives.

### Key considerations for designing the RCCE strategy

- **Match strategies to available resources.**  
RCCE can be effective at all resource levels – from community dialogues to nationwide multimedia campaigns. The key is the layering of complementary methods and using trusted structures.
- **Build on existing structures.**  
Local WASH committees, Community Health Workers (CHWs), women's groups, and traditional leaders provide trusted platforms for communication and mobilisation. Map and engage these groups. Train and support them by providing practical training on climate–health–WASH messages, two-way dialogue, addressing rumours, and documenting feedback. Equip them with adaptable tools (e.g., flipcharts, FAQs, radio scripts, SMS templates).
- **Prioritise co-creation.**  
Communities should help shape decisions, activities, messages, formats, and delivery channels to ensure cultural resonance and ownership.
- **Link with broader social mobilisation.**  
Leverage activities by other partners (e.g., radio 'edutainment', school programmes, community theatre, cartoons) to reinforce messages and shift norms.
- **Link communities and RCCE activities to local/national government climate change strategies** and planning throughout the process to enhance coherence, future funding and sustainability. Align with WASH, health, Disaster Risk Reduction (DRR), and climate taskforces at national and sub-national levels. Use joint planning sessions to harmonise information and delivery. Assign RCCE accountability focal points who can bring feedback from communities into those decision-making spaces and communicate the decisions and proceedings back to their communities.



## Box 6: RCCE linking communities to government policy

In Northern Kenya, Womankind Kenya (WOKIKE) uses RCCE to strengthen community voices in climate action and policy influence. Through participatory training, storytelling, and cultural expressions such as poetry and dance, WOKIKE helps grassroots groups understand climate risks, share local knowledge, and shape adaptation solutions.

The approach has empowered communities to diversify livelihoods, such as beekeeping and riverside farming, reducing their vulnerability to droughts. More importantly, it has fostered meaningful engagement between communities and county planning structures, including ward climate change planning committees.

Through awareness-raising at the grassroots, WOKIKE has enhanced community participation in policy dialogues and supported their contributions to the Garissa Climate Change Bill and the National Gender Action Plan. These efforts have promoted the inclusion of gender-responsive priorities in local and national climate frameworks, reflecting community perspectives and women's experiences in decision-making processes.

## Key considerations for implementing the RCCE strategy

Maintaining dialogue and action, designing messages and materials, providing training and selecting the right approaches are essential implementation considerations.

### Maintaining dialogue and action

- *Regularly review and adapt the RCCE objectives that have been co-created with communities.* The activities in [Step 2](#) should not be a one-off, but take place iteratively, continuing to shape and adapt climate change activities based on community priorities, resources and progress.

### Designing the messages and materials

- *Involve communities directly* in message development through workshops, theatre, or participatory video.
- *Relevance and simplicity.* Focus on concrete, actionable behaviours. Use clear, jargon-free language.
- *Cultural resonance.* Align with local beliefs and practices; adapt to literacy levels and languages.



- *Focus on empowerment, not fear.* Fear-based messaging can paralyse. Effective RCCE fosters agency by showing feasible actions and positive outcomes, and by highlighting the co-benefits of adaptation (e.g., safer water storage reduces diarrhoea now and mitigates future risks).
- *Use multiple formats and channels.* No single medium reaches everyone. Based on audience access and trust, combine the interpersonal (CHWs, peer educators), community (radio, theatre, posters), and mass media methods (digital, TV) to extend reach and reinforce messages.
- *Review and adapt messages based on feedback and dialogue.* Information needs will change over time and should be informed by what is working, and what isn't for communities.

### Training and supporting implementers

Provide practical training on climate-health-WASH messages, two-way dialogue, addressing rumours, and documenting feedback. Equip trainees with adaptable tools (flipcharts, FAQs, radio scripts, SMS templates).



## Box 7: The right RCCE messages for the right audience

### Designing a climate RCCE Strategy – the right messages for the right audience

Reviewing a recent climate RCCE campaign in Somalia, key stakeholders were asked what had worked and what had surprised them. The conversation led to the identification of some important lessons.

Community members had limited exposure to conversations about climate change and were sceptical about climate messages. They became more engaged when asked to consider their own experiences of the weather over recent years, and the effect that it had on them. In general, participants were more interested in discussions about what they could do about climate risks than in discussions about climate risks alone.

Many of the 'standard' adaptations to climate change were not financially or logistically possible for displaced people in Somalia: it was important to focus on the (much more limited) set of possible activities.

Women and men had very different concerns and tended to focus on different aspects of climate change and on different types of adaptation. Women were generally more interested in messages and discussions around household-level preparedness, while men focused more on climate impacts on livelihoods and productivity.

## Selecting RCCE approaches: helpful resources

Appropriate approaches are informed by considerations of the context, community preferences and the available resources. [Table 3](#) provides examples of the role of RCCE in supporting everyday community-level WASH adaptation actions in the context of broader WASH climate adaptations. [Table 4](#) offers guidance on selecting RCCE approaches in relation to the available resources. A practical menu of common RCCE approaches is below in [Table 5](#) which outlines common RCCE approaches, further described in the text.

## The role of RCCE and everyday climate-adaptive actions

**Table 3: Examples of Everyday Adaptation Actions and the Role of RCCE**

What Can Communities Do?	What it Looks Like in Practice	Who's Involved	How RCCE Helps
<b>Protect water sources &amp; maintain infrastructure</b>	Covering wells, fixing broken pumps, repairing pipes, maintaining drainage.	Households, WASH teams, local builders, leaders.	Facilitate dialogue on maintenance needs; co-create simple checklists; share practical demonstrations; mobilise collective upkeep.
<b>Collect, store, and manage scarce water</b>	Using clean containers, rainwater harvesting, rationing scarce water.	Families, schools, health centres, farmers.	Share low-cost, safe methods; highlight co-benefits (time, savings); enable discussion on fair water use during scarcity.
<b>Improve drainage &amp; flood defences</b>	Clearing drains, constructing sandbag barriers, reinforcing latrines above flood level.	Youth groups, WASH committees, disaster response volunteers.	Support community mapping of flood risks; connect communities with local disaster management authorities; reinforce collective action.

What Can Communities Do?	What it Looks Like in Practice	Who's Involved	How RCCE Helps
<b>Enhance hygiene and water treatment during extreme weather</b>	Intensifying household water treatment, safe storage, hand hygiene alternatives in drought.	Households, CHWs, schools.	Demonstrate purification methods (boiling, chlorination, filtration); support risk communication on increased contamination risks during floods/drought [4].
<b>Vector control</b>	Removing stagnant water, using mosquito nets, environmental clean-up.	Households, youth groups, health staff.	Link climate-related messages with disease prevention; co-create campaigns around safe practices; dispel rumours and misinformation [50].
<b>Heat adaptation &amp; protection of vulnerable groups</b>	Shading water points, ensuring hydration during heatwaves, checking on the elderly/ neighbours.	Community groups, CHWs, schools, local authorities.	Encourage community solidarity systems; promote protective behaviours (hydration, cooling spaces); connect with early warning advice [10].
<b>Evacuation planning &amp; safe shelters</b>	Identifying shelters, evacuation routes, ensuring WASH facilities at shelters.	Disaster committees, local leaders, households.	Bring communities and local disaster managers together; simplify evacuation information; provide clear, actionable warnings [21].
<b>Learn and share weather warnings</b>	Knowing where to get alerts (floods, storms, heat); passing on information.	Households, local leaders, media, government.	Map trusted channels; build links between communities and early warning systems; make technical forecasts understandable and actionable [8].

What Can Communities Do?	What it Looks Like in Practice	Who's Involved	How RCCE Helps
<b>Grow food in small/shared spaces</b>	Kitchen gardens, sack gardens, community plots.	Women's groups, youth, farmers.	Link water, nutrition, and cost-saving messages; share peer success stories; encourage resilience-building co-benefits [19].
<b>Earn income in new ways</b>	Soap-making, tool repair, phone charging.	Youth groups, women's associations.	Encourage diversification through stories of success; facilitate peer-to-peer exchanges; address stigma or uncertainty [23].
<b>Plan ahead for shocks</b>	Storing extra water, preparing safe delivery kits, protecting medicines.	Households, health workers, local leaders.	Co-develop preparedness checklists; promote collective planning; reinforce through radio, theatre, and local media [16].
<b>Learn together about climate and health</b>	School lessons, mosque/church groups, clinic sessions, outreach activities.	Teachers, health staff, RCCE facilitators, CHWs, CHVs, nutrition workers.	Use participatory methods (theatre, games, mapping); adapt messages for children and youth; connect climate change to everyday health practices [4, 7].
<b>Leverage existing RCCE platforms</b>	Integrating climate-WASH messages into ongoing 'edutainment', school clubs, cartoons, radio dramas.	Media partners, NGOs, schools, social mobilisation networks.	Link to existing campaigns; co-develop content with partners; reinforce consistent, positive social norms across themes (health, gender, environment) [6].

## Resource-dependent selection of RCCE approaches

A consideration of the available resources for WASH adaptations is essential for developing appropriate RCCE approaches. RCCE can be effective at all resource levels; the key is the layering of complementary methods and using trusted structures.

**Table 4: Resource-dependent selection of RCCE approaches for climate and health adaptation**

Resource Level	Characteristics	Example Approaches	Best Suited Contexts
<b>Low-resource</b>	Minimal funding, relies on existing structures, trust-based.	Community leaders, religious figures, volunteers, WASH committees.	Areas with strong community networks; limited external support.
<b>Medium-resource</b>	Moderate resources, broader reach, culturally relevant media.	Local radio, school programmes, community theatre, storytelling.	District-level programmes with moderate funding/staff.
<b>High-resource</b>	Higher cost/technical input, wide-scale impact, real-time feedback.	Interactive SMS/WhatsApp, TV/digital campaigns, behavioural insights-informed design.	National programmes, population-wide reach, strong M&E capacity.

## A menu of common RCCE approaches

Table 5 offers a practical menu of common RCCE approaches, showing when they work best, key limitations, and tips for adaptation. They are not prescriptive checklists but options that can be layered, combined, or modified depending on the context and resources. Programme planners can draw on a range of RCCE approaches – from community dialogues and peer education to radio, theatre, and digital platforms. Additional detail on each approach is provided below the Table.

**Table 5: A menu of common RCCE approaches**

Approach	Best when...	Less effective when...	Key considerations
<a href="#"><u>Two-way community dialogue</u></a>	Communities are accessible and trust local facilitators.	Time is short, gatherings restricted.	Ensure inclusion of marginalised groups; use participatory tools like mapping or seasonal calendars.
<a href="#"><u>Community Health Workers (CHWs)</u></a>	CHWs are trusted and embedded in local systems.	CHWs are overburdened.	Provide training (or refresher training), RCCE materials and supportive supervision.
<a href="#"><u>Radio and local media</u></a>	Literacy is low; radio reach is high.	Electricity or device access is unreliable.	Co-develop scripts in local dialects; use call-ins for two-way interaction.
<a href="#"><u>Social media &amp; digital</u></a>	Populations are digitally connected.	Low connectivity; misinformation is common.	Use short, visual content; engage trusted local influencers; link with offline activities.
<a href="#"><u>Printed/visual materials</u></a>	Moderate literacy; preference for visual aids.	Rapid updates needed (risk of outdated content).	Use bold visuals and waterproof/durable posters; pre-test comprehension.
<a href="#"><u>Youth &amp; school engagement</u></a>	Schools are operational and trusted.	Schools are closed; topic is sensitive.	Use extracurricular clubs; adapt for children with disabilities.
<a href="#"><u>Religious leaders &amp; structures</u></a>	Religious institutions have strong influence.	RCCE messaging contradicts prevailing beliefs.	Co-develop with leaders; use faith-based framing; ensure gender balance.

Approach	Best when...	Less effective when...	Key considerations
<a href="#">Theatre, art &amp; creative methods</a>	Cultural expression is valued; gatherings allowed.	Restrictions on events or low creative capacity.	Use mobile troupes; co-create with youth/elders; record and share.
<a href="#">Feedback &amp; accountability mechanisms</a>	Commitment exists to adapt based on feedback.	Feedback collected but unused.	Ensure 'you said, we did' loops; make channels accessible to all groups.

Each approach is described below, with additional key methods, tips and tools. The [Annexes](#) provide additional tools and resources. [The References](#) include links to available online tools.

## 1 Two-Way Community Dialogue & Engagement

### Key Considerations

- Link community input to planning and adaptation decisions.
- Ensure that marginalised groups are included and can access the gatherings.
- Continue to identify influential community groups, leaders, and gatekeepers.
- Facilitate small-group discussions or listening sessions.
- Use participatory tools such as community mapping, seasonal calendars, problem trees, or ranking exercises to stimulate dialogue and collective analysis.

### Tips

- ✓ Start informally, to build trust before moving to broader engagement.
- ✓ Prioritise the inclusion of marginalised groups (e.g., women, youth, people with disabilities).
- ✓ Ensure that the timing and location of meetings is convenient for all those who want to attend.
- ✓ Use local facilitators or trusted intermediaries, where possible.

- ✓ Allow community members to identify issues that matter to them and build the conversation from there.
- ✓ Clearly explain the purpose of the engagement and follow up with feedback loops.

### Tools

- IFRC's Community Engagement and Accountability Toolkit [6]
- PACDR Tool: Participatory Approach to Climate and Disaster Risk [20]
- Oxfam's Community Engagement Toolkit [29]
- SSHAP Community Engagement for Cholera Outbreak Response (ESA Region) [30]

## 2 Working with Community Health Workers

### Key Considerations

- Train CHWs on both technical health information and community engagement techniques.
- Provide talking points, visual aids, and locally-adapted key messages.
- Integrate CHW activities into broader programme efforts (e.g., hygiene promotion or malnutrition screening).
- Ensure regular supervision and feedback mechanisms for CHWs.

### Tips

- ✓ CHWs are often trusted, especially in areas with limited formal health infrastructure.
- ✓ Prioritise supportive supervision to maintain motivation and ensure quality.
- ✓ Consider incentives or recognition schemes to boost retention (e.g., t-shirts or stationary).

### Tools

- Communicating on Climate Change and Health: Toolkit for Health Professionals (WHO 2024) [31]
- Behaviour Change for Health: A Framework for CHW Training (CORE Group) [32]



### 3 Radio and Local Media

#### Key Considerations

- Partner with trusted local radio stations to co-develop short programmes, jingles, and call-in shows on climate and WASH issues.
- Engage local leaders, health workers, or community reporters to be voices on air to increase credibility and relevance.
- Tailor messaging to local dialects, humour, and storytelling traditions to maximise understanding and engagement.
- Use regular scheduling and repetition to reinforce key behaviours or early warnings (e.g., for flooding or water contamination).

#### Tips

- ✓ Plan content that encourages two-way interaction, like live Question and Answers (Q&As) or listener call-ins.
- ✓ Pre-test scripts and audio content with participating groups to check clarity and appeal.
- ✓ Combine with SMS, WhatsApp, or community forums to extend reach.
- ✓ Consider gendered listening patterns and access when selecting airtime slots.

#### Tools

- Internews Humanitarian Information Services Learning Collection: Humanitarian Radio Module (how-to guide) [33]
- UNHCR Innovation Service: Radio for Communicating with Communities [34]
- Community household survey exploring communication preferences (see [Annexe 2c](#))

### 4 Social Media and Digital Channels

#### Key Considerations

- Share consistent, locally tailored messaging through popular platforms (e.g., Facebook, WhatsApp groups).
- Use video explainers, infographics, or short reels on WASH practices, climate risk warnings, or community activities.

- Amplify trusted voices (e.g., local leaders, nurses, teachers) to increase reach and credibility.
- Monitor engagement to refine messaging and address misinformation quickly.

### Tips

- ✓ Keep content short, visual, and mobile-friendly.
- ✓ Track misinformation trends and respond with accurate and engaging counter-messaging.
- ✓ Be mindful of access gaps – youth and urban populations may engage more than older or rural audiences.
- ✓ Link digital campaigns with offline activities (e.g., posters, school programmes).

### Tools

- UNICEF U-Report for youth engagement and polling [35]
- Global Disaster Preparedness Center (IFRC): Social Media for Behaviour Change (sm4bc) Toolkit [36]
- UNICEF SBC: Digital Engagement. Using technology to connect and interact with people [37]

## 5 Printed and Visual Materials

### Key Considerations

- Develop posters, flipcharts, flyers, and banners that explain climate-WASH links and promote adaptive behaviours.
- Use locally relevant symbols, visuals, and languages for broad understanding.
- Distribute materials through schools, health centres, community hubs, and door-to-door visits.
- Adapt materials to specific audiences (e.g., parents, farmers, older adults).

### Tips

- ✓ Co-create materials with community representatives to ensure relevance.
- ✓ Use waterproof and durable materials where possible in flood-prone or outdoor areas.

- ✓ Test materials for literacy and comprehension before a wider distribution.
- ✓ Link printed materials to action steps or services (e.g., how to report a blocked drainage system).

### Tools

- IWRM Water Knowledge Hub: Behaviour Change Communication [38]
- Pathfinder International: Evaluation of IEC Materials Checklist [39]
- WASH Visual Aids for Emergencies and Development (UNICEF) [40]

## 6 Engaging Youth and Schools

### Key Considerations

- Integrate climate and WASH content into extracurricular clubs or classroom discussions using participatory tools.
- Run school-based competitions (e.g., poster-making, plays, debates) focused on local adaptation ideas.
- Support peer-to-peer education, where students share what they've learned with families and peers.
- Involve school leaders and teachers in message co-design and rollout.

### Tips

- ✓ Link activities to existing curricula or school health programmes.
- ✓ Ensure inclusion by adapting activities for children with disabilities.
- ✓ Use local climate or water issues as starting points for practical problem-solving.
- ✓ Recognise student contributions through small awards or public recognition.

### Tools

- CARE's Toolkit for Youth on Adaptation & Leadership [19]
- Toolkit: WASH in Schools and Learning Centres (Concern Worldwide) [41]

## 7 Engaging Religious Leaders and Structures

### Key Considerations

- Involve religious leaders early in the design of RCCE strategies to secure buy-in and support.
- Equip them with accurate, context-appropriate messages aligned with faith teachings.
- Facilitate the integration of climate and health messages into sermons, prayer meetings, and religious gatherings.
- Train faith-based networks in peer education and local health surveillance roles.

### Tips

- ✓ Identify and engage both male and female religious influencers across all denominations.
- ✓ Use religious texts or values (e.g., stewardship, purity, community care) to reinforce key messages.
- ✓ Build long-term partnerships beyond one-off campaigns.
- ✓ Address potential barriers (e.g., misinformation or stigma) respectfully through dialogue.

### Tools

- UNEP Faith for Earth Coalition [42]
- African Council of Religious Leaders – Religions for Peace (ACRL-RfP) [43]

## 8 Theatre, Art and Creative Methods

### Key Considerations

- Collaborate with local artists or drama groups to develop plays, puppetry, murals or spoken word pieces on climate-WASH themes.
- Use mobile performances or community festivals to reach large audiences and spark dialogue.
- Invite community members to co-create scripts or contribute stories.
- Include Q&A sessions after performances to deepen understanding.

### Tips

- ✓ Ensure messages are clear, action-oriented and culturally sensitive.
- ✓ Combine creative methods with feedback collection or service promotion.
- ✓ Engage youth and elders together to bridge knowledge and generational gaps.
- ✓ Document and share performances digitally to extend reach.

### Tools

- The Theatre for Development Source Book [44]
- PhotoVoice, mural and community art facilitation guides [45]



## Box 8: Adapting RCCE for malaria prevention in Sierra Leone

### Case example: Adapting RCCE for malaria prevention in Sierra Leone

After the 2014-2016 Ebola outbreak, programmes in Sierra Leone faced resistance to insecticide-treated bed nets due to misconceptions about their safety. Community feedback revealed fears about the mosquito-malaria link and chemical exposure.

RCCE actors, including the Ministry of Health and NGOs, adapted by using trusted leaders for home visits and demonstrations on safe net use. This iterative, feedback-driven approach increased trust and net usage in target districts.

**Lesson:** Implementation is most effective when RCCE addresses specific local concerns, leverages trusted messengers, and adapts based on real-time feedback.

Source: UNICEF Sierra Leone (2024) [49].

## Step 3 at a glance: Designing and Implementing RCCE Strategies

Table 6: Step 3 At a Glance

Design/ Implementation Focus	Key questions	Outputs	Relevant tools
<b>Scope of RCCE (comms ↔ engagement)</b>	Is the strategy limited to communication, or does it also include two-way engagement and programme co-design?	Scope statement (what's in/out); linkage to WASH planning cycles.	Scope checklist; joint planning brief.
<b>Strategy scope</b>	What mix of RCCE approaches is realistic, given the resources?	Strategy design matrix.	Resource-related selection <a href="#">Table 4</a> .
<b>Message development</b>	Are messages empowering, co-created, simple, and linked to immediate co-benefits valued by communities?	Draft messages and formats.	Message co-creation workshops; HCD methods.
<b>Delivery channels</b>	Which trusted actors and media will be used?	Delivery plan with channels, sequencing, focal points.	Channel mapping; stakeholder analysis.
<b>Capacity building</b>	Who delivers RCCE, and what training do they need?	Training and supervision plan.	CHW/ implementer training packages.
<b>Coordination</b>	How will WASH RCCE link with other sectors and government?	RCCE coordination framework.	Joint planning templates; sector coordination groups.

## Outputs of this step

By the end of [Step 3](#), you should have:

- ✓ A tailored RCCE strategy aligned with the context and co-created objectives.
- ✓ Drafted messages and materials, co-created with communities.
- ✓ A delivery plan specifying channels, actors, sequencing, and timing.
- ✓ Training and support plans for RCCE implementers.
- ✓ A coordination framework linking WASH RCCE with other sectors, government, and partner initiatives.
- ✓ A set of RCCE approaches chosen from a practical menu, adapted to the local context.
- ✓ Defined roles and responsibilities for delivering each activity.
- ✓ An implementation schedule that layers different approaches for maximum reach and reinforcement.



## Step 4: Monitoring, Feedback, and Adaptation

Monitoring and feedback are not add-ons – they are central to RCCE. Without them, strategies risk being irrelevant, mistrusted, or quickly outdated. Climate and WASH risks evolve rapidly; RCCE must be iterative, learning from communities in real time and adapting accordingly [4, 9].

### Key considerations for monitoring and feedback

- **Two-way communication.**  
Monitoring is not just data collection; it is dialogue. Communities should see that their feedback shapes decisions [6]. Publicise how feedback will be used, and ensure communities see results ('You said, we did' boards).
- **Real-time systems.**  
Feedback must be frequent and timely enough to guide adaptation before conditions change [8].

- **Inclusivity.**  
Monitoring should capture the perspectives of marginalised groups who may otherwise be overlooked [3].
- **Behavioural outcomes.**  
Beyond tracking activities (e.g., number of meetings), assess whether behaviours and practices are changing [50].
- **Trust as an indicator.**  
Community trust in institutions and messages is as critical as knowledge or behaviour change [15].
- **Train** staff and volunteers to gather and respond to community concerns respectfully.
- **Involve local leaders** in joint accountability discussions on WASH service delivery and climate adaptation efforts.



## Tips and Tools for monitoring and adaptation

### Real-time community feedback

- ✓ Use accessible methods such as suggestion boxes, focus group discussions, radio call-ins, or mobile platforms. Make feedback channels accessible to women, youth, older people, and marginalised groups.
- ✓ Make sure feedback is *closed loop* – communities should know how their input is used.
- ✓ Establish a clear process for analysing and responding to feedback.

### Tools

- Community feedback mechanisms (CFMs)
- Participatory focus groups
- SMS-based surveys
- IFRC's Community Feedback Mechanism Toolkit [46]
- Collective Service Community Feedback Mechanism Tracker (multiple examples) [47]
- Danish Refugee Council: Community Feedback Mechanism [48].



### Iterative message testing and adaptation

- ✓ Pilot-test new messages before scale-up.
- ✓ Use participatory methods (storytelling, theatre, mapping) to check clarity and resonance.
- ✓ Use multiple formats (written, verbal, digital) depending on literacy and access.
- ✓ Adjust messages when rumours, misinformation, or new risks emerge.

### Tools

- Message testing workshops; pre- and post-intervention surveys; participatory theatre.

### Indicators for participation and engagement, effectiveness and trust

- ✓ **Behavioural indicators:** % of households treating water, % using safe sanitation during floods.
- ✓ **Trust indicators:** % of community members who say they trust official warnings or RCCE messengers.
- ✓ **Participation and Engagement indicators:** diverse community members are included in identifying local priorities, problems and their own solutions.
- ✓ **Process indicators:** # of feedback loops completed, # of messages adapted.

Indicators for measuring effectiveness and trust should be developed as part of the strategy design process – to ensure that they are practical and can be measured once the strategy is in place.

Indicators will often need a ‘baseline’ – a measurement that is taken before the strategy is implemented that can be compared with measurements after implementation – to see if there has been any change. In some cases, a KAP or other surveys used in the design of the strategy can be used as baseline measurements.

### Tools

- Behaviour change surveys; trust assessments; observation checklists.

### Learning and sustainability

- ✓ Use regular reviews with partners and communities to integrate feedback.
- ✓ Document what worked, what didn't, and why – and feed lessons into future strategies.
- ✓ Keep monitoring systems simple, so they can be sustained beyond project cycles.

### Tools

- After-action reviews; learning workshops; community validation meetings.

## Step 4 at a glance: Monitoring, Feedback, and Adaptation

Table 7: Step 4 At a Glance

Monitoring/ Adaptation Focus	Key questions	Outputs	Relevant tools
<b>Closed-loop feedback</b>	How will you show communities how their input influenced decisions?	Documented feedback loops shared back with communities.	Feedback register; community debrief notes.
<b>Inclusive feedback mechanisms</b>	Are women, people with disabilities, older persons, and minorities able to participate?	Accessible channels and adapted formats (e.g., separate groups, disability-inclusive sessions).	Accessibility checklist; tailored FGD guides.
<b>Message testing</b>	Are messages clear, trusted, and relevant?	Refined, tested messages.	Storytelling workshops; participatory theatre.
<b>Effectiveness</b>	Are behaviours and practices changing?	Measurable change indicators.	Behavioural surveys; observation checklists.

<b>Participation and engagement</b>	Are people able to participate in decision making? How are priority actions decided collaboratively?	Clear, shared action or activity plans, participation indicators.	Community workshops; Community Action Plans.
<b>Trust</b>	Do people trust the information and messengers?	Trust and credibility indicators.	Trust surveys; key informant interviews.
<b>Learning &amp; sustainability</b>	How are lessons captured and used?	Iterative, adaptive RCCE strategy.	After-action reviews; learning workshops.

## Outputs of this step

By the end of [Step 4](#), you should have:

- ✓ Mechanisms in place to continuously collect and review community feedback.
- ✓ A system for testing, refining, and adapting messages in real time.
- ✓ Simple indicators to measure RCCE effectiveness, trust, and equity of participation.
- ✓ Documented pathways for community feedback to influence programme decisions.
- ✓ A process for integrating lessons into future programming and planning cycles.
- ✓ Evidence of RCCE's role in supporting communities to identify, implement, and sustain feasible adaptation strategies.
- ✓ Linkages between community monitoring systems and institutional early warning/disaster management mechanisms.

## 3 Part III: Tools and Key Resources

This section offers practical resources such as tools and toolkits to practitioners:

- **Applied Tools** that show RCCE in practice.
- **Curated resources:** the most relevant, field-ready toolkits and platforms to use directly.

**Case studies** are found throughout the Guidance Note, and an **extensive list of** additional resources referred to in the text is included in the [References](#).

The aim of these example tools is to bridge strategy and practice, giving WASH programme managers and advisors concrete and trusted resources to adapt to their own contexts.

### 3.1 Selected RCCE Tools



#### Box 9: CARE's Community Adaptation Action Planning

##### Tool 1: CARE's Community Adaptation Action Planning (CAAP) in Climate-Vulnerable Communities

###### Context

CARE's *Community Adaptation Action Planning* supports locally led, climate-resilient development through Community-Based Adaptation (CBA). Central to this is the CAAP process, a structured and participatory approach that helps communities assess their vulnerabilities, identify solutions, and link with local authorities for sustained impact.

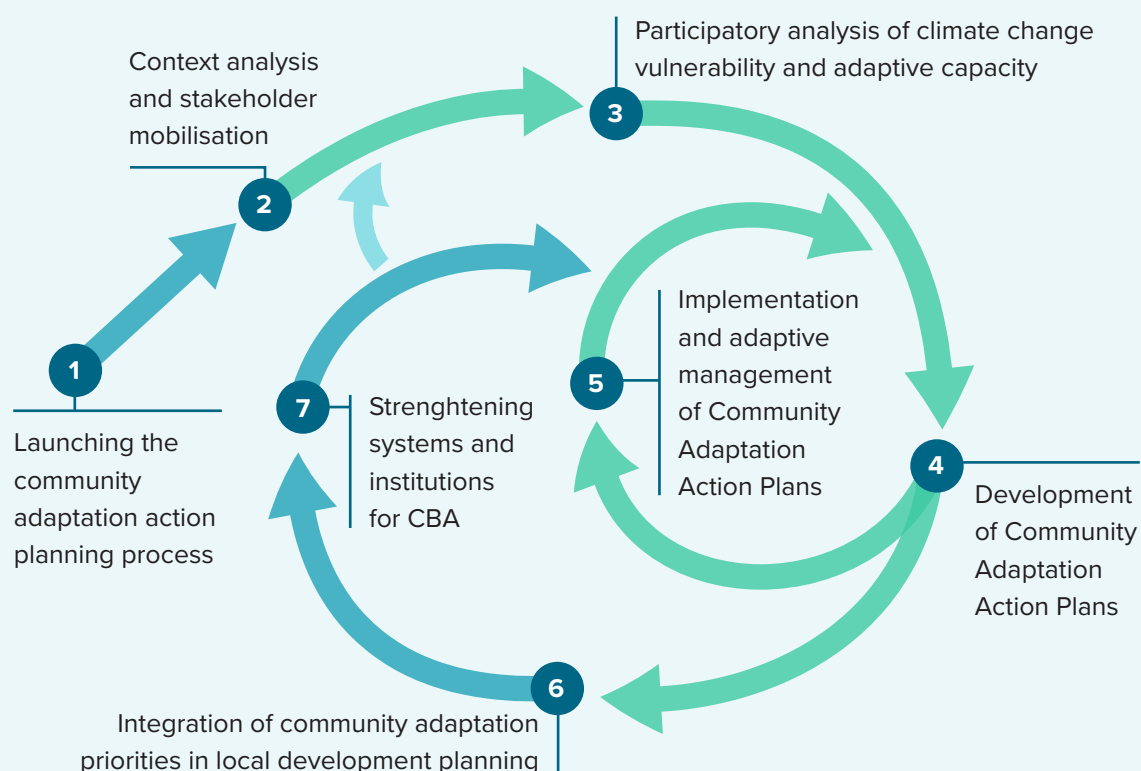
###### Approach

CAAP is built around a seven-step process designed to balance community ownership with institutional support, ensuring that adaptation actions are locally relevant, inclusive, and sustainable.

The steps are:

1. **Launching the Process.** Form a facilitation team; define the CAAP process; identify stakeholders and conduct background research.
2. **Context Analysis & Stakeholder Mobilisation.** Analyse climate, social and institutional factors; engage key actors.
3. **Participatory Vulnerability & Capacity Assessment.** Use participatory tools to explore climate risks and adaptive capacities, with an emphasis on gender and inclusion.
4. **Action Plan Development.** Facilitate visioning exercises; prioritise strategies for adaptation; validate the community's action plan.
5. **Implementation & Adaptive Management.** Build local capacity and implement actions like DRR and sustainable livelihoods; adjust plans as needed.
6. **Integration into Local Development Planning.** Ensure community priorities feed into local authority budgets and plans.
7. **System & Institutional Strengthening.** Build local governance capacity; connect with broader climate governance systems.

**Figure 1.** The community adaptation action planning process



Source: CARE (7). The community adaptation action planning process

### Key RCCE Elements

- Participatory risk communication and mapping of climate-related WASH challenges.
- Inclusion of women, youth, and vulnerable groups in planning and decision-making.
- Ongoing community dialogue and feedback mechanisms.
- Integration of local knowledge with climate information services.

### Why it works

The CAAP process is effective because it places **community voice and agency** at the heart of climate adaptation, while ensuring linkages to governance structures. It builds **ownership**, improves **trust**, and creates an enabling environment for **sustainable behaviour change** in the face of climate risks.

**Source:** CARE (7). Practitioner Brief 1: Adaptation Planning with Communities. CARE Climate Change and Resilience Platform. Retrieved from: [link](#) [7]



## Box 10: Participatory Assessment of Climate and Disaster Risks

### Tool 2: Brot für die Welt & HEKS-EPER's Participatory Assessment of Climate and Disaster Risks (PACDR)

#### Context

The Participatory Assessment of Climate and Disaster Risks (PACDR) toolkit was developed by Brot für die Welt, HEKS/EPER, and other partners to support communities in identifying and responding to climate and disaster risks. Widely applied in rural and marginalised settings, PACDR supports local adaptation planning grounded in community knowledge, environmental context, and climate science. It is especially useful in areas where livelihoods are closely tied to natural resources and resilience-building must be locally driven.

#### Approach

PACDR is a community-centred tool designed to be used directly by communities or community-based organisations, typically with facilitation support from local NGOs, local government or development actors. Its participatory six-module structure enables communities to assess their vulnerabilities, reflect on local impacts of climate change, and define locally appropriate adaptation and mitigation responses.

The six modules are:

1. **Project and Context:** review the goals, assumptions, and operational area of the existing or planned project, including the socio-economic and environmental baseline.
2. **Participatory Climate Change and Hazard Analysis:** combine scientific information on climate trends and hazards with local knowledge and perceptions through participatory exercises such as seasonal calendars and hazard mapping.
3. **Participatory Vulnerability and Capacity Analysis:** identify how hazards affect different livelihood assets and social groups, assess coping strategies, and determine the root causes of vulnerability.
4. **Participatory Identification of Adaptation Strategies:** co-develop context-specific adaptation options with community members and local partners, focusing on building long-term resilience.
5. **Project Mitigation Capacities:** assess the project's contribution to greenhouse gas emissions or carbon sinks, and identify opportunities for climate mitigation through sustainable practices.
6. **Project Revision:** based on the previous modules, revise or enhance project plans to integrate climate and disaster risk reduction strategies, ensuring they are community-led and locally relevant.

### Key RCCE Elements

- Builds on participatory risk communication tools (e.g., hazard mapping, seasonal calendars) to make climate risks visible and locally meaningful.
- Emphasises two-way dialogue and inclusive analysis, integrating perspectives of vulnerable groups such as women, older persons, and indigenous peoples.
- Encourages co-creation of strategies and strengthens community agency by embedding adaptation planning in local knowledge systems.
- Connects scientific and local understandings of climate to support shared learning and community ownership.

### Why it works

PACDR is effective because it is centred on community agency and ownership. It is designed to be implemented with and by communities, with NGOs and local partners facilitating the process rather than leading it. This helps ensure that adaptation strategies are grounded in lived experience, culturally appropriate, and more likely to be sustainable. The process strengthens community voice in project design and encourages reflection within implementing organisations.

Source: Brot für die Welt, HEKS/EPER [20]. *Participatory Assessment of Climate and Disaster Risks (PACDR) Tool – Version 10*. Retrieved from <https://pacdr.net>

## 3.2 Key Resources for RCCE in WASH–Climate Programming

Below are six of the most useful resources and approaches for WASH RCCE managers. Some are practical toolkits with activities to apply directly; others provide principles and insights that guide how to design, frame, and adapt RCCE strategies. A longer list of resources is provided in [Annexes 3](#) and [4](#). The bracketed numbers refer to the source in the [References](#).

### **Social Science in Humanitarian Action Platform (SSHAP) [51]**

Briefs, case studies, and applied guidance on embedding social science and community perspectives into humanitarian and health programming. Especially valuable for insights into behavioural drivers, trust, and feedback loops.

→ Use when designing assessments and ensuring strategies reflect lived realities.

### **WHO Emergency Risk Communication (ERC) Guidelines (2018) [4]**

Evidence-based principles for communicating during public health emergencies, with emphasis on timeliness, empathy, consistency, and community engagement.

→ Apply these principles when framing climate–WASH messages and managing rumours.

### **Communicating Climate Through Visuals and Stories**

Research shows that human-centred stories and relatable visuals are more effective than abstract data or distant imagery. This is an approach to make climate impacts more accessible through communication principles. The [Climate Outreach](#) website has useful resources for creating climate stories, such as [telling a better visual story about climate change](#) and [communicating with photos and video](#)

→ Use these insights when developing communication materials so that images and narratives connect with people's daily realities.



**CARE's Toolkit for Youth on Adaptation & Leadership (2024)** [19]

Participatory activities and facilitation guides for engaging young people in climate and WASH adaptation. Helps link intergenerational dialogue to practical action.

→ Useful for school-based programmes, youth clubs, and community learning spaces.

**IFRC Community Engagement and Accountability Toolkit** [6]

Structured tools for setting up community feedback systems, accountability mechanisms, and two-way dialogue in programmes.

→ Apply to strengthen feedback loops and accountability in [Step 4](#) (Monitoring, Feedback & Adaptation).

**PACDR Toolkit (Participatory Assessment of Climate and Disaster Risks)** [20]

Practical guidance for participatory risk assessment and co-development of adaptation strategies, widely used in rural climate-vulnerable contexts.

→ Particularly relevant where livelihoods are closely tied to natural resources.

These resources are not stand-alone solutions; they complement the step-by-step process in this Guidance Note, helping managers translate principles into practice, adapt strategies to context, and sustain meaningful engagement over time.

## 4 Conclusion: Putting It All Together

RCCE for WASH and climate resilience is not a single activity or campaign – it is a process of dialogue, trust-building, and adaptation. The examples illustrate that while contexts differ, the principles remain constant: participation, equity, co-creation, and responsiveness to community voices.

The goal is not to produce perfect strategies, but to embed processes that enable continuous learning and adjustment. By linking evidence with lived experience and by leveraging trusted voices and structures, RCCE strengthens both immediate protective behaviours and long-term climate–WASH resilience.

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Full citations for all documents, case studies, and toolkits cited throughout the guidance note.

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# Annexes

The annexes provide practical tools and references that can be adapted directly for field use. They are not exhaustive but give a starting point for practitioners to save time and build on tested methods. Full citations for all documents, case studies, and toolkits cited throughout the Guidance Note are also included in the [References](#).

## Annexe Contents

### **[Annexe 1: Self-Assessment Checklist for RCCE Objectives and Scope](#)**

A practical tool linked to [Part II](#) (Step 1) to help programme managers clarify the purpose, scope, and intended outcomes of RCCE activities at the very start of the process.

### **[Annexe 2: Sample Data Collection Tools](#)**

Example survey questions, focus group discussion guide, and participatory mapping template that can be tailored to local contexts.

### **[Annexe 3: Tool Descriptions](#)**

Short notes on when and how each participatory or analytical method is most useful (e.g., seasonal calendars, community mapping, social network analysis).

### **[Annexe 4: Extended Resource List](#)**

A longer catalogue of RCCE, WASH, climate, and health toolkits and guidance beyond the six “key resources” featured in Part III.

## How to Use the Annexes

Readers are encouraged to adapt and simplify these materials rather than use them as rigid templates. The annexes are designed to:

- Spark ideas and provide tested starting points.
- Support participatory processes in diverse contexts.
- Enable teams to apply each step of the RCCE process in a practical way.

## Annexe 1: Self-assessment checklist for defining RCCE objectives and scope (see [Part II](#))

This checklist can be used by programme managers and advisors to review whether the RCCE objectives and scope are well defined and aligned with good practice. It is not intended as an evaluation tool, but as a prompt for reflection and planning.

Principle	Key question	Yes / Partly / No	Notes for action
<b>Behavioural objectives</b>	Have you identified specific WASH behaviours the RCCE strategy seeks to influence, linked to climate risks (e.g. safe water storage, handwashing during drought)?	<input type="radio"/> Yes <input type="radio"/> Partly <input type="radio"/> No	
<b>Institutional objectives</b>	Do your objectives include strengthening transparency, coordination, or accountability between communities, service providers, and government?	<input type="radio"/> Yes <input type="radio"/> Partly <input type="radio"/> No	
<b>Trust-building objectives</b>	Does your strategy explicitly address misinformation, uncertainty, or community trust in climate forecasts and WASH services?	<input type="radio"/> Yes <input type="radio"/> Partly <input type="radio"/> No	
<b>Participation and equity</b>	Have you ensured that marginalised voices (e.g. women, people with disabilities, displaced populations) are represented in defining objectives and shaping strategies?	<input type="radio"/> Yes <input type="radio"/> Partly <input type="radio"/> No	
<b>Scope realism</b>	Are objectives realistic given your timeframe, budget, and available partnerships?	<input type="radio"/> Yes <input type="radio"/> Partly <input type="radio"/> No	
<b>Alignment</b>	Are RCCE objectives clearly linked with broader WASH, health, climate, or national adaptation strategies?	<input type="radio"/> Yes <input type="radio"/> Partly <input type="radio"/> No	



## Annexe 2: Sample Data Collection Tools

### Annexe 2a: Community-based focus group discussions

#### Qualitative Tool: Focus Group Discussions (FGDs)

##### Objective of tool

To explore in depth community experiences, perceptions, and priorities related to climate change and its impact on WASH and public health. FGDs help uncover the *reasons behind* specific beliefs, attitudes, and practices, including misconceptions, trust issues, and adaptation strategies.

##### Who is it for

Governmental, international, and local humanitarian and development actors designing and adapting RCCE strategies around climate-related WASH risks.

##### Participants

- Separate groups of men (6–10 per group, similar age group).
- Separate groups of women (6–10 per group, similar age group).
- Depending on context: groups of youth, older adults, or other marginalised populations.

##### Data collection approach

- Led by trained facilitators experienced in qualitative methods.
- Use a discussion guide (provided below) but keep sessions conversational and adaptive.
- Probe beyond yes/no answers to explore “why” and “how.”
- Recordings can be used (with consent) or detailed notes/quotations taken by note-takers.

- Ensure inclusion and safety (separate groups for sensitive topics, disability-adapted formats).

## Data analysis

- Software such as NVivo can support analysis but is not essential.
- Use thematic analysis with the research team to identify recurring patterns, unexpected findings, and divergent views.
- Extract verbatim quotations to illustrate findings and highlight lived experiences.
- Validation workshops with facilitators or community representatives strengthen accuracy and ownership.

## Strengths and Limitations of FGDs

### Strengths

- Provide rich, contextualised insights into *why* people think and act as they do.
- Capture collective dynamics, local narratives, and community knowledge.
- Allow participants to raise unanticipated issues outside structured questionnaires.

### Limitations

- Findings are not statistically generalisable.
- Risk of domination by outspoken participants; requires skilled facilitation.
- Sensitive issues may not be fully disclosed in a group setting.
- Time and resource-intensive compared with surveys.

### Best practice

Use FGDs to complement KAP surveys – helping explain patterns found in quantitative data and ensuring RCCE strategies reflect real community concerns and drivers. Draw on SSHAP/Collective Service guidance for participatory and ethical approaches.

## FGD Guide

Theme (broad question)	Probing questions
<b>Theme 1: Awareness of Climate Change</b>	
<p>What specific weather and climate-related problems does your community face (probe for e.g. floods, droughts, cyclones, heatwaves, or wildfires)?</p> <ul style="list-style-type: none"> <li>• Have you always faced these sorts of problems (as far as you can remember)?</li> <li>• Have you noticed changes in temperature or rainfall patterns over the last few years?</li> <li>• When do certain problems relating to the weather and climate occur? (Every year? Seasonally?)</li> </ul>	<ul style="list-style-type: none"> <li>• How has the temperature changed?</li> <li>• How is the rain different to before? (e.g. frequency, intensity)</li> <li>• When did you start to be aware of changes?</li> <li>• What do you think are the main reasons for these changes?</li> <li>• Are you able to anticipate when these problems might occur?</li> </ul>
<b>Theme 2: Impact of Climate Change on WASH</b>	
<ul style="list-style-type: none"> <li>• Where do you/ the community normally access water?</li> <li>• (Depending on the natural disasters faced by the community) – How do these [climate related event(s)], affect your access to drinking water? (quality, availability)</li> <li>• Where do you/ the community normally defecate?</li> <li>• When these events occur, does it affect where you are able to defecate? (e.g. access to latrines, condition of latrines)</li> <li>• Do you usually have sufficient water for washing (selves and household/environment)?</li> <li>• Do you face challenges in maintaining good hygiene practices during extreme weather events? (e.g. less able to wash, and keep the house clean)</li> <li>• Do you anticipate any (further) changes to these impacts in the future? If so, how?</li> </ul>	<ul style="list-style-type: none"> <li>• Are your water sources normally reliable? (water always available, good quality?)</li> <li>• How do you normally treat your drinking water to ensure that it is safe to drink?</li> <li>• Are latrines frequently emptied and treated?</li> </ul>

### Theme 3: Climate Change and Impacts on Health

- What diseases and health problems are most common in your community?
- Are certain diseases and health problems more common at specific times of year?
- Do they coincide with specific weather and climate events (probe for, e.g., diarrhoeal diseases during rains, malnutrition during drought)?
- Are some diseases and health problems more or less common than they were 5-10 years ago?
- Do you expect the problems to change in 5-10 years' time? If so, how?
- What do you do within your household/community to prevent these diseases and health issues?
- What treatment options are available and most appropriate for these issues? (explore health-seeking behaviours)

\*If yes for any particular disease:

- Why do you think that disease is more prevalent than before?
- Who is most affected in the community?
- Why is this group most affected? (probe for exposure to risk factors for disease – e.g. cholera and dirty water during heavy rain) ?

Probe for whether health-seeking behaviours change during climate crises:

- Do you have the same access to health services when there are serious weather and climate events?

### Theme 4: Communities' capacities, practices, coping mechanisms

- Are these weather and climate-related problems affecting your community?
- Has your community had to adapt to changing climate and extreme weather events?
- Do you anticipate or predict weather changes in your community?

- What traditional methods are used?
- What do these methods involve?
- Who in the community holds the local knowledge?
- What support do you get from external actors? (including government?)

- How do you ensure access to water during climate/ weather events? What do you do? (traditional methods/ temporary systems in place?)
- How do you ensure appropriate sanitation (i.e. latrine use and safe waste disposal) during disasters (e.g. floods)?
- What do you do to ensure the environment remains clean and uncontaminated during a weather event?
- How prepared do you feel your community is to handle future climate-related challenges that are not related to specific disasters (such as reduced availability of water, increased prevalence of diseases etc)?
- Are the crops you plant the same as they were previously? How are they affected by the weather?
- How, within your household or as a community, have you had to adapt to reduce the impact of these weather events?
- What impacts are these changes and adaptations having on your families and communities?
- How prepared do you feel your community is to handle future climate-related challenges?

Adaptation to weather events:

- Are you planting and growing the same crops as before?
- Changing the month/ time when certain crops are planted? (e.g. because of less predictable rainfall)
- Moving away for different work opportunities?

Preparation for future challenges:

- What would help you better prepare for future climate-related challenges?

## Theme 5: Support

- Have any organisations or relevant authorities supported your community in managing climate change impacts?
- What support (resources, knowledge, infrastructure) would help your community better cope with climate impacts?
- How are your local health structures supported to cope when there are climate-related emergencies?
- How do you think existing community-based structures (e.g. community health worker network) could work with external organisations to ensure households are better prepared for extreme weather events/ crises?

- What organisations or authorities?
- How are they playing a supportive role?
- Do you feel that this support is sufficient?
- What information do you feel is missing?

## Theme-6: Risk Communication and Information Sharing

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Where do you receive information about climate change and weather events in your community and household?</li><li>• How do you talk about the weather and climate events with your family and wider community?</li><li>• Is anyone in the community responsible for sending out an early warning of a weather-related event/disaster?</li></ul> | <ul style="list-style-type: none"><li>• Do you trust the information you receive?</li><li>• What traditional methods of information gathering exist?</li><li>• Is there a preference for local methods of information gathering?</li></ul> |
|---|--|

## Annexe 2b: Participatory Mapping – Facilitation Guide

### Objective of tool

To create a shared visual map of the community that identifies WASH services, climate-related hazards, and resources, and to support dialogue on risks, vulnerabilities, and adaptation options.

### Who is it for

Community facilitators, programme managers, or RCCE teams working with groups of 10–20 community members.

### Participants

Mixed or homogeneous groups depending on the focus (e.g., women, men, youth, older people, people with disabilities).

### Materials needed

- Large sheet of paper (or ground with sticks/pebbles if paper not available)
- Markers, chalk, stones, or other local materials
- Different colours/symbols for water points, sanitation facilities, hazards, safe spaces, and information sources

## How to facilitate

### 1. Introduce the activity

- Explain that the purpose is to build a shared map of the community to understand WASH services, climate risks, and where people go for help or information.
- Emphasise that there are no “right or wrong” maps – it’s about lived experience.

### 2. Draw the community outline

- Start with key landmarks (roads, rivers, schools, health centres).
- Add households, markets, or other important places.

### 3. Identify WASH facilities

- Mark water points, latrines, handwashing stations, drainage systems.
- Discuss how these are affected during droughts, floods, or heatwaves.

### 4. Map hazards and risks

- Show areas prone to flooding, water contamination, vector breeding sites, or heat stress.
- Use different colours/symbols for different hazards.

### 5. Mark resources and safe spaces

- Include health centres, shelters, high ground, safe wells, schools.
- Note where people go for trusted information (leaders, CHWs, radio, religious institutions).

### 6. Discuss adaptations and gaps

- Ask: What is already being done to address these risks? What solutions have worked before?
- Note proposed ideas directly on the map (e.g., new drainage, raising latrines, water storage).

### 7. Validate with the group

- Review the map together.
- Ask: “Does this reflect reality for everyone?” “What is missing?”

### 8. Close the loop

- Take photos or digitise the map (optional).
- Share back findings with participants and explain how the map will be used in planning RCCE strategies.

## Outputs

- ✓ A community-generated map showing WASH services, risks, and resources.
- ✓ A list of priority concerns and adaptation ideas identified during mapping.
- ✓ Stronger ownership and inclusion of local perspectives in RCCE planning.

## Annexe 2c: Community KAP Survey on WASH and Climate Change

### Objective of tool

A structured survey for gathering quantitative data on community knowledge, behaviours, and perceptions of climate-related risks, WASH impacts, and broader public health outcomes. Questions are included only if the responses can clearly inform the development of targeted Risk Communication and Community Engagement (RCCE) interventions – for example, through more tailored messaging, adoption of appropriate communication channels, or advocacy for multisectoral support.

**Note:** Knowledge, Attitude and Practice (KAP) surveys are useful for providing a snapshot of trends and distributions across populations, but have well-known limitations. They may not capture the underlying reasons for behaviours or the influence of power, norms, and social dynamics. To avoid relying on numbers alone, KAP surveys should be complemented with qualitative methods (e.g., FGDs, participatory mapping, ethnographic enquiry) to deepen the understanding of drivers and barriers. SSHAP and Collective Service tools provide guidance on integrating these approaches for richer analysis.

### Who is it for

Governmental, international and local humanitarian and development actors planning to develop and implement RCCE programmes relating to climate change and specific climate events.

### Participants

Men, women and adolescents in communities targeted by community engagement programmes and activities around climate change.



## Data collection approach

Questionnaires should be translated into the appropriate working language and uploaded to Kobo Collect for data collection using tablets or other mobile devices. Enumerators should receive training on both tablet use and data recording procedures to ensure consistency. During training, each question should be translated into the relevant local language, with response options adjusted as needed based on the context. The training should be comprehensive, ensuring that all questions are fully understood and accurately translated for effective data collection. *\*Not all questions will be relevant to each context – ensure to maintain specificity.*

## Analysis approach

Responses should be analysed using SPSS/similar quantitative data analysis software and presented in a table and graphs for interpretation. *\*This may require specific recruitment of a data analyst.*



### Tips

Use findings in combination with qualitative data (see SSHAP and Collective Service resources) to ensure results reflect both measurable patterns and community narratives.

## Strengths and Limitations of KAP Surveys

### Strengths

- Provide a quick, standardised snapshot of community knowledge, attitudes, and practices across different groups.
- Useful for tracking broad changes over time (e.g., before and after an RCCE campaign).
- Generate easily comparable, quantifiable data that can support advocacy and decision-making.

### Limitations

- Does not explain *why* behaviours or perceptions exist.
- May miss underlying social, cultural, or political drivers (e.g., norms, power, trust).

- Risk of being extractive if communities only provide data without being engaged in interpretation or follow-up.
- Can lead to overly superficial analysis if not paired with qualitative enquiry.

### Best practice

Always combine KAP surveys with **qualitative methods** (FGDs, participatory mapping, storytelling, ethnographic interviews).

See **SSHAP** and **Collective Service tools** for guidance on integrating social science approaches into RCCE.

Note for data collectors: to be read to all participants, request for verbal consent (written consent not necessary):

*Hello, my name is [INSERT NAME], and I am a member of the [INSERT ORGANISATION NAME] team.*

*We are conducting a survey within your community to understand people's knowledge, attitudes and practices relating to climate events, and how it impacts public health (including water, sanitation and hygiene). The aim is to inform the government and different actors with evidence to help them to make their activities and interventions more relevant.*

*Do you have some time now for me to ask you a few questions? It should not take more than 30 minutes. The survey will be entirely confidential; no names or identifying information will be recorded. You may stop the interview at any time if you prefer not to continue.*

*We will endeavour to return to present a summary of the findings to your community.*

[ENSURE VERBAL CONSENT FOR PARTICIPATION BEFORE CONTINUING]

## Demographic questions

#	Question	Response(s)
1	Country	<i>LIST (depending on choice for piloting), or enumerator to insert</i>
2	Province	<i>LIST</i>
3	Health zone	<i>LIST</i>
4	Health Area	<i>LIST</i>
5	Sex	<input type="radio"/> Male <input type="radio"/> Female
6	Profession	<input type="radio"/> 1.Unemployed <input type="radio"/> 2. Teacher <input type="radio"/> 3.Civil servant <input type="radio"/> 4.Farmer/ agriculture <input type="radio"/> 5.Fisherman <input type="radio"/> 6.Miner <input type="radio"/> 7.Merchant/ tradesman <input type="radio"/> 8.Student <input type="radio"/> 9.Nurse <input type="radio"/> 10.Doctor <input type="radio"/> 11.Another medical professional <input type="radio"/> 97.Other (to specify) <input type="radio"/> 98.I don't know <input type="radio"/> 99.No response
7	Age	<input type="radio"/> 1.10-14 <input type="radio"/> 2.15-17 <input type="radio"/> 3.18-24

	<input type="radio"/> 4. 25-34 <input type="radio"/> 5. 35-44 <input type="radio"/> 6. 45-59 <input type="radio"/> 7. >60
<b>8</b>	<p>What is the highest (completed) level of education of the man/father of the household?</p> <input type="radio"/> 1. Primary education <input type="radio"/> 2. Secondary education <input type="radio"/> 3. University education <input type="radio"/> 4. No formal education <input type="radio"/> 97. Other (to specify) <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
<b>9</b>	<p>What is the highest (completed) level of education of the woman/mother of the household?</p> <input type="radio"/> 1. Primary education <input type="radio"/> 2. Secondary education <input type="radio"/> 3. University education <input type="radio"/> 4. No formal education <input type="radio"/> 97. Other (to specify) <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
<b>10</b>	<p>How many people (including you) live in your household?</p> <input type="radio"/> 1. I live alone <input type="radio"/> 2. Less than 5 people <input type="radio"/> 3. 6-10 people <input type="radio"/> 4. Over 10 people <input type="radio"/> 97. Other (to specify) <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response

- |  |   |
|--|---|
| <p><b>11</b> Do the children in the household attend school?</p>   | <ul style="list-style-type: none"> <li><input type="radio"/> 1. Yes, all</li> <li><input type="radio"/> 2. Yes, some (some never attended)</li> <li><input type="radio"/> 3. Yes, some (some have already completed)</li> <li><input type="radio"/> 4. No, never</li> <li><input type="radio"/> 5. No children in the household</li> <li><input type="radio"/> 97. Other (to specify)</li> <li><input type="radio"/> 98. I don't know</li> <li><input type="radio"/> 99. No response</li> </ul> |
| <p><b>12</b> Is your house situated near to a body of water, a flood plain (low-lying area) or on a slope?</p> | <ul style="list-style-type: none"> <li><input type="radio"/> 1. Yes, next to river</li> <li><input type="radio"/> 2. Yes, next to lake</li> <li><input type="radio"/> 3. Yes, next to sea</li> <li><input type="radio"/> 4. Yes, on a slope</li> <li><input type="radio"/> 5. No</li> <li><input type="radio"/> 98. I don't know</li> <li><input type="radio"/> 99. No response</li> </ul>  |
| <p><b>13</b> What materials is your house principally made of?</p>   | <ul style="list-style-type: none"> <li><input type="radio"/> 1. Mud</li> <li><input type="radio"/> 2. Straw</li> <li><input type="radio"/> 3. Wood</li> <li><input type="radio"/> 4. Stone/brick</li> <li><input type="radio"/> 5. Concrete</li> <li><input type="radio"/> 6. Metal/tin</li> <li><input type="radio"/> 97. Other (to specify)</li> <li><input type="radio"/> 98. I don't know</li> <li><input type="radio"/> 99. No response</li> </ul>   |

**14** In what language do you communicate with your friends and family?

*OPTIONS DEPENDING ON CONTEXT – to include national, and local languages*

- ☐ 1. National language 1
- ☐ 2. National language 2
- ☐ 3. National language 3
- ☐ 4. Local language 1
- ☐ 5. Local language 2
- ☐ 97. Other (to specify)
- ☐ 98. I don't know
- ☐ 99. No response

## Exposure to climate risk

#	Question	Response(s)
<b>15</b>	What climate, natural and weather-related events are you normally affected by in your community? ( <i>i.e. as long as you can remember</i> )	<ul style="list-style-type: none"> <li><input type="radio"/> 1. Flooding (lots of rain)</li> <li><input type="radio"/> 2. Drought (little rain)</li> <li><input type="radio"/> 3. Dust storms</li> <li><input type="radio"/> 4. Fires</li> <li><input type="radio"/> 5. High temperatures</li> <li><input type="radio"/> 6. Erosion beside sea/lake</li> <li><input type="radio"/> 7. Landslides</li> <li><input type="radio"/> 8. Rain and windstorms (hurricanes, typhoons, tsunamis)</li> <li><input type="radio"/> 9. Earthquakes</li> <li><input type="radio"/> 97. Other (to specify)</li> <li><input type="radio"/> 98. I don't know</li> <li><input type="radio"/> 99. No response</li> </ul>

<b>16</b> Are your region and community affected by climate change?	<input type="radio"/> 1. Yes <input type="radio"/> 2. No <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
<b>17</b> How have you noticed the weather and climate change in your region over the last 5 years?	<input type="radio"/> 1. More flooding than before <input type="radio"/> 2. Less rain than before <input type="radio"/> 3. More severe dust storms <input type="radio"/> 4. Increase in fires <input type="radio"/> 5. Higher temperatures <input type="radio"/> 6. Increasing sea/lake level <input type="radio"/> 7. More erosion beside sea/lake <input type="radio"/> 8. More frequent landslides <input type="radio"/> 9. More intense rainstorms <input type="radio"/> 10. Changes in seasons of rains or heat <input type="radio"/> 97. Other (to specify) <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
<b>18</b> What are the consequences of these changes in weather and climate events in your region?  <i>(select all that apply)</i>	<input type="radio"/> 1. Crop failure <input type="radio"/> 2. Reduction in fish stocks <input type="radio"/> 3. Increase in illness /disease <input type="radio"/> 4. Increase in insect pests <input type="radio"/> 5. Less predictable rainfall <input type="radio"/> 6. Contamination of water <input type="radio"/> 7. Contamination of crops/food produce

	<input type="radio"/> 8. Destruction to houses/buildings <input type="radio"/> 9. Loss of livestock <input type="radio"/> 10. Loss of income from work <input type="radio"/> 11. Less water available <input type="radio"/> 12. People moving away <input type="radio"/> 13. More conflicts between people and groups <input type="radio"/> 97. Other (to specify) <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
<b>19</b> What burdens are these changes putting on your household?  <i>(select all that apply)</i>	<input type="radio"/> 1. Less food available <input type="radio"/> 2. Need to travel to find work <input type="radio"/> 3. Need to spend more time on domestic activities <input type="radio"/> 4. Increased anxiety in the household <input type="radio"/> 5. Increased arguments in the household <input type="radio"/> 6. Less money (poverty) <input type="radio"/> 7. More illness <input type="radio"/> 8. Unemployment <input type="radio"/> 97. Other (to specify) <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
<b>20</b> What are the main causes of climate change?	<input type="radio"/> 1. Actions of western/industrialised countries <input type="radio"/> 2. Burning fossil fuels (coal, oil, gas) <input type="radio"/> 3. Deforestation <input type="radio"/> 4. It is a natural process <input type="radio"/> 5. Climate change does not exist



	<input type="radio"/> 6. God controls the climate and weather <input type="radio"/> 97. Other (to specify) <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
<b>21</b> In what ways have you tried to adapt to the changing weather and environmental conditions?	<input type="radio"/> 1. Plant crops at different times than we used to <input type="radio"/> 2. Growing different crops (more resilient to the weather) <input type="radio"/> 3. We eat different foods than before <input type="radio"/> 4. Started new income generating activities <input type="radio"/> 5. Father travels more frequently for work <input type="radio"/> 6. Mother travels more frequently for work <input type="radio"/> 7. Moved our house further from water/ flood risks or created flood defences <input type="radio"/> 8. Made water sources (wells, boreholes) deeper <input type="radio"/> 9. Built water storage <input type="radio"/> 10. Reinforced water sources and toilets against floods <input type="radio"/> 11. Using less water <input type="radio"/> 97. Other (to specify) <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
<b>22</b> Do you feel able to protect your family from climate related risks?	<input type="radio"/> 1. Yes, totally able <input type="radio"/> 2. Somewhat able <input type="radio"/> 3. Not at all <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response

## Access to water, sanitation and hygiene before climate events

#	Question	Response(s)
23	Where do you access drinking water for your household?	<input type="radio"/> 1. Handpump/borehole <input type="radio"/> 2. Public tap <input type="radio"/> 3. River (major) <input type="radio"/> 4. Smaller stream <input type="radio"/> 5. Lake <input type="radio"/> 6. Pond/other standing water <input type="radio"/> 97. Other (to specify) <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
24	Who is principally responsible for collecting water for your household?	<input type="radio"/> 1. Mother <input type="radio"/> 2. Older girls <input type="radio"/> 3. Younger girls <input type="radio"/> 4. Father <input type="radio"/> 5. Older boys <input type="radio"/> 6. Younger boys <input type="radio"/> 97. Other (to specify) <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
25	Do you usually always have enough water in your household for drinking? (not during climate crises)	<input type="radio"/> 1. Yes <input type="radio"/> 2. Sometimes <input type="radio"/> 3. No, never <input type="radio"/> 97. Other (to specify) <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response

<p><b>26</b> Do you treat your drinking water?</p> <p><i>SKIP LOGIC</i>  <i>(i.e. if yes, go to questions 26a/b. If no or sometimes, skip to question 26c</i>  <i>If I don't know or no response, skip to question 27)</i></p>	<p><input type="radio"/> 1. Yes</p> <p><input type="radio"/> 2. No</p> <p><input type="radio"/> 3. Sometimes</p> <p><input type="radio"/> 98. I don't know</p> <p><input type="radio"/> 99. No response</p>
<p><b>26a</b> If yes, how do you treat your drinking water?</p>	<p><input type="radio"/> 1. Aquatabs</p> <p><input type="radio"/> 2. Chlorine</p> <p><input type="radio"/> 3. Boiling</p> <p><input type="radio"/> 4. Sunlight</p> <p><input type="radio"/> 5. Filtration</p> <p><input type="radio"/> 97. Other (to specify)</p> <p><input type="radio"/> 98. I don't know</p> <p><input type="radio"/> 99. No response</p>
<p><b>26b</b> If yes, who is principally responsible for treating drinking water for your household?</p>	<p><input type="radio"/> 1. Mother</p> <p><input type="radio"/> 2. Older girls</p> <p><input type="radio"/> 3. Younger girls</p> <p><input type="radio"/> 4. Father</p> <p><input type="radio"/> 5. Older boys</p> <p><input type="radio"/> 6. Younger boys</p> <p><input type="radio"/> 97. Other (to specify)</p> <p><input type="radio"/> 98. I don't know</p> <p><input type="radio"/> 99. No response</p>
<p><b>26c</b> If no, why do you not treat you drinking water?</p>	<p><input type="radio"/> 1. It is already safe to drink (treated at source)</p> <p><input type="radio"/> 2. It looks clean</p> <p><input type="radio"/> 3. No treatment product available</p>

	<input type="radio"/> 4. Treatment product too expensive <input type="radio"/> 97. Other (to specify) <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
<b>27</b> Do you have access to a latrine?  <i>SKIP LOGIC</i> <i>(i.e. If no or it is unusable, skip to question 27b)</i> <i>If I don't know or no response, skip to question 28)</i>	<input type="radio"/> 1. Yes <input type="radio"/> 2. No <input type="radio"/> 3. Yes, but it is unusable (full) <input type="radio"/> 97. Other (to specify) <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
<b>27a</b> If yes, how many households share the latrine?	<input type="radio"/> 1. Not shared (private latrine) <input type="radio"/> 2. 2-3 <input type="radio"/> 3. 4-5 <input type="radio"/> 4. Over 6 households <input type="radio"/> 97. Other (to specify) <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
<b>27b</b> If no, where do you go to defecate?	<input type="radio"/> 1. Outside near the house <input type="radio"/> 2. Riverbank <input type="radio"/> 3. Fields <input type="radio"/> 4. Marsh/ coastal area <input type="radio"/> 97. Other (to specify) <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response

<p><b>27c</b> If yes, is the latrine you use clean? (considered hygienic)</p> <p><i>Enumerator to verify</i></p>	<ul style="list-style-type: none"> <li><input type="radio"/> 1. Hygienic (no waste material or flies visible around pit)</li> <li><input type="radio"/> 2. Somewhat hygienic (some flies, but efforts made to keep clean)</li> <li><input type="radio"/> 3. Unhygienic (waste and flies visible)</li> <li><input type="radio"/> 4. Unable to verify</li> <li><input type="radio"/> 97. Other (to specify)</li> <li><input type="radio"/> 98. I don't know</li> <li><input type="radio"/> 99. No response</li> </ul>
<p><b>28</b> Where do you dispose of household waste?</p>	<ul style="list-style-type: none"> <li><input type="radio"/> 1. Burning</li> <li><input type="radio"/> 2. Burying</li> <li><input type="radio"/> 3. Household pit</li> <li><input type="radio"/> 4. Communal pit</li> <li><input type="radio"/> 5. Bin for garbage collection</li> <li><input type="radio"/> 6. Designated open area near house</li> <li><input type="radio"/> 7. Undesignated area near house (throw waste anywhere)</li> <li><input type="radio"/> 97. Other (to specify)</li> <li><input type="radio"/> 98. I don't know</li> <li><input type="radio"/> 99. No response</li> </ul>
<p><b>29</b> Do you have soap and water available for handwashing?</p> <p><i>Enumerator to verify</i></p>	<ul style="list-style-type: none"> <li><input type="radio"/> 1. Yes, soap and water (both confirmed by enumerator)</li> <li><input type="radio"/> 2. Yes, water but no soap</li> <li><input type="radio"/> 3. Usually, but not now</li> <li><input type="radio"/> 4. No, neither available</li> <li><input type="radio"/> 97. Other (to specify)</li> <li><input type="radio"/> 98. I don't know</li> <li><input type="radio"/> 99. No response</li> </ul>

## Access to wash and public health risks associated with climate change

#	Question	Response(s)
<b>30</b>	Do you face challenges accessing water following severe weather events? (e.g. floods, droughts, earthquakes)	<input type="radio"/> 1. Yes, always <input type="radio"/> 2. Yes, sometimes <input type="radio"/> 3. No, never <input type="radio"/> 4. Not affected by severe weather events <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
	<i>SKIP LOGIC</i>	
<b>30a</b>	If yes, how does accessing water become more challenging after these events?	<input type="radio"/> 1. Water no longer available (sources dry up) <input type="radio"/> 2. Reduced quantity of water from taps/boreholes (limited availability) <input type="radio"/> 3. Source becomes contaminated (unsafe to drink) <input type="radio"/> 4. Need to travel further to find water <input type="radio"/> 97. Other (to specify) <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
<b>31</b>	Is it more challenging in general to access water now than it was 5 years ago?	<input type="radio"/> 1. Yes, always <input type="radio"/> 2. Yes, sometimes <input type="radio"/> 3. No, never <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
	<i>SKIP LOGIC</i>	
<b>31a</b>	If yes, why is it more challenging than it used to be?	<input type="radio"/> 1. Some water sources totally dry up <input type="radio"/> 2. Reduced quantity of water from taps/boreholes (limited availability) <input type="radio"/> 3. Sources more contaminated (unsafe to drink) <input type="radio"/> 4. Need to walk further to find water

	<input type="radio"/> 5. More expensive (need to pay more) <input type="radio"/> 97. Other (to specify) <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
<b>32</b> Do you face challenges accessing latrines following severe weather events? (e.g. floods, droughts, earthquakes)  SKIP LOGIC	<input type="radio"/> 1. Yes, always <input type="radio"/> 2. Yes, sometimes <input type="radio"/> 3. No, never <input type="radio"/> 4. Not affected by severe weather events <input type="radio"/> 5. Do not normally have access to a latrine <input type="radio"/> 97. Other (to specify) <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
<b>32a</b> If yes, how does accessing latrines become more challenging after these events?	<input type="radio"/> 1. Latrines flooded/ underwater <input type="radio"/> 2. Latrines destroyed/ damaged <input type="radio"/> 97. Other (to specify) <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
<b>33</b> Do people in your community and household fall ill from drinking contaminated water following these events?  SKIP LOGIC	<input type="radio"/> 1. Yes, often <input type="radio"/> 2. Sometimes <input type="radio"/> 3. No, never <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
<b>33a</b> If yes, what diseases and illness do they contract?	<input type="radio"/> 1. Diarrhoea <input type="radio"/> 2. Malaria <input type="radio"/> 3. Pneumonia (respiratory infection)

	<input type="radio"/> 4. Dengue fever <input type="radio"/> 5. Diphtheria <input type="radio"/> 6. Cholera <input type="radio"/> 7. Sexually transmitted diseases <input type="radio"/> 8. Typhoid <input type="radio"/> 9. Polio <input type="radio"/> 10. Dysentery <input type="radio"/> 97. Other (to specify) <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
<b>34</b> What illness are most common in your household (in general)?	<input type="radio"/> 1. Diarrhoea <input type="radio"/> 2. Malaria <input type="radio"/> 3. Pneumonia (respiratory infection) <input type="radio"/> 4. Dengue fever <input type="radio"/> 5. Diphtheria <input type="radio"/> 6. Cholera <input type="radio"/> 7. Sexually transmitted diseases <input type="radio"/> 8. Typhoid <input type="radio"/> 9. Polio <input type="radio"/> 10. Dysentery <input type="radio"/> 97. Other (to specify) <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
<b>35</b> Where do people in your household access treatment in the first instance?	<input type="radio"/> 1. Pharmacy <input type="radio"/> 2. Self-medication



	<input type="radio"/> 3. Traditional healer <input type="radio"/> 4. Herbs and traditional medicine <input type="radio"/> 5. Local health centre <input type="radio"/> 6. Hospital <input type="radio"/> 97. Other (to specify) <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
<b>36</b> Have you noticed an increase in the frequency of certain diseases over the last 5 years?  <i>SKIP LOGIC</i>	<input type="radio"/> 1. Yes <input type="radio"/> 2. No <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
<b>36a</b> If yes, which diseases and illnesses occur more often?	<input type="radio"/> 1. Diarrhoea <input type="radio"/> 2. Malaria <input type="radio"/> 3. Pneumonia (respiratory infection) <input type="radio"/> 4. Dengue fever <input type="radio"/> 5. Other waterborne diseases <input type="radio"/> 6. Sexually transmitted diseases <input type="radio"/> 97. Other (to specify) <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
<b>36b</b> Who is most affected by these illnesses in your community?	<input type="radio"/> 1. Children <input type="radio"/> 2. Women <input type="radio"/> 3. Men <input type="radio"/> 4. Elderly people <input type="radio"/> 97. Other (to specify)

		<input type="radio"/>	98. I don't know
		<input type="radio"/>	99. No response
<b>37</b>	What actions do you take in your household to prevent diarrhoea (and other water-related diseases)?	<input type="radio"/>	1. Treatment of drinking water
		<input type="radio"/>	2. Cover food to prevent flies
		<input type="radio"/>	3. Regular handwashing
		<input type="radio"/>	4. Use of latrines (avoid open defecation)
		<input type="radio"/>	5. Diarrhoea is not a problem in our household
		<input type="radio"/>	97. Other (to specify)
		<input type="radio"/>	98. I don't know
		<input type="radio"/>	99. No response

### Communication access and preferences

#	Question	Response(s)
<b>38</b>	Where do you normally receive messages about health and environmental issues?  <i>(Select all that apply)</i>	<input type="radio"/> 1. Community health worker <input type="radio"/> 2. Radio <input type="radio"/> 3. Mobile phone <input type="radio"/> 4. Television <input type="radio"/> 5. Church <input type="radio"/> 6. Mosque <input type="radio"/> 7. School <input type="radio"/> 8. University/college <input type="radio"/> 9. Place of work <input type="radio"/> 10. Local health facility <input type="radio"/> 11. Friends and family <input type="radio"/> 97. Other (to specify)

	<input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
<b>39</b> Do you have a Community Health Worker who is assigned to visit your neighbourhood?  <i>SKIP LOGIC</i>	<input type="radio"/> 1. Yes <input type="radio"/> 2. No <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
<b>39a</b> If YES, how often do they visit?	<input type="radio"/> 1. Every day <input type="radio"/> 2. Several times each week <input type="radio"/> 3. Once a week <input type="radio"/> 4. Several times each month <input type="radio"/> 5. Once a month <input type="radio"/> 6. Very rarely (difficult to specify) <input type="radio"/> 7. Never (CHW is not active) <input type="radio"/> 97. Other (to specify) <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
<b>39b</b> If YES, what topics do they discuss?	<input type="radio"/> 1. Household and environmental hygiene <input type="radio"/> 2. Vaccination <input type="radio"/> 3. Sexual and gender-based violence <input type="radio"/> 4. Family planning/ contraception <input type="radio"/> 5. Malaria (using a mosquito net) <input type="radio"/> 6. Education of children <input type="radio"/> 7. Climate change (and ways to adapt) <input type="radio"/> 8. Cholera <input type="radio"/> 97. Other (to specify)

		<input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
<b>39c</b>	If NO, would you appreciate having an active Community Health Worker visiting your neighbourhood?	<input type="radio"/> 1. Yes <input type="radio"/> 2. No <input type="radio"/> 97. Other (to specify) <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
<b>40</b>	What would you like a Community Health Worker to discuss if they visit?  <i>(question for all participants)</i>	<input type="radio"/> 1. Household and environmental hygiene <input type="radio"/> 2. Vaccination <input type="radio"/> 3. Sexual and gender-based violence <input type="radio"/> 4. Family planning/ contraception <input type="radio"/> 5. Malaria (using a mosquito net) <input type="radio"/> 6. Education of children <input type="radio"/> 7. Climate change (and ways to adapt) <input type="radio"/> 8. Cholera <input type="radio"/> 97. Other (to specify) <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
<b>41</b>	Do you have access to a radio that you can listen to?  <i>SKIP LOGIC</i>	<input type="radio"/> 1. Yes <input type="radio"/> 2. No <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
<b>41a</b>	If yes, where do you principally listen to the radio?	<input type="radio"/> 1. At home <input type="radio"/> 2. With a neighbour/ family member (local) <input type="radio"/> 3. Elsewhere in the community

	<input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
<b>41b</b> If yes, when do you listen to the radio?  (Select all that apply)	<input type="radio"/> 1. Morning (early) <input type="radio"/> 2. Midday <input type="radio"/> 3. Afternoon <input type="radio"/> 4. Evening <input type="radio"/> 5. Never (have access to a radio but don't listen) <input type="radio"/> 97. Other (to specify) <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
<b>41c</b> If yes, what do you listen to on the radio?  (Select all that apply)	<input type="radio"/> 1. Music <input type="radio"/> 2. Religious messages/ stories <input type="radio"/> 3. Political discussion <input type="radio"/> 4. Health messages from the government <input type="radio"/> 5. Health messages from NGOs <input type="radio"/> 6. Sport <input type="radio"/> 97. Other (to specify) <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
<b>42</b> At what time of day would you prefer that important messages about health and the environment were shared on the radio?  (Select all that apply)	<input type="radio"/> 1. Morning (early) <input type="radio"/> 2. Midday <input type="radio"/> 3. Afternoon <input type="radio"/> 4. Evening <input type="radio"/> 5. Never (I don't listen to the radio) <input type="radio"/> 97. Other (to specify)

	<input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
<b>43</b> Do you own a mobile phone?  <i>SKIP LOGIC</i>	<input type="radio"/> 1. Yes <input type="radio"/> 2. No <input type="radio"/> 97. Other (to specify) <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
<b>43a</b> If no, does anyone in your household own a mobile phone?  <i>(Select all that apply)</i>  <i>SKIP LOGIC</i>	<input type="radio"/> 1. Husband <input type="radio"/> 2. Wife <input type="radio"/> 3. Mother <input type="radio"/> 4. Father <input type="radio"/> 5. Brother <input type="radio"/> 6. Sister <input type="radio"/> 7. Son <input type="radio"/> 8. Daughter <input type="radio"/> 9. No one has a phone <input type="radio"/> 97. Other (to specify) <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
<b>43b</b> If you, or someone in your household, owns a mobile phone, are you aware of messages about health and the environment shared by SMS?	<input type="radio"/> 1. Yes <input type="radio"/> 2. No <input type="radio"/> 97. Other (to specify) <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response

<p><b>43c</b> <i>If you, or someone in your household, owns a mobile phone, would you like to receive messages about health and the environment by SMS?</i></p>	<p><input type="radio"/> 1. Yes</p> <p><input type="radio"/> 2. No</p> <p><input type="radio"/> 97. Other (to specify)</p> <p><input type="radio"/> 98. I don't know</p> <p><input type="radio"/> 99. No response</p>
<p><b>44</b> Do you, or someone in your household, use social media on a mobile phone (e.g. Facebook, Whatsapp)?</p>	<p><input type="radio"/> 1. Yes</p> <p><input type="radio"/> 2. No</p> <p><input type="radio"/> 97. Other (to specify)</p> <p><input type="radio"/> 98. I don't know</p> <p><input type="radio"/> 99. No response</p>
<p><b>45</b> Do you attend church/mosque?</p> <p><i>(edit based on context)</i></p> <p><i>SKIP LOGIC</i></p>	<p><input type="radio"/> 1. Yes, every day</p> <p><input type="radio"/> 2. Yes, several times each week</p> <p><input type="radio"/> 3. Yes, once a week</p> <p><input type="radio"/> 4. Occasionally</p> <p><input type="radio"/> 5. No</p> <p><input type="radio"/> 99. No response</p>
<p><b>45a</b> <i>If yes or sometimes, are you aware of messages about health and the environment shared by the priest/imam?</i></p>	<p><input type="radio"/> 1. Yes</p> <p><input type="radio"/> 2. No</p> <p><input type="radio"/> 97. Other (to specify)</p> <p><input type="radio"/> 98. I don't know</p> <p><input type="radio"/> 99. No response</p>
<p><b>45b</b> <i>If yes or sometimes, would you like to receive messages about health and the environment from the priest/imam?</i></p>	<p><input type="radio"/> 1. Yes</p> <p><input type="radio"/> 2. No</p> <p><input type="radio"/> 97. Other (to specify)</p> <p><input type="radio"/> 98. I don't know</p> <p><input type="radio"/> 99. No response</p>

**46** How would you prefer to receive messages about health and environmental concerns?

*(Select all that apply)*

- ☐ 1. Community health worker
- ☐ 2. Radio
- ☐ 3. Mobile phone (SMS)
- ☐ 4. Social media
- ☐ 5. Television
- ☐ 6. Church
- ☐ 7. Mosque
- ☐ 8. School
- ☐ 9. University/college
- ☐ 10. Place of work
- ☐ 11. Local health facility
- ☐ 12. Friends and family
- ☐ 13. Posters and images
- ☐ 97. Other (to specify)
- ☐ 98. I don't know
- ☐ 99. No response

**47** In what language do you prefer to receive **written** information (e.g. on posters and fliers) about health and environmental issues?

- ☐ 1. National language 1
- ☐ 2. National language 2
- ☐ 3. National language 3
- ☐ 4. Local language 1
- ☐ 5. Local language 2
- ☐ 6. I am unable to read (illiterate)
- ☐ 97. Other (to specify)
- ☐ 98. I don't know
- ☐ 99. No response



<b>48</b>	In what language do you prefer to receive <b>verbal</b> information (e.g. from CHW, radio) about health and environmental issues?	<input type="radio"/>	1. National language 1
		<input type="radio"/>	2. National language 2
		<input type="radio"/>	3. National language 3
		<input type="radio"/>	4. Local language 1
		<input type="radio"/>	5. Local language 2
		<input type="radio"/>	97. Other (to specify)
		<input type="radio"/>	98. I don't know
		<input type="radio"/>	99. No response

### Community engagement and response capacity

#	Question	Response(s)
<b>49</b>	Do you participate in community discussions or decision-making on climate-related issues?	<input type="radio"/> 1. Yes (discussions happen, and I participate) <input type="radio"/> 2. No (discussions happen, but I do not participate) <input type="radio"/> 3. No (there are no discussions to my knowledge) <input type="radio"/> 97. Other (to specify) <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
<b>50</b>	Have you received any training or guidance on maintaining safe WASH practices during climate-related emergencies?	<input type="radio"/> 1. Yes <input type="radio"/> 2. No <input type="radio"/> 97. Other (to specify)
	<i>SKIP LOGIC</i>	<input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
<b>51</b>	If yes, who provided the training you received?	<input type="radio"/> 1. Ministry of Health <input type="radio"/> 2. Other government authority

	<input type="radio"/> 3. Local health structure <input type="radio"/> 4. NGO <input type="radio"/> 5. Civil society groups <input type="radio"/> 6. Community health workers <input type="radio"/> 97. Other (to specify) <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
<b>52</b>	<p>Have you received any training or guidance on how to respond to other problems concerning water or sanitation related to climate change (such as lack of water, salty water)</p> <input type="radio"/> 1. Yes <input type="radio"/> 2. No <input type="radio"/> 97. Other (to specify) <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
<b>53</b>	<p>What support would help your household better maintain safe WASH practices during climate-related emergencies?</p> <input type="radio"/> 1. More information on water treatment and storage <input type="radio"/> 2. Improved access to clean water <input type="radio"/> 3. Better sanitation facilities (e.g. latrines, waste disposal) <input type="radio"/> 4. Hygiene kits and supplies (e.g. soap, menstrual hygiene products) <input type="radio"/> 5. Financial support for WASH improvements <input type="radio"/> 6. Training on emergency preparedness and response <input type="radio"/> 7. Stronger community networks and support systems <input type="radio"/> 97. Other (to specify) <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
<b>54</b>	<p>How do you currently receive support or assistance during climate-related emergencies?</p> <input type="radio"/> 1. Government <input type="radio"/> 2. International NGO

	<input type="radio"/> 3. Church <input type="radio"/> 4. Mosque <input type="radio"/> 5. Family/friends (local network) <input type="radio"/> 6. I do not receive support <input type="radio"/> 7. I am not exposed to climate-related emergencies <input type="radio"/> 97. Other (to specify) <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
<b>55</b>	<p>What barriers prevent your household from participating in climate risk preparedness activities?</p> <input type="radio"/> 1. Lack of money <input type="radio"/> 2. Lack of information <input type="radio"/> 3. No time (they happen at inconvenient times) <input type="radio"/> 4. Mistrust in authorities <input type="radio"/> 5. Language/ communication barrier <input type="radio"/> 6. No such activities take place <input type="radio"/> 97. Other (to specify) <input type="radio"/> 98. I don't know <input type="radio"/> 99. No response
<b>56</b>	<p>Who do you trust most for information and guidance on climate-related public health risks?</p> <input type="radio"/> 1. Healthcare workers <input type="radio"/> 2. Community health worker <input type="radio"/> 3. Local government authorities <input type="radio"/> 4. International NGO <input type="radio"/> 5. Teachers <input type="radio"/> 6. Social media <input type="radio"/> 7. Radio <input type="radio"/> 8. Television

- ☐ 9. Religious leaders
- ☐ 10. Community leaders (e.g. chief)
- ☐ 11. Family/friends
- ☐ 12. I do not trust any sources
- ☐ 97. Other (to specify)
- ☐ 98. I don't know
- ☐ 99. No response

## Annexe 3: Tool Descriptions – Quick Reference

This annexe provides a consolidated reference to participatory and analytical tools mentioned in the guide. Each is listed with its best use, key outputs, and where in the guide it is explained in more detail.

Tool	Best for	Key output	Where in guide
<b>Seasonal calendar</b>	Exploring seasonal variation in water access, disease risk, livelihoods	Visual timeline of climate/WASH patterns	<a href="#">Step 2</a>
<b>Community mapping</b>	Identifying hazards, safe spaces, water/sanitation points	Risk and resource map	<a href="#">Step 2</a>
<b>Hazard ranking</b>	Prioritising which climate/WASH risks matter most to communities	List of ranked risks	<a href="#">Step 2</a>
<b>Problem tree analysis</b>	Analysing root causes and impacts of climate-related WASH problems	Cause–effect diagram, helps define RCCE focus	<a href="#">Step 1</a> + <a href="#">Step 2</a>
<b>Focus Group Discussions (FGDs)</b>	Understanding perceptions, barriers, and adaptation strategies	Thematic insights and community quotes	<a href="#">Step 2</a> and <a href="#">3</a> + <a href="#">Annex 2</a>
<b>Household surveys (KAP)</b>	Collecting baseline quantitative data on knowledge, attitudes, practices	Tables/graphs of climate-WASH perceptions	<a href="#">Step 2</a> and <a href="#">3</a> + <a href="#">Annex 2</a>
<b>Key Informant Interviews (KIs)</b>	Gaining in-depth insights from local leaders, CHWs, teachers, etc.	Context-specific perspectives	<a href="#">Step 2</a>
<b>PhotoVoice / visual storytelling</b>	Capturing lived realities and youth perspectives	Photos and narratives for advocacy	<a href="#">Step 2</a>
<b>Social network analysis</b>	Mapping trusted messengers and information flows	Diagram of influencers/channels	<a href="#">Step 2</a> + <a href="#">Step 3</a>
<b>Validation workshops</b>	Confirming and interpreting findings with communities	Community-approved analysis and priorities	<a href="#">Step 2</a>
<b>Participatory theatre / creative methods</b>	Engaging communities in co-creating messages and actions	Locally resonant performances, feedback	<a href="#">Step 3</a>

## Annexe 4: Extended Resource List – Supporting Tools and References

This annexe complements the six key resources presented in Part III, providing a broader catalogue of credible toolkits, frameworks, and guidance notes relevant to RCCE, WASH, climate adaptation, and public health communication.

The listed resources have been verified as active and accessible, representing practical tools, methodological guides, and conceptual references that can be adapted across contexts.

Readers are encouraged to use this list selectively – drawing on materials that align with their programme phase, intended audience, and operational capacity – while consulting original publishers for the most recent versions and translations.

*(Several of the tools below are also referenced in Part III, where their practical application is highlighted; they are included again here for completeness and ease of reference.)*

Resource / Toolkit	Description & Use	Publisher / Year	Language(s)	Verified Link (open URL)
<b>Social Science in Humanitarian Action Platform (SSHAP)</b>	Practical briefs and case studies linking socio-behavioural insights to emergency response and RCCE. Used for integrating community perspectives into health and climate programming.	IDS, LSHTM & UNICEF, ongoing	EN / FR (summaries)	<a href="https://www.socialscienceinaction.org/">https://www.socialscienceinaction.org/</a>
<b>The Collective Service: Community Engagement Resources</b>	Global repository of RCCE tools, assessments, and guidance developed by WHO, UNICEF & IFRC for emergency and outbreak response.	Collective Service / WHO / UNICEF / IFRC, 2021	EN / FR	<a href="https://www.rcce-collective.net/resources/">https://www.rcce-collective.net/resources/</a>

Resource / Toolkit	Description & Use	Publisher / Year	Language(s)	Verified Link (open URL)
<b>WHO – WASH FIT Version 2.0</b>	“Water and Sanitation for Health Facility Improvement Tool” – participatory improvement process for WASH in health care facilities.	WHO / UNICEF, 2023	EN / FR ++	<a href="https://www.washinhcf.org/wash-fit/">https://www.washinhcf.org/wash-fit/</a>
<b>Climate Change &amp; WASH Toolbox</b>	Practical toolbox for integrating climate change into humanitarian WASH programming; includes vulnerability and risk tools.	Global WASH Cluster, 2024	EN / FR	<a href="https://www.washcluster.net/Climate_Change_and_WASH_Toolbox">https://www.washcluster.net/Climate_Change_and_WASH_Toolbox</a>
<b>CARE Toolkit for Youth on Adaptation &amp; Leadership</b>	Participatory activities for empowering youth as change agents in local climate adaptation and WASH.	CARE International, 2024	EN	<a href="https://careclimatechange.org/academy/courses/toolkit-for-youth-on-adaptation-leadership/">https://careclimatechange.org/academy/courses/toolkit-for-youth-on-adaptation-leadership/</a>
<b>PACDR – Participatory Assessment of Climate &amp; Disaster Risks</b>	Step-by-step manual for participatory community assessments linking climate, livelihoods, and adaptation.	Brot für die Welt / HEKS-EPER, 2023 (v10)	EN / FR	<a href="https://www.pacdr.net/">https://www.pacdr.net/</a>
<b>IFRC Community Engagement and Accountability Toolkit</b>	Comprehensive set of tools for feedback mechanisms, accountability systems, and participatory planning.	IFRC, 2022	EN / FR	<a href="https://communityengagementhub.org/">https://communityengagementhub.org/</a>

Resource / Toolkit	Description & Use	Publisher / Year	Language(s)	Verified Link (open URL)
<b>WaterAid Equality, on-Discrimination and Inclusion Toolkit</b>	Guidance on integrating equity and inclusion in WASH programming.	WaterAid, 2022	EN / FR / PT	<a href="https://washmatters.wateraid.org/publications/equality-non-discrimination-and-inclusion-toolkit">https://washmatters.wateraid.org/publications/equality-non-discrimination-and-inclusion-toolkit</a>
<b>UNICEF WASH for Peace – Conflict Sensitivity and Peacebuilding Guidance</b>	Tools for integrating conflict-sensitive approaches in WASH; with case studies from fragile contexts.	UNICEF, 2024	EN / FR ++	<a href="https://knowledge.unicef.org/wash/resource/wash-peace-conflict-sensitivity-and-peacebuilding-guidance-and-tools-wash-sector-english">https://knowledge.unicef.org/wash/resource/wash-peace-conflict-sensitivity-and-peacebuilding-guidance-and-tools-wash-sector-english</a>
<b>IFRC Hygiene Promotion Toolbox</b>	Practical hygiene promotion and community mobilisation resources for emergencies and development.	IFRC WASH, 2023	EN / ES / FR ++	<a href="https://wash.ifrc.org/our-work/hygiene-promotion/">https://wash.ifrc.org/our-work/hygiene-promotion/</a>
<b>Feminist MEAL Steering Document</b>	Framework and checklist for gender-transformative monitoring, evaluation, accountability and learning (MEAL).	Oxfam / Better Evaluation, 2021	EN / ES / FR	<a href="https://www.betterevaluation.org/tools-re-sources/feminist-meal-steering-document">https://www.betterevaluation.org/tools-re-sources/feminist-meal-steering-document</a>
<b>Community Perception Tracker</b>	Tool for continuous monitoring of community perceptions in humanitarian WASH & health programmes.	Oxfam WASH Resources, 2022	EN	<a href="https://www.oxfamwash.org/community-perception-tracker-cpt/">https://www.oxfamwash.org/community-perception-tracker-cpt/</a>
<b>Community Engagement in Anticipatory Action: Snapshot of Experiences &amp; Good Practices</b>	Captures community engagement approaches, lessons, and good practices in anticipatory action settings; useful for RCCE in pre-shock planning.	FAO / USAID, 2024	EN	<a href="https://www.prevention-web.net/media/97679/download?startDownload=20251004">https://www.prevention-web.net/media/97679/download?startDownload=20251004</a>



**ADAPT**

