TECHNICAL COMPETENCY UNIT

ADM.TEC 022.1

Deliver Strategic Direction on WASH
ASEAN Standards and Certification for Experts in Disaster Management

Deliver Strategic Direction on WASH
ADM.TEC.022.1

Trainer’s Guide

The Association of Southeast Asian Nations (ASEAN) was established on 8 August 1967. The Member States are Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand, and Viet Nam. The ASEAN Secretariat is based in Jakarta, Indonesia.

The "ASEAN Standards and Certification for Experts in Disaster Management (ASCEND)" is under Priority Programme 5: Global Leadership of the ASEAN Agreement on Disaster Management and Emergency Response (AADMER) Work Programme 2021-2025 that envisions ASEAN as a global leader in disaster management.

The ASEAN Coordinating Centre for Humanitarian Assistance on disaster management (AHA Centre) implements the ASCEND project in collaboration with the Korean National Fire Agency (KNFA) and support from the ASEAN Secretariat and the Republic of Korea.

The publication of this document is part of the “ASEAN Standards and Certification for Experts in Disaster Management (ASCEND) Toolboxes Development for Five (5) Professions” project.

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For inquiries, please contact:

The AHA Centre
Graha BNPB, 13th floor Jl. Raya Pramuka Kav. 38 East Jakarta 13120 Indonesia
Phone: +62 21 21012278      Fax: +62 21 21012287      Email: info@ahacentre.org

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# Table of Contents

THE ASCEND PROGRAMME AND TOOLBOX DEVELOPMENT: OVERVIEW  
1.1 The ASCEND Programme  
1.2 The objectives of ASCEND  
1.3 Advantages and benefits of an ASCEND certification  
1.4 The ASCEND Toolbox  

COMPETENCY-BASED TRAINING (CBT): INTRODUCTION FOR TRAINERS  

ASCEND COMPETENCY STANDARDS  

PREPARING FOR TRAINING SESSIONS: EQUIPMENT, MATERIAL, AND TOOLS  

POWER POINT SLIDES AND PRESENTER NOTES
The ASCEND Programme and Toolbox Development:

Overview
1.1 The ASCEND Programme

Southeast Asian governments, through the ASEAN Committee on Disaster Management (ACDM), continue to invest in strengthening disaster management systems for a more secure and resilient region. However, the compounding of risks and increasing uncertainty of disasters in our new climate reality threaten to set back the socioeconomic development gains of ASEAN societies. Widespread and recurring disaster damages and losses can overwhelm national capacities and worsen regional transboundary effects.

The Declaration on One ASEAN One Response (OAOR) at the 2016 ASEAN Summit in Vientiane, Lao PDR, reaffirms ASEAN's vision to move towards faster and more integrated collective responses to disasters inside and outside the region. However, ASEAN's past experiences of responding to large-scale disasters showed that realising the OAOR can be challenging. Various responders from different countries, institutions, organisations, and companies seek to contribute to the overall response. Their goodwill is appreciated, and several provide much-needed assistance. But ASEAN and affected Member States sometimes found it challenging to determine what knowledge and skills responders have and how they can effectively contribute to national and regional efforts.

Learnings from past experiences and shared commitment to realising the OAOR vision increased the need to develop regionally recognised Competency Standards and a certification process for disaster management professionals. The increased support led to initiatives that eventually created the ASEAN Standards and Certification for Experts in Disaster Management (ASCEND) Programme. ASCEND is now part of Priority 5: Global Leadership of the ASEAN Agreement on Disaster Management and Emergency Response (AADMER) Work Programme 2021-2025, a programme that envisions ASEAN as a global leader in disaster management.

1.2 The objectives of ASCEND

- To enhance the capacity of the ASEAN countries in the implementation of ASCEND.
- To establish regionally recognised Competency Standards and assessment processes covering five professions in disaster management.
To improve the capacity of the AHA Centre to serve as the ASCEND Secretariat.

To promote understanding of the ASCEND Framework among the ASEAN Member States (AMS) and other ASEAN sectors in preparation for the inclusion of ASCEND into the ASEAN Mutual Recognition Arrangement (MRA).

1.3 Advantages and benefits of an ASCEND certification

For ASEAN
The ASCEND certification can assist Member States in ensuring that competent disaster management professionals handle emergency assistance and disaster relief across the region. It also supports mutual recognition of disaster management competencies to facilitate acceptance of external aid and faster response.

For AHA Centre
ASEAN, a rapidly developing and hazard-prone region, will need more competent disaster management professionals. The ASCEND certification can narrow current knowledge and skills gaps. It can also enable stronger cooperation and interoperability between disaster managers in their home countries and across regions.

For disaster management professionals
Disaster management professionals can use their ASCEND certification to promote themselves professionally and serve as evidence of their experience and qualifications. It can also make it easier for organisations to determine the ability of certificate holders to perform critical work functions of specific occupations in the disaster management sector.

These ASCEND toolbox documents support the ASEAN Member States in identifying, building the capacity of, and mobilising competent disaster managers across Southeast Asia that are highly capable of contributing to reducing disaster risks and disaster losses in the region through timely and effective response.
1.4 The ASCEND Toolbox

A set of technical requirements must exist before it is possible to implement the ASCEND programme in participating ASEAN Member States. The first requirement is the ASCEND Competency Standards that contains forty-three (43) regionally recognised core and technical competencies in selected disaster management professions. The Competency Standards outline the work elements and performance criteria that guide for certification of disaster management professionals across the region.

Another requirement is the development of an ASCEND Toolbox for five professions. These professions are Rapid Assessment, Humanitarian Logistics, Information Management, Water, Sanitation and Hygiene (WASH), and Shelter Management. The ASCEND Toolbox consists of an SOP, Certification Schemes, Assessor Guides, Trainer Guides, and Learner Guides. The ASCEND Competency Standards, approved by the ASEAN Committee on Disaster Management, is the primary basis of the Toolbox documents.

The SOP defines the basis of ASCEND, describes the institutional arrangements and mechanisms, and details the certification procedures. Certification Schemes presents an overview of the standards of each profession-occupation and certification requirements, the rights and obligations of candidates and certificate holders, and general guidelines on the certification process. Assessor Guides provides assessors with tools to validate, evaluate, and determine whether a candidate meets the Competency Standards. Trainer Guides come with PowerPoint slides and presenter notes to help trainers prepare candidates for certification. It also offers a list of tools that trainers may use to encourage interactive learning. Learner Guides assist candidates preparing for ASCEND certification in their chosen disaster management profession and occupation. It contains learning resources and complementary readings that can help prepare them to undergo the required assessment.

The ASCEND Toolbox documents can assist the ASEAN Member States to identify, build the capacity of, and mobilise competent disaster managers across Southeast Asia to help reduce disaster risks and disaster losses in the region through timely and effective response.
Figure 1: Overview of ASCEND Toolbox Documents

ASEAN Standards and Certification for Experts in Disaster Management (ASCEND) Documents

Reference documents
- Declaration on One ASEAN One Response (OAOR) 2016
- AADMER Work Programme 2021 - 2025
- ASEAN Community Vision 2025
- ASEAN Economic Community Blueprint 2025
- Sendai Framework for Disaster Risk Reduction 2015 - 2030

ASCEND Framework
- Identifies the rationale behind ASCEND
- Illustrates the roadmap of the ASCEND Programme
- Establishes the principles for mapping of ASCEND Competency Standards
- Presents the ASCEND governance, cooperation, and coordination structure

ASCEND Competency Standards
- Presents the complete list of ASCEND core and technical competencies
- Documents and explains the components of each unit of competency
- Assigns competency standards to professions and occupations

ASCEND Toolbox Documents

- ASCEND SOP for Certification
  - Explains the purpose, objectives, and scope of ASCEND certification
  - Defines the basis of the certification (framework and standards)
  - Describes the institutional arrangements and mechanisms
  - Details the procedures for certification (workflow and guidelines)

- ASCEND Certification Schemes
  - Provides an overview of the standards of a given ASCEND profession-occupation
  - Lists the requirements, rights, and obligations of candidates and awardees
  - Outlines the certification process of a given ASCEND profession-occupation

- Assessor Guides
  - Provides assessors with tools to validate, evaluate, and determine whether a candidate meets the competency standards
  - Comes with teaching material to help prepare candidates for certification
  - Offers a list of tools to encourage interactive learning

- Assessor Training Modules

- Trainer Guides
  - Contains learning resources to complement their training

- Learner Guides
  - Assist candidates in preparing for assessments
Competency-based Training (CBT):
Introduction for Trainers
**Important**: Training is not a mandatory activity of the ASCEND certification process. Applicants or prospective candidates are expected to prepare themselves before the assessment by self-studying the Learner Guides provided to them when accepted for ASCEND certification.

In case Authorised/Licensed National Certification Institutions decide to conduct training on material related to ASCEND, their trainers can use the contents of this guide to develop their courses or programmes. Candidates seeking certification may also use the “PowerPoint slides and presenter notes” section of this guide for self-study.

### Competency-based learning and assessment

**Competency** is the characteristic and ability to use or apply knowledge and skills-sets to perform critical job functions in a defined work setting.

**Table 1**: Competency areas and descriptions

<table>
<thead>
<tr>
<th>Competency area</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience</td>
<td>Refers to the qualifications of the candidate that make them eligible to pursue certification. It includes the candidate’s formal education, work experience, professional training, and job-relevant life experiences.</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Refers to what the candidate needs to know to make informed decisions on how to perform the work effectively.</td>
</tr>
<tr>
<td>Skills</td>
<td>Refers to the ability of the candidate to apply knowledge to complete occupational tasks and produce work outcomes or results at the standard required.</td>
</tr>
<tr>
<td>Attitudes</td>
<td>Refers to associated beliefs, feelings, motivations, and values that influence a candidate to make decisions and act according to occupational standards and the professional work setting.</td>
</tr>
</tbody>
</table>
Competency-based methods help ensure that the ASCEND certification process is relevant, valid, acceptable, flexible, and traceable – in alignment with the ASEAN Guiding Principles.

The relevance principle confirms that the ASCEND certification reflects the current professional needs in the disaster management sector. The validity principle relates to the consistency and equitability of the assessment process. The acceptability principle is about aligning the ASCEND certification to other disaster management professional standards and good practices. The flexibility principle refers to the responsiveness of the ASCEND certification to changes or differences in disaster management work settings and job requirements. The traceability principle ensures that evidence is sufficient to grant the ASCEND certification.

Competency-based training (CBT) is a teaching strategy that aims to develop the candidate’s knowledge, skills, and attitudes to become qualified and competent to perform in a particular occupation. CBT builds on the candidate’s experience and uses different modes of instruction to assist them in meeting the standards and performance criteria defined in a unit of competency.

What do trainers do?

A trainer is someone who structures and facilitates the training of candidates to develop or increase their ability to communicate or demonstrate that they are competent in a specific unit of competency.

The role of trainers is to:

- interpret the scope and adapt the ASCEND competency standards to fit the context of where the training is taking place,
- adjust the training method and delivery of material to cater to learner diversity and needs, and
- assist candidates in preparing for competency-based assessments with the learning resources available.
Using the trainer’s guide

The material in this trainer guide is designed to assist trainers in conducting learner-centric activities that recognise prior experience, maximise engagement, teach for understanding, and build on learner strengths. The guide provides suggestions on how to prepare training sessions that enhance candidate participation and minimise disruptions during the session. It also offers a list of equipment and tools that trainers may use to encourage interactive learning and supplement traditional methods like lectures, case discussions, demonstrations, group exercises, simulation games, role-playing, and independent research. Finally, it includes a copy of PowerPoint presentation slides and presenter notes to guide trainers on what key messages to highlight during sessions.

Remarks: Trainers also need to consider the diverse backgrounds (e.g., cultural, linguistic, social) and needs of candidates when planning and delivering the training. Trainers may have to adapt their training style to suit student preferences, use alternative activities for different levels of ability, and provide opportunities for various forms of participation.
ASCEND Competency Standards
3.1 Competency standards

Competency standards are a set of industry-accepted benchmarks that define the experience, knowledge, skills, and attitudes professionals need to perform well in an occupation. It also reflects the requirements of work settings and considers the developments in the disaster management profession.

3.2 ASCEND Competency Standards

The ASCEND Competency Standards identifies the key features of work in selected disaster management professions, and performance standards professionals need to meet to be deemed competent. It also provides the list of the forty-three (43) core and technical competencies that serve as the basis for defining the regionally recognised disaster management qualifications across the ASEAN Member States. The five (5) professions covered by the ASCEND Competency Standards include Rapid Assessment, Humanitarian Logistics, Information Management, WASH, and Shelter Management. Under these professions are five (5) categories of occupations: Manager, Coordinator, Officer, Promoter, and Engineer. Overall, there are fifteen (15) profession-occupation combinations (e.g., humanitarian logistics manager, information management coordinator, WASH promoter).

Each ASCEND Competency Standard has its dedicated Toolbox documents: an SOP, Certification Scheme, Assessor Guide, Trainer Guide, and Learner Guide. One SOP applies to all profession-occupation combinations covered by the ASCEND certification. The Certification Schemes, one for each of the profession-occupation combinations. Both these documents align with the AQRF Level Descriptors, Section 4: Guiding Principles and Protocols for Quality Assurance of the AGP, and ASEAN Disaster Management Occupations Map. The Certification Schemes also outline the ASCEND competencies under selected professions and occupations, eligibility criteria, basic requirements and rights of candidates, and obligations of certification holders. Assessor Guides describe the components of particular competency standards and offer tools to determine the candidate's qualifications. Trainer and Learner Guides expound on a given competency standard's elements and performance criteria for learning and assessment preparation purposes.

The ASCEND Competency Standards and its derivative Toolbox documents will be reviewed and updated every five (5) years to ensure it reflects changes
in the disaster management profession and remains relevant. The Toolbox documents may also serve as a reference for ASEAN Member States’ seeking to develop and implement national-level competency-based certification processes based on their respective capacities and needs. Table 2 describes its main components.

Table 2: Components of the ASCEND Competency Standards

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit title</td>
<td>Describes the critical work function to be performed in an occupation.</td>
</tr>
<tr>
<td>Unit number</td>
<td>A coding system to organise the units of competency. It also indicates the types of competency standards.</td>
</tr>
<tr>
<td></td>
<td>• ADM.COR.000.0 are core competencies. These are general professional knowledge and skills related to international humanitarian principles and disaster management standards, including ASEAN mechanisms and procedures.</td>
</tr>
<tr>
<td></td>
<td>• ADM.TEC.000.0 are technical competencies. These are specific knowledge and skills needed to perform effectively in work areas under their chosen disaster management profession and occupation.</td>
</tr>
<tr>
<td>Unit description</td>
<td>Provides information about the critical work function covered by the unit.</td>
</tr>
<tr>
<td>Elements</td>
<td>Presents the occupational tasks required to perform the critical work function in the unit.</td>
</tr>
<tr>
<td>Performance criteria</td>
<td>Lists the expected outcomes or results from the occupational tasks to perform and the standard required.</td>
</tr>
<tr>
<td>Unit variables</td>
<td>Advises on how to interpret the scope and context of this unit of competence.</td>
</tr>
<tr>
<td>Assessment guide</td>
<td>Outlines the evidence to gather and evaluate to determine whether the candidate is competent in the unit.</td>
</tr>
<tr>
<td>Linkages to other units</td>
<td>Explains the connection of the competency standard to other units of competency.</td>
</tr>
<tr>
<td>Critical aspects of assessment</td>
<td>Lists the types of evidence or demonstrated abilities assessors need to observe to determine the candidate’s competency.</td>
</tr>
<tr>
<td>Context of assessment</td>
<td>Notes the settings or situations in which candidates need to demonstrate their ability during ASCEND assessments.</td>
</tr>
<tr>
<td>Resource implications</td>
<td>Identifies the resources needed to conduct the assessment.</td>
</tr>
<tr>
<td>Assessment methods</td>
<td>Describes the different assessment methods to assess the competency of candidates in the specific unit.</td>
</tr>
<tr>
<td>Key competencies</td>
<td>Presents the specific knowledge, skills, and attitudes related to the unit of competency that assessors need to evaluate to confirm whether the candidate for certification is qualified and competent.</td>
</tr>
</tbody>
</table>
# 3.3 Unit of Competency

**Unit title** : Deliver Strategic Direction on WASH  
**Unit number** : ADM.TEC.022.1  

**Unit description** : This unit deals with the skills and knowledge required to lead, manage and monitor a WASH project in any emergency settings.

## ELEMENT AND PERFORMANCE CRITERIA

### Element 1.

**Lead emergency WASH programmes**

1.1 Oversee geographically dispersed teams to ensure coherent and consistent programming  
1.2 Provide technical and policy advice on WASH sectoral response and its strategies, planning, implementation and monitoring  
1.3 Incorporate broader organisational policy/advocacy issues into programme design and planning  
1.4 Provide joint technical leadership and coordination with colleagues from other sectors in emergency response programmes  
1.5 Develop response strategies, plans and capacities to reach target population with culturally appropriate and gender-sensitive interventions

## UNIT VARIABLE AND ASSESSMENT GUIDE

### Unit Variables

This unit provides advice to interpret the scope and context of this unit of competence. It relates to the unit as a whole and facilitates holistic assessment.

This unit applies to leading and managing a project dealing with a wide range of issues related to public health and may include:

**WASH intervention may include:**
- Hygiene promotion
- Water supply
- Excreta disposal
- Vector control
- Solid waste management
- Drainage

Culturally appropriate means that projects should be designed, wherever possible, to accommodate and respect helpful cultural, spiritual, and traditional practices regarded as important by the local people. For example, the selection of items within a hygiene kit, choice of water and anal cleansing methods, and menstrual care items.

Gender-sensitive refers to that all programmes are designed to build on local capacity and do not undermine women’s, girls’, boys’, and men’s own coping or other strategies (IASC, 2006)

Community engagement means that local people should be supported as key partners in developing strategies related to their assistance and protection and, if
1.6 Identify coping mechanisms of the affected people

1.7 Promote community engagement, and as appropriate, for participation in planning, construction, operation and maintenance, as well as monitoring and evaluation of WASH facilities and services appropriate, participate during all stages of the programme cycle according to their needs, priorities, and local context. The extent to which people participate and how they do so will be determined by how recently the disaster occurred and the physical, social and political circumstances (Sphere, 2011; UNHCR, 2008).

According to Sphere (2011) key WASH indicators on WASH programme design and implementation are:

- All groups within the affected population have safe and equitable access to WASH resources and facilities, use the facilities and take action to reduce the public health risks
- All WASH staff communicate clearly and respectfully with those affected and share project information openly with them, including knowing how to answer questions from community members about the project
- There is a system in place for the management and maintenance of facilities as appropriate, and different groups contribute equitably
- All users are satisfied that the design and implementation of the WASH programme have led to increased security and restoration of dignity.

Means of verification may include monitoring reports, meeting minutes, digital documentation (audio recording, photos and/or videos), external reports, and health records. These documents may be sourced internally and/or from external sources such as government institutions, NGOs, media, the private sector, and research institutions.

Advocacy is a set of organised activities designed to influence the policies and actions of others to achieve positive changes for people’s lives based on the experience and knowledge of working directly with the communities and the people who seek to assist them.

Principles of advocacy are:
- Best interest of the affected population
- Evidence-based
- Rights-based
- Partner focused
- Context-specific

Partnership has the following elements:
- It is a relationship between groups
- A mutual cooperation and responsibility
- Established to achieve a specific goal
3.3 Consolidate WASH programme data for presentation to the country level WASH Cluster
3.4 Lead to policy advocacy at the national level
3.5 Provide support to technical staff on advocacy at the sub-national and local level

Element 4.
Establish partnership with key partners on WASH

4.1 Conduct stakeholder analysis
4.2 Develop WASH partnership strategy, including increasing capacity to response
4.3 Identify the right partners to support WASH programme implementation
4.4 Manage partner contracts and relations
4.5 Perform capacity building measures for partners according to the organisation’s needs

Key partners may differ depending on location, context, and governance structure. This may include local and national NGOs, government institutions (national, sub-national, and/or local level), private sector, media agencies, and research institutions.

Linkage with other sectors may include:
- Logistics
- Shelter and non-food item
- Food security and nutrition
- Education
- Protection, including protection of children and women
- Camp coordination and camp management
- Health

Capacity development measures may include:
- Classroom-based training
- On-the-job training
- Online learning/computer-based training
- Tours, observational trips
- Conferences, workshops, and seminars
- Coaching and mentoring

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:
- Ability to lead a team of WASH professionals in response to large scale emergencies
- Ability to identify public health issues in relation to other sectors as well as other cross-cutting issues
- Ability to develop a detail implementation plan for WASH programming, including the monitoring framework, for large scale emergencies
- Ability to identify key indicators for WASH programme
- Ability to design internal controls mechanisms to ensure transparency and accountability for large scale emergencies
- Ability to identify key advocacy issues on WASH at the national level
- Ability to communicate effectively with a range of people relevant to position and role at the national level
- Ability to work in humanitarian coordination mechanism with international, regional, and national actors
• Ability to identify the most appropriate approach to engage with community
• Ability to assess practices related to culture, tradition, and socio-economy factors that influence WASH programming
• Ability to design capacity development programme for staff and partners

Linkages to other Units

This unit is a core unit for a WASH manager and must be delivered with other technical competencies of WASH Manager.

Critical Aspects of Assessment

Evidence of the following is essential:

• Demonstrated ability to lead a team of WASH professionals in response to large scale emergencies
• Demonstrated ability to identify public health issues in relation to other sectors as well as other cross-cutting issues
• Demonstrated ability to develop detail implementation plan for WASH programming, including the monitoring framework, for large scale emergencies
• Demonstrated ability to identify key indicators for WASH programme
• Demonstrated ability to design internal controls mechanism to ensure transparency and accountability for large scale emergencies
• Demonstrated ability to identify key advocacy issues on WASH at the national level
• Demonstrated ability to communicate effectively with a range of people relevant to position and role at the national level
• Demonstrated ability to work in humanitarian coordination mechanism with international, regional, and national actors
• Demonstrated ability to identify the most appropriate approach to engage with community
• Demonstrated ability to assess practices related to culture, tradition, and socio-economy factors that influence WASH programming
• Demonstrated ability to design capacity development programme for staff and partners
Context of Assessment

This unit may be assessed on/off the job

- Assessment should include a practical demonstration to design a complex and large-scale project on WASH in an emergency setting either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge
- Assessment must relate to the individual’s work area or area of responsibility.

Resource Implications

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observing of practical performance by participant
- Oral and written questions
- Portfolio evidence
- Problem-solving
- Roleplays
- Third-party reports completed by a supervisor
- Project and assignment work
# Key Competencies in this Unit

**Level 0** = irrelevant, not to be assessed  
**Level 1** = competence to undertake tasks effectively  
**Level 2** = competence to manage tasks  
**Level 3** = competence to use concepts for evaluating

<table>
<thead>
<tr>
<th>Key Competencies</th>
<th>Level</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting, organising, and analysing information</td>
<td>3</td>
<td>Designing WASH monitoring framework</td>
</tr>
<tr>
<td>Communicating ideas and information</td>
<td>3</td>
<td>Providing strategic direction and advocacy messages to team members, key partners, and external stakeholders</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>3</td>
<td>Implementing</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>3</td>
<td>Managing teams to implement WASH programme</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>2</td>
<td>Designing WASH programme</td>
</tr>
<tr>
<td>Solving problems</td>
<td>3</td>
<td>Identifying key advocacy issues</td>
</tr>
<tr>
<td>Using technology</td>
<td>2</td>
<td>Using application and technology to support and monitor WASH program</td>
</tr>
</tbody>
</table>
Preparing for Training Sessions:

Equipment, Material, and Tools
4.1 Onsite training

Please refer to the checklist and table below when conducting onsite training.

<table>
<thead>
<tr>
<th>Checklist</th>
<th>Training resource requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Equipment and material</td>
</tr>
<tr>
<td>✔</td>
<td>Secure a computer (desktop or laptop) installed with the latest Windows Operating Systems and Microsoft Office Apps (Word, PowerPoint, Excel).</td>
</tr>
<tr>
<td>✔</td>
<td>Gain access to a stable internet connection and printer, if needed.</td>
</tr>
<tr>
<td>✔</td>
<td>Reserve a conducive training facility with a dedicated workspace (large desk and chair with back support), projector, and black/whiteboards.</td>
</tr>
<tr>
<td>✔</td>
<td>Obtain a copy of the Trainee Guide, including PowerPoint (PPT) presentation and presenter notes. Test if the PPT presentation is working before sessions.</td>
</tr>
<tr>
<td>✔</td>
<td>Request a list of confirmed attendees (candidates) and their contact details.</td>
</tr>
<tr>
<td>✔</td>
<td>Send training invitations to all confirmed attendees through email. It includes a brief overview of the training, date, schedule, training venue, information about the trainer, email support, and a copy of the Trainee Manual (PDF version).</td>
</tr>
<tr>
<td>✔</td>
<td>Print out copies of the Trainee Manual, if needed.</td>
</tr>
</tbody>
</table>
Online training

Please refer to the checklist and table below when conducting online training (remote).

<table>
<thead>
<tr>
<th>Checklist</th>
<th>Training resource requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Equipment and material</td>
</tr>
<tr>
<td></td>
<td>Secure a computer (desktop or laptop) installed with the latest Windows Operating Systems and Microsoft Office Apps (Word, PowerPoint, Excel).</td>
</tr>
<tr>
<td></td>
<td>Gain access to a stable internet connection.</td>
</tr>
<tr>
<td></td>
<td>Purchase a licensed video conferencing account, if needed (e.g., Zoom Meetings, Webex).</td>
</tr>
<tr>
<td></td>
<td>Reserve a dedicated workspace (large desk and chair with back support).</td>
</tr>
<tr>
<td></td>
<td>Obtain a copy of the Trainee Guide, including PowerPoint (PPT) presentation and presenter notes. Test if the PPT presentation is working before sessions.</td>
</tr>
<tr>
<td></td>
<td>Request a list of confirmed attendees (candidates) and their contact details.</td>
</tr>
<tr>
<td></td>
<td>Send training invitations to all confirmed attendees through email. It includes a brief overview of the training, date, schedule, Zoom log-in details, information about the trainer, email support, and a copy of the Trainee Manual (PDF version).</td>
</tr>
</tbody>
</table>

The list below recommends apps and tools that trainers may find helpful when planning and delivering the training. Trainers need to register and create their accounts before using the apps and tools.

<table>
<thead>
<tr>
<th>Apps and tools</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zoom</td>
<td>Zoom is a software program that provides a multi-user platform for video and audio conferencing. It has built-in collaboration and presenter tools</td>
</tr>
</tbody>
</table>
useful in planning and delivering online training sessions like calendar integration, group chat, screen sharing, breakout rooms, and whiteboard functions.

https://zoom.us/

<table>
<thead>
<tr>
<th>For collaboration, group exercises, lectures, and demonstrations.</th>
</tr>
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<tbody>
<tr>
<td><strong>Lucidspark</strong></td>
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<tr>
<td><a href="https://lucidspark.com/">https://lucidspark.com/</a></td>
</tr>
</tbody>
</table>

| **Ziteboard** | Ziteboard is a collaboration software ideal for discussing topics visually and online real-time tutoring. It works seamlessly on different devices (laptops, tablets, and mobile devices) and web browsers (Apple Safari and Google Chrome). |
| [https://ziteboard.com/](https://ziteboard.com/) |

<table>
<thead>
<tr>
<th>For activities that test student understanding (quizzes) and decision-making (simulation games)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kahoot</strong></td>
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<tr>
<td><a href="https://kahoot.com/">https://kahoot.com/</a></td>
</tr>
</tbody>
</table>

| **Quiz It! Live** | Quiz It! Live is an app similar to Kahoot that allows users to create and host live quizzes for groups. It also comes with automated timing, scoring, and marking. |
| [https://www.quizit.net/](https://www.quizit.net/) |

<table>
<thead>
<tr>
<th>For gathering feedback, ideas, or responses</th>
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<tbody>
<tr>
<td><strong>Google Forms</strong></td>
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<td><a href="https://www.google.com/forms/about/">https://www.google.com/forms/about/</a></td>
</tr>
</tbody>
</table>

| **Survey Monkey** | Survey Monkey is the world’s most popular free online survey tool. Similar to Google Forms, users can create, send, and edit questionnaires. |
| [https://www.surveymonkey.com/](https://www.surveymonkey.com/) |
PowerPoint Slides and Presenter Notes
5.1 Instructions for using PowerPoint presenter

The PowerPoint Presenter View allows you to view your presentation together with the presenter notes on your computer’s monitor, while attendees view the note-free presentation on another monitor. It allows you to move the slides, control the pace of the presentation, see the elapsed time of your presentation, and use a tool to draw on point or highlight parts of the presentation.

Connect your computer (desktop or laptop) to a projector. Double click on the PowerPoint presentation to open the file. In PowerPoint, click on the Slide Show tab and select the Use Presenter View checkbox. Choose which monitor to display Presenter View ON. Finally, select From Beginning or press f5.

For more information, visit the Microsoft PowerPoint help & learning website:
https://support.microsoft.com/en-us/powerpoint

A video tutorial is available here:
5.2 PowerPoint slides and presenter notes

Image 1: Slide 1

Slide No. 1

Trainer Notes

Trainer welcomes students to class.
Image 2: Slide 2

Elements of this Competency Unit

1. Element 1.
   Lead emergency WASH programmes

2. Element 2.
   Design an effective and efficient WASH monitoring strategy and plan

3. Element 3.
   Represent and advocate on WASH issues to the related stakeholders

4. Element 4.
   Establish partnership with key partners on WASH

Trainer’s Guide

Slide No. 2

Trainer Notes

Trainer advises participants this Unit comprises three Elements, as listed on the slide explaining:

- Each Element comprises a number of Performance Criteria which will be identified throughout the class and explained in detail
- Participants can obtain more detail from their Learner’s Guide
- At times the course presents advice and information about various protocols. Still, where their workplace requirements differ from what is presented, workplace practices, standards, policies, and procedures must be observed.
Element 1

Lead emergency WASH programmes

Performance Criteria

1.1 Oversee geographically dispersed teams to ensure coherent and consistent programming.
1.2 Provide technical and policy advice on WASH sectoral response and its strategies, planning, implementation and monitoring.
1.3 Incorporate broader organisational policy/advocacy issues into programme design and planning.
1.4 Provide joint technical leadership and coordination with colleagues from other sectors in emergency response programmes.
1.5 Develop response strategies, plans and capacities to reach target population with culturally appropriate and gender sensitive interventions.
1.6 Identify coping mechanisms of the affected people.
1.7 Promote community engagement, and as appropriate, for participation in planning, construction, operation and maintenance, as well as monitoring and evaluation of WASH facilities and services.

Slide No. 3

Trainer Notes

Trainer identifies for participants the Performance Criteria for this Element, as listed on the slide.
Coherent programming refers to integrated design and coordinated implementation of multiple measures to achieve specific goals. Coherent programmes allow different stakeholders (e.g., local communities, private sector) to work together to meet urgent humanitarian needs that contribute to shared long-term goals. Coherent programming also means that plans and activities align with relevant policies, rules, and regulations.

These are some of the existing standards that ensure programme development considers vulnerable groups and supports critical sectors:

- Minimum Standards for Education: Preparedness, Response, Recovery: Inter-Agency Network for Education in Emergencies (INEE); Humanitarian Inclusion Standards for Older People and People with Disabilities: Age and Disability Consortium.
Consistent programming

Humanitarian assistance programmes take place in a range of contexts. Several factors affect the design and implementation of these programmes:

- The socio-political-historical-economic-cultural context
- The differences and diversity among individuals and community
- The status of operational resources and logistical infrastructures
- The availability of standards and indicators

Standards are based on existing data and humanitarian experience. They highlight best practices that have gained widespread acceptance. They are generally accepted because they reflect inalienable human rights. Standards usually provide the key actions, indicators, and guidance notes like the Sphere Handbook (2018).
Provide technical and policy advice on WASH sectoral response and its strategies, planning, implementation and monitoring

Technical issues in WASH activities

<table>
<thead>
<tr>
<th>WASH Activities</th>
<th>Technical Issues Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hygiene promotion</td>
<td>Hygiene kit distribution, handwashing facilities</td>
</tr>
<tr>
<td>Water supply</td>
<td>Emergency water source selection, water safety plans, water trucking, operation &amp; maintenance of water supply, water treatment</td>
</tr>
<tr>
<td>Excreta management</td>
<td>Open defecation fields, shallow trench latrines, communal deep trench latrines, shallow family latrines, bucket latrines, packet latrines, and handwashing facilities</td>
</tr>
<tr>
<td>Hygiene promotion</td>
<td>Hygiene kit distribution, handwashing facilities</td>
</tr>
<tr>
<td>Solid waste management</td>
<td>Collection and transport, solid waste disposal, recycling</td>
</tr>
<tr>
<td>Vector control</td>
<td>Modify vector breeding and feeding sites caused by WASH activities</td>
</tr>
</tbody>
</table>

Technical WASH issues revolve around immediate and medium-term water, sanitation, and hygiene needs of populations affected by emergencies. See table above.
Policy frameworks that integrate human rights concerns with WASH activities are widely available. The UN General Assembly and the Human Rights Council in 2010 adopted Article 11 of the International Covenant on Economic, Social, and Cultural Rights. In 2015, the UN established the 2030 Agenda for Sustainable Development, specifying these rights in Goal 6: “Ensure availability and sustainable management of water and sanitation.”

- In 2018, the Global Compact on Refugee (GCR) and the Comprehensive Refugee Response Framework (CRRF) tackles many WASH concerns in humanitarian contexts.
Managers need to be aware of when to implement the cash transfer programme. The decision should be based on the assessment done by the humanitarian actors. Essential aspects in assessment to identify the need for cash transfer programming are:

- Market Assessment and analysis to identify the market available to provide needs;
- The capacity of WASH teams to implement and monitor the cash transfer programme;
- Security environment, vulnerabilities, and risks;
- The risks of corruption and ways to minimise them; and
- Food security situation.
Incorporate broader organisational policy/advocacy issues into programme design and planning

Organisational policy and advocacy

- **Organisational policy** refers to courses of actions chosen by an organisation among available alternatives to guide and determine present and future decisions and positions of public interests or social concerns.

- **Organisational advocacy** refers to the act of speaking on behalf of or in support of persons, groups, places, or things in alignment with organisational policies.

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Slide No. 9

**Trainer Notes**

For example, when an organisation establishes a policy to prioritise the needs of vulnerable groups, its staff can define vulnerable groups broadly. However, members of vulnerable groups have different needs. Children include boys, girls, and children with disabilities. Women are not only women but also pregnant women. Advocacy efforts shed light on these issues and help humanitarian organisations address these specific needs.
Programme design and planning is essential because poorly designed and planned programmes will rarely become successful. Much of the design and planning of programmes have to do with matching the humanitarian organisation's capacity, the WASH programme objectives, with the humanitarian needs it seeks to address.

Situations and conditions in post-disasters contexts tend to change over time. Therefore, programme designs and plans have to be adaptable if it is to remain appropriate and relevant.
The aims of the cluster approach are:
- Assemble and maintain the sufficient global capacity to respond to emergencies in all main sectors or areas of activity.
- Ensure predictable leadership. Cluster Lead Agencies (CLAs) are responsible for organising an emergency response.
- Facilitate alignment of humanitarian efforts and goals at the global, regional, national and local levels.

The cluster approach makes the humanitarian community more **structured, accountable, and open to partnerships** with local governments, communities affected, civil society, and business.

Clusters are groups of humanitarian organisations designated by the Inter-Agency Standing Committee (IASC) to coordinate the main sectors in humanitarian action (e.g., health, logistics, WASH).
There are some principles to follow when arranging coordination with other sectors in WASH activities:

- Determine the scale, needs, and requirements of the response
- Consider other stakeholders and coordinate with them, including key members of the affected communities.
- The coordination should be led by government line ministries and co-chaired by UNHCR or UNHCR partners.
- If there is a large-scale rapid-onset disaster, the UNHCR Senior Management will take the lead to mobilise a rapid emergency response.
- There should be dedicated resources that work from the start until the end of the emergency response. They are called the WASH sector coordinator focal points.
Provide joint technical leadership and coordination with colleagues from other sectors in emergency response programmes

Coordination the Government in WASH Cluster

WASH Cluster government
There are 2 level of coordination,

1. National
   • Existing government coordination supported by WASH Cluster
   • WASH Cluster coordination alongside government
   • Coordination established through the WASH Cluster

2. Sub-National
   • WASH Cluster at the district level is integrated with the local government system
   • A decentralised model which co-led by UNICEF staff member and an INGO representative

WASH cluster has coordination structure among the cluster actors, and also coordinate with supporting actors, steering or advisory actors, and technical working groups and sub-groups actors.
There are some principles to follow when arranging coordination with other sectors in WASH activities:

- **Determine the scale, needs, and requirements of the response**
- **Consider other stakeholders and coordinate with them, including key members of the affected communities.**
- **The coordination should be led by government line ministries and co-chaired by UNHCR or UNHCR partners.**
- **If there is a large-scale rapid-onset disaster, the UNHCR Senior Management will take the lead to mobilise a rapid emergency response.**
- **There should be dedicated resources that work from the start until the end of the emergency response. They are called the WASH sector coordinator focal points.**
Provide joint technical leadership and coordination with colleagues from other sectors in emergency response programmes

Refugee Coordination Model (RCM)

One of the coordination models used in WASH is the Refugee Coordination Model (RCM). It is a model that seeks to enhance inclusiveness, predictability, transparency, and accountability. RCM was designed to be light, operations-focused and impact-oriented.

In humanitarian coordination, we must remember that:
• Government leadership is paramount
• Heads of agencies are chaired by relevant Government and co-chaired by UNHCR
• Refugee Protection Group is chaired by the Government (where feasible) and UNHCR
• Sectoral meetings are chaired by relevant Government entities and agencies coordinating the sector
• Sectors should be increased and reduced in number depending on the operational need
• Necessary linkages with other coordinator mechanisms should be established

Training Notes: Direct advocacy with the host government by the UNHCR Representative on all international protection matters

- Strategic planning led by representatives (including development actors) for all response phases
- Refuge Consultation Forum (national level) co-chaired by the host government and the Representative on the overall emergency response
- UNHCR Refugee Coordinator as a leader to ensure the participation of other sector-leads, supported by Multi-Sector Operations Team
- Refugee Protection Working Group led by UNHCR for mainstreaming protection throughout other operational sectors
- Service delivery sectors led by Government line ministries and co-chaired by partners and UNHCR.
- Arrangements on sector coordination and delivery with multiple potential partners. The RCM model is designed to increase the harmonisation of humanitarian efforts. It is a flexible model.
- When cluster structure exists: RCM implementation could form an integral part of any humanitarian response, with also could stand alone for international protection and accountability purposes
- When cluster structure doesn’t exist: RCM implementation could stand alone for international protection and accountability.
Hygiene promotion is conducted using hygiene kits, which is part of Non-Food Items (NFI) activities. There is another scheme that uses cash and vouchers instead to widen the choices of affected communities. In general, effective hygiene promotion is based on the following:

- Collaborate with the community to mobilise action and facilitate decision-making.
- Two-way communication and feedback on risks, priorities and services.
- Accessibility and usability of WASH facilities, services, and materials.
### Hygiene Promotion

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Plans</th>
<th>Action Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management of menstrual hygiene and incontinence</td>
<td>Holistic understanding of menstrual hygiene management and incontinence</td>
<td>• Mainstreaming menstrual and incontinence hygiene in crises</td>
</tr>
<tr>
<td></td>
<td>Consultation of the facilities with women, girls, and people with incontinence</td>
<td>• Discuss and understand the affected people’s preferences in disposal, laundry facilities, and toilet &amp; bathing facilities</td>
</tr>
<tr>
<td></td>
<td>Accessibility of menstrual hygiene and incontinence management (i.e. soap, laundry)</td>
<td>• Ensure the replenishment of supplies</td>
</tr>
</tbody>
</table>

### Slide No. 17

**Trainer Notes**

Hygiene kits, according to Oxfam, consists of:

- Storage of safe drinking water at the household level
- Good practice around drinking water use
- Ability to practice handwashing by all family members
- Body and clothing wash
- Management of babies and young children’s faeces
- Anal cleansing with dedicated water containers
- Menstruation management
- Good food hygiene practices
Develop response strategies, plans and capacities to reach the target population with culturally appropriate and gender-sensitive interventions

### Water supply

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Plans</th>
<th>Action Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equitable and affordable access to safe drinking water for the affected people</td>
<td>Identify the groundwater or surface water source available with environmental impact considerations</td>
<td>Select water source based on availability, the feasibility of water treatment, and social, political or legal factors</td>
</tr>
<tr>
<td></td>
<td>Determine the water quantity needed for the affected people</td>
<td>Determine the minimum amount based on the needs (i.e. survival, hygiene practice, basic cooking)</td>
</tr>
<tr>
<td></td>
<td>Ensure other water facilities (i.e. drainage, bathing, cooking areas)</td>
<td>Pay attention to round-trip and queuing time as an indicator of inadequate yields at water sources</td>
</tr>
</tbody>
</table>

**Strategies**
- Equitable and affordable access to safe drinking water for the affected people
- Determine the water quantity needed for the affected people
- Ensure other water facilities (i.e. drainage, bathing, cooking areas)

**Plans**
- Identify the groundwater or surface water source available with environmental impact considerations
- Determine the minimum amount based on the needs (i.e. survival, hygiene practice, basic cooking)
- Pay attention to round-trip and queuing time as an indicator of inadequate yields at water sources

**Action Plans**
- Select water source based on availability, the feasibility of water treatment, and social, political or legal factors
- Determine the minimum amount based on the needs (i.e. survival, hygiene practice, basic cooking)
- Pay attention to round-trip and queuing time as an indicator of inadequate yields at water sources

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**Trainer’s Notes**

Water quality and quantity are among the most crucial factors in public health during an emergency. The *Sphere Handbook (2018)* outlines ways to ensure adequate access to safe and potable drinking water.
Develop response strategies, plans and capacities to reach the target population with culturally appropriate and gender-sensitive interventions

Water supply

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Plans</th>
<th>Action Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good quality of water for drinking, cooking, and personal and domestic hygiene without causing health effects</td>
<td>Determine public health risks related to water and devise measures to address them</td>
<td>• Checks water quality with waterpoint surveys, separate containers observations</td>
</tr>
<tr>
<td></td>
<td>Determine the method to ensure water quality for consumption or use</td>
<td>• Water quality testing of a new water source</td>
</tr>
<tr>
<td></td>
<td>Avoid post-delivery water contamination at the point of consumption or use</td>
<td>• Promote safe drinking water and protect water sources with support of local communities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Promote water disinfection activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Apply safe collection and storage practices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Where possible, apply household water treatment and secure storage (HWTSS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Beware of any chemical and radiological contamination</td>
</tr>
</tbody>
</table>

Slide No. 19

Trainer Notes

Trainer identifies water supply’s strategies in good quality of water
Excreta disposal

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Plans</th>
<th>Action Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-site safe excreta disposal to avoid contamination of the environment</td>
<td>Immediately build communal settlements for excreta disposal in crisis</td>
<td>• Immediately promote hygiene campaign: open defaecation control, prevent defaecation near all water resources</td>
</tr>
<tr>
<td></td>
<td>Ensure that living, learning, working spaces, or surface water are faeces-free</td>
<td>• Ensure faecal materials does not contaminate water sources</td>
</tr>
<tr>
<td></td>
<td>Design excreta facilities with considerations of topography, ground, and other water sources</td>
<td>• Immediately control the contamination when suspected</td>
</tr>
<tr>
<td></td>
<td>Ensure a safe excreta disposal for children and babies</td>
<td>• Check soil saturation levels</td>
</tr>
<tr>
<td></td>
<td>Construct all excreta facilities to reduce problem vectors</td>
<td>• Check the distance to water source facilities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provide parents with more information: diapers, potties, or scoops use</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Consider installing portable toilets with existing sewerage systems</td>
</tr>
</tbody>
</table>

Trainer identifies water supply’s strategies in on-site safe excreta disposal

Slide No. 20

Notes
In developing response strategies, plans and capacities for excreta disposal, some general principles should be applied:

- **WASH staff** should instigate a ‘clean-up’ programme to ensure that the environment is free from human faeces.
- People’s cultural habits and preferences should inform programme design and implementation.
- Before the construction begins, an agreement with local communities should be made on the facilities’ locations and technical aspects.
- **Excreta disposal** in emergencies occur in this sequence:
  - First phase: Avoid open defecation by making a shallow trench latrine surrounded by plastic sheeting.
  - Second phase: Communal latrines construction.
  - Third phase: Shared family latrines construction.
  - Fourth phase: Individual family latrines construction.
- Consider the environmental impact that may occur (i.e. deforestation).
- Build latrines that could be sustainable for future disasters so long-term operation and maintenance costs are minimised.
- Promote handwashing after defecation and build handwashing facilities near latrines.
Develop response strategies, plans and capacities to reach the target population with culturally appropriate and gender-sensitive interventions

### Excreta disposal

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Plans</th>
<th>Action Plans</th>
</tr>
</thead>
</table>
| Ensure the operation and maintenance of excreta facilities to minimise impacts to surrounding environments | Organise a system for excreta management from collection, transport, treatment, and disposal | • Determine the need of de-sludging  
• Ensure the operation and maintenance support the de-sludging process |
| Plan the system for short-term and long-term management                    | • Short-term plan: 1-2 litres/person/day  
• Long-term plan: 40-90 litres/person/year                                      | • Consider raised toilets, sewage containment tanks, urine diversions toilets, temporary disposable plastic bags |
| De-sludge the facilities regularly safely                                 | • Seek local support where possible                                      |                                                                             |
| Ensure that the people have the knowledge and materials to maintain the facilities | • Consider the option to utilise excreta as biogas                      |                                                                             |
| Ensure the adequate water supply for excreta transport without placing undue stress on the water sources | • Ensure the quantity of water supply comparing to the toilets available |                                                                             |

Slide No. 22

**Trainer Notes**

Trainer identifies excreta disposal’s strategies to ensure the operation and maintenance of excreta facilities
In many humanitarian settings, especially during a crisis, vector-borne diseases are a major source of sickness and death. Solid waste, drainage, and excreta management problems may lead to vector-borne diseases. Vector-borne diseases can be complex and require specialist advice in solving them.

In developing response strategies, plans and capacities for excreta disposal, some general principles should be applied:

- Vector control should be based on local evaluation of vectors’ influence on infectious diseases like malaria and dengue fever and carried out as part of a larger public health and WASH effort.
- Vector control activities should be carried out with the participation of local communities and public education campaigns.
- Any chemicals that will be used should follow national and international standards (i.e., WHO).
- Vector control disposal should be in accordance with the national or international regulations.

### Vector control

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Plans</th>
<th>Action Plans</th>
</tr>
</thead>
</table>
| An environment where vector breeding and feeding locations are targeted to lessen the risk of vector-related disorders | Identify vector-borne disease risk in certain areas | • Choose proper communal settlements  
• Assess the risk factors as well as epidemiological and clinical data |
| Understanding vector life cycles to determine vector controls | • Remove/modify vector breeding and feeding sites caused by WASH activities  
• Determine the biological and non-chemical control with consideration of its limitation |
| The affected community have the proper knowledge and means to protect themselves from vectors | Identify the current vector control activities | • Identify the high-risk groups to vector-related diseases  
• Ensure knowledge sharing about risks in improper menstrual hygiene |
| Initiate participatory and accessible awareness programs to inform people about vectors issues | • Identify the high-risk groups to vector-related diseases  
• Integrate social mobilisation and communication activities to vector control actions |
| Identify local market assessment for preventive measures | • Integrate social mobilisation and communication activities to vector control actions |
| Train the affected people to monitor, report, and give feedback | • Optimise campaign for individual protection (e.g., personal hygiene) |
Solid waste management involves:

- Planning solid waste management systems.
- Handling, separating, storing, sorting and processing waste at source.
- Transferring to a collection point.
- Transporting and final disposal.
- Reuse, re-purposing or recycling.

In developing response strategies, plans and capacities for solid waste management, some general principles should be applied:

- **WASH** staff should first investigate the following conditions:
  - How do people dispose of their waste regularly
  - What types and proportions of each type of solid waste
  - The specific waste generated by the disaster
  - The disposal mechanism, whether it is on-site or collected to be disposed off-site
  - The presence of medical waste
  - The stakeholders involved in solid waste disposal
  - The equipment available to protect staff and volunteers
- It is important not to promote household-level burning of waste for health, safety, nuisance, and environmental impacts it may cause.
In developing response strategies, plans and capacities for solid waste management, some general principles should be applied:

- WASH staff should first investigate the following conditions:
  - How do people dispose of their waste regularly?
  - What types and proportions of each type of solid waste?
  - The specific waste generated by the disaster?
  - The disposal mechanism, whether it is on-site or collected to be disposed off-site?
  - The presence of medical waste?
  - The stakeholders involved in solid waste disposal?
  - The equipment available to protect staff and volunteers?

It is important not to promote household-level burning of waste for health, safety, nuisance, and environmental impacts it may cause.
Culturally appropriate and gender-sensitive interventions

<table>
<thead>
<tr>
<th>WASH Intervention</th>
<th>Special note on gender-sensitive interventions</th>
</tr>
</thead>
</table>
| Hygiene promotion | • Include menstruation and incontinence materials in the essential hygiene kit items  
|                    | • Provide equal opportunities for men and women to volunteer  
|                    | • Holistic understanding of menstrual and incontinence hygiene management, including the practices, social norms, and myths among the affected population  
|                    | • Involvement of women and girls in the design and management of the facilities (toilets, bathing, laundry, disposal, and water supply)  
|                    | • Accessibility of menstrual hygiene and incontinence management (i.e. soap, laundry)  |
| Water supply       | • Ensure that other water facilities (i.e. laundry, washing, and bathing facilities) provide separate facilities for men and women, and are safe for persons with disabilities |

Some standards need to be included to ensure protective and inclusive programming:
1. Dignity
2. Access
3. Participation
4. Safety
5. Internal protection system
6. Code of conduct and children protection policy
Ensure the staff and volunteers involved in WASH activities are sensitised on age, gender, disability, and associated WASH needs and how to communicate respectfully with persons with disabilities, persons with mental health disorders and older people.
Identify coping mechanisms of the affected people

Emergencies may create or intensify different stressors. It affects not only the local communities but also the responders.

- **Environment:** Difficult climate, inadequate living conditions, an influx of foreigners, high level of crime
- **Organisational:** a tight structure, bureaucracy, unsupportive management
- **Social:** co-workers' conflicts, family problems, unhealthy relationships with others
- **Personal:** clashes of personal values
- **Biological:** acute or chronic physical illness, allergies, injuries
- **Psychological:** traumatic experiences, lack of self-confidence

**Slide No.** 28

**Trainer Notes**

1.6 Emergencies may create or intensify different stressors. It affects not only the local communities but also the responders.
Identify coping mechanisms of the affected people

There is a wide range of individual coping mechanisms, such as getting enough sleep, eating regularly, taking frequent breaks during the day, making time for physical exercise, avoiding alcohol and nicotine, making sense of experiences, recognising our limits, monitoring negative thoughts, finding constructive ways to express feelings, and implementing a buddy system.

Setting up staff welfare sections in human resource departments in organisations and making counselling services available to staff can help too.

Coping mechanisms can be categorised into three groups when considering the impact on livelihood: non-erosive, erosive and failed coping. Livelihoods are often the means for securing resources and gaining skills. It is a good indicator of levels of coping.
Tips for managers
Here are some tips on how to reduce cumulative and traumatic stress in an emergency.

Cumulative stress:
results from long working hours and day-to-day disappointments, a high volume of demands, and challenging living working conditions in emergencies.

• Use motivational leadership styles
• Set an example in the way you handle personal stress
• Dedicate resources to ensure appropriate working and living conditions
• Rotate of staff when necessary
• Monitor the health and well-being of all members
• Provide briefings to incoming staff
• Ensure staff get enough rest

Traumatic stress:
triggered by unexpected or violent incidents that are emotionally charged and exceed the individual’s normal coping mechanism. Untreated traumatic stress may develop into conditions like Post Traumatic Stress Disorder (PTSD).

• Manage workload of staff
• Ensure that colleagues are provided with proper clothes, meals, privacy and comfort
• Provide proper medical assistance
• Find ways that make it easy for staff to contact their families and friends
• Create a culture of psychological safety
• Arrange psychological support immediately
Here are additional guidelines for those seeking to conduct community engagement activities:

- **Be conscious of your attitudes and behaviours.** Do not presume that locals share the same way of thinking with you. Most likely, they have different perspectives. Find partners who understand the local culture and speak the local language (mediators).

- **Recognise diversity.** Understanding community structures and dynamics and how they affect women and men, individuals and groups, is critical for ensuring that marginalised people have a say in the program. Those with sociology or anthropology backgrounds may assist.

- **Provide clear and helpful information about your organisation.** Transparency helps build trust.

- **Use a professional translator.** Encourage community members, particularly the most vulnerable and marginalised, to provide feedback on the response’s quality and efficacy.

- **Encourage collaboration and coordination within and between sectors.** Develop an integrated and people-centred approach.

- **Advocate for community problems and objectives to be addressed by other actors and sectors** where possible.
Community engagement is a continuous process that has different levels of engagements that may happen gradually or simultaneously. This figure shows the relationship between affected communities and the humanitarian response workers. This can be done with taking into considerations these steps:

**Planning and design**
Community engagement should be conducted as early as the planning and design phase. In this phase, we should have a good understanding of the emergency context. It includes understanding the context, the people, and their behaviours and practices.

**Programme Implementation**
- Information and communication
- Community participation
- Capacity building
- Advocacy
- Coordination and collaboration

**Monitoring and evaluation**
Place monitoring and evaluation mechanisms and processes to help ensure that the programme achieves its objectives.
Element 2

Design an effective and efficient WASH monitoring strategy and plan

Performance Criteria

- 2.1 Develop context specific WASH indicators
- 2.2 Identify appropriate means of verification and data source
- 2.3 Develop monitoring work plan
- 2.4 Produce internal and external report

Slide No. 33

Trainer Notes

Briefly talk about the sub-elements of Element 2 and why it is important for WASH professionals to know these.
Develop context specific WASH indicators

Key WASH Indicators

According to Sphere (2018), key indicators used in WASH programme design and implementation are:

- Members of the affected communities have safe and equitable access to WASH resources and facilities, use them, and take steps to reduce the public health risks;
- WASH team members engage with affected communities and openly share project information with them, including monitoring and feedback mechanisms;
- Beneficiaries agree that WASH programmes have resulted in greater security and dignity restoration.

Key indicators act as signals that demonstrate if a goal or criteria has been met. They are used to track and communicate the progress, output, and effects of WASH initiatives.

There are two types of indicators: qualitative and quantitative indicators. Indicators must be SMART (Specific, Measurable, Achievable, Relevant, and Time-bound).
Information Management (IM) refers to the collection, processing, analysis, and dissemination of information. IM provides a clear, evidence-based framework for decision making. WASH efforts need to have effective IM processes in place.
Develop monitoring work plan

Monitoring Work Plan

- There are two types of monitoring: process monitoring and impact monitoring.
- Effective monitoring processes involve systems, financial resources, adequate staff, and the use of indicators.

<table>
<thead>
<tr>
<th>Process monitoring</th>
<th>Impact monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evaluating progress and making modifications if necessary</td>
<td>• Evaluating whether the indicators and targets have been met or not</td>
</tr>
<tr>
<td>• Ensuring the affected community is consulted and informed</td>
<td>• Determining the impact of projects to the affected community</td>
</tr>
<tr>
<td>• Assessing whether the projects comply with the standards</td>
<td>• Identifying and solving problems</td>
</tr>
<tr>
<td>• Identifying and solving problems</td>
<td>• Taking advantage of opportunities that arise</td>
</tr>
<tr>
<td>• Taking advantage of opportunities that arise</td>
<td>• Monitoring changes in an emergency situation</td>
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<tr>
<td>• Monitoring changes in an emergency situation</td>
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</tbody>
</table>

There are two types of monitoring:
- Process monitoring
- Impact monitoring

Effective monitoring processes involve systems, financial resources, adequate staff, and the use of indicators.

### Trainer Notes

**Monitoring** is a systematic and ongoing process of gathering and analysing data for decision-making and management purposes throughout a programme cycle.

Regular monitoring of WASH activities must be conducted immediately and continued until a long-term solution for the affected community is found. These monitoring activities are reported based on key WASH indicators to show whether programme objectives were fulfilled. Any changes in the programme will affect the allocation of financial, material, and human resources.
iRHIS creates WASH report cards to track developments according to water, sanitation, and hygiene indicators at the household and community levels.

ISIMM combines ongoing monitoring and key indicators with a geographic framework for affected locations in a cluster or across all clusters. Integrated monitoring matrix assists in:
- Highlighting of gaps in information
- Showing the division of geographical areas and responsibilities
- Ensuring the consistency and complementary of indicators
- Providing a baseline data
- Outlining common problems and constraints.

Pipeline analysis method is conducted by gathering more detailed information from cluster partners.

3W is a website provided by used to input data to generate “Who does What and Where” (3Ws) matrixes along with contact lists, projects by cluster, gap analysis, and geo-referenced data.
The steps in conducting a monitoring work plan includes:

- **Define goals and objectives**: First, define the goals and objectives of WASH activities based on the needs of affected communities and the organisational mandate.
- **Define indicators and key issues**: The goals and objectives should be translated into more specific indicators and key issues. These indicators could be quantitative or qualitative, as long as they meet the SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) criteria.
- **Determine methodology for monitoring**: There is a range of choices in monitoring WASH activities, such as utilising the existing tools or building "tailor-made" ones. Do not forget to differentiate between process monitoring and impact monitoring.
- **Identify internal and external resources and capacity**: Ensure adequate resources are available to implement monitoring (tools, equipment, knowledge, and human resources). Dedicated resources are essential because monitoring requires continuous and focused work.
- **Develop a work plan matrix and timeline**: A work plan is needed to ensure that monitoring activities keep running regularly.
- **Develop a plan to disseminate and use evaluation findings**: Monitoring is vital to findings gaps, good practices, challenges, and lessons. It must be shared with other cluster partners.
Produce internal and external report

Reports used in WASH programmes

<table>
<thead>
<tr>
<th>WASH Report</th>
<th>Purpose</th>
<th>Produced by</th>
<th>For</th>
</tr>
</thead>
<tbody>
<tr>
<td>WASH Cluster Sitreps</td>
<td>Provides updates on the emergency situation, WASH implementation, collective progress, results, and constraints</td>
<td>WCC</td>
<td>All WASH stakeholders</td>
</tr>
<tr>
<td>WASH Cluster partner monitoring reports</td>
<td>Presents updates on the local situation, updates, and impacts of WASH activities, progress, outcomes, and resource allocation</td>
<td>WCC/M</td>
<td>WASH cluster, UNOCHA, government partners, affected communities</td>
</tr>
<tr>
<td>3W or 4W matrix</td>
<td>Outlines on who is doing what, where, and when</td>
<td>WCC/M</td>
<td>WASH Cluster, UNOCHA, other clusters</td>
</tr>
<tr>
<td>Gap analysis reports</td>
<td>Highlights gaps and areas where there is a duplication in WASH activities</td>
<td>WCC/M</td>
<td>WASH Cluster, UNOCHA, other clusters</td>
</tr>
<tr>
<td>Financial and narrative reports</td>
<td>Informs donors of cost, progress, outcomes, and impact of funded interventions</td>
<td>WASH cluster steering group</td>
<td>UNOCHA, other cluster partners</td>
</tr>
<tr>
<td>WCC reports to the CLA</td>
<td>Update on WASH cluster coordination, implementation, constraints in relation to the CLA responsibilities</td>
<td>WCC</td>
<td>CLA, HC</td>
</tr>
<tr>
<td>WASH Cluster bulletin</td>
<td>Shares experiences, lessons learned, good practices, and initiatives to partners and stakeholders</td>
<td>WASH cluster admin</td>
<td>WASH stakeholders</td>
</tr>
<tr>
<td>Notes from steering, technical, and working group and WASH cluster meeting</td>
<td>Records key issues, decisions, actions, responsibilities, and deadlines</td>
<td>Minute taker/meeting chair</td>
<td>WASH stakeholders</td>
</tr>
</tbody>
</table>

Reporting is vital to programme monitoring and information management functions of an organisation.
Produce internal and external reports

Create the reports
Reports, in general, should address what is widely known as the 5W and 1H. The Reporting in Humanitarian Crises handbook provides a guide:

1. • What do people need to ensure safety for themselves and their families?
2. • Who is delivering that assistance (i.e. government/humanitarian agencies/others)?
3. • Why is that assistance being delivered in a particular way (e.g. women may have separate health services)?
4. • Where can people seek that assistance?
5. • When can they go and get it?
6. • How can they get it (e.g. do they need to register)?

Ideally, WASH reports should not exceed a maximum of 20 pages, excluding executive summary and annexes. This is the recommended outline for WASH projects from UNHCR WASH Manual that could be adjusted based on the purpose and the report targets.
Element 3
Represent and advocate on WASH issues to the related stakeholders

Performance Criteria

- 3.1 Lead country level WASH coordination and implementation strategy
- 3.2 Establish effective links with other clusters or sectoral coordination platforms that are relevant to the WASH programming
- 3.3 Consolidate WASH programme data for presentation to the country level WASH Cluster
- 3.4 Lead to policy advocacy at the national level
- 3.5 Provide support to technical staff on advocacy at the sub-national and local level

Slide No. 41

Trainer Notes
Briefly talk about the sub-elements of Element 3 and why it is important for WASH professionals to know these.
Effective coordination between stakeholders is critical to the success of WASH interventions during an emergency. The Global WASH Cluster developed the Minimum Requirements for WASH Cluster Coordination in 2018. It comprises six core functions and one additional function for cross-cutting issues. This information can be used by cluster coordinator at country level to pinpoint what WASH service to provide and to avoid redundancy in service delivery.
The Global WASH Cluster has provided some principles of and strategies for WASH cluster coordination:

- All cluster partners are equal and have an equal voice.
- The needs of the most vulnerable are prioritised.
- Individual cluster partners are willing to adjust their programmes and work on priorities agreed collectively by the cluster.
- Relevant information is shared within the cluster (horizontally and vertically) in a timely manner.
- Cluster partners are accountable to affected communities, to each other, to donors and the HC.
- The comparative strengths and complementarities of different cluster actors are recognised and drawn to maximise the effectiveness and impact of the WASH cluster response.
- A clear separation from military and political interests and operations is maintained.

Strategies for effective coordination:

- Be inclusive - involve and encourage all key WASH actors, including local organisations and authorities.
- Build relationships – network, communicate and address concerns using the cluster approach.
- Complement and strengthen existing coordination structures, standards, and guidelines.
- Respect differing mandates, priorities, approaches, and ensure that local knowledge is harnessed.
- Act as an honest broker and build trust through transparency and openness.
• Share information and collaborate in key coordination activities, e.g., assessments, planning, standard-setting, monitoring, and review.
The WASH cluster’s ability to function and succeed depends on maintaining regular communications and good information exchange between all stakeholders. The more actors engaged, the more labour-intensive and time-consuming the communication process. One of the most important tasks of a WASH cluster manager is to keep key contacts in governments, NGOs, local communities, and other clusters. A platform for information exchange and coordination can help facilitate communications.
The data collected from the field, such as needs assessment and gap analysis by a technical officer, need to be easily read and stored in an accessible platform. Gap analysis information is essential because it provides information on cross-cutting issues. WASH cluster coordinators must ensure that data collection is done according to accepted standards and that information about the prioritisation of needs is highlighted.
Consolidate WASH programme data for presentation to the country level WASH Cluster

Present WASH programme data

<table>
<thead>
<tr>
<th>IASC Operational Guidance - Principles for Humanitarian Information Exchange</th>
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</thead>
<tbody>
<tr>
<td>Accessibility</td>
<td>Humanitarian information should be made accessible by applying easy-to-use formats and tools and translating information into common or local languages when necessary.</td>
</tr>
<tr>
<td>Inclusiveness</td>
<td>Information exchange should be based on a system of partnership with a high degree of ownership by multiple stakeholders, especially representatives of the affected population and Government.</td>
</tr>
<tr>
<td>Inter-operability</td>
<td>All sharable data and information should be made available in formats that humanitarian organisations can easily retrieve, share, and use.</td>
</tr>
<tr>
<td>Accountability</td>
<td>Users must be able to evaluate the reliability and credibility of information by knowing its source and having access to methods of collection, transformation and analysis.</td>
</tr>
<tr>
<td>Verifiability</td>
<td>Information should be relevant, accurate, consistent, based on sound methodologies, validated by external sources, and analysed properly.</td>
</tr>
<tr>
<td>Relevance</td>
<td>Information should be practical, flexible, responsive, and driven by operational needs to support decision-making throughout all phases of a crisis.</td>
</tr>
</tbody>
</table>

Presenting and sharing WASH programme data should follow the **Principles for Humanitarian Information Exchange from IASC Operational Guidance**
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<thead>
<tr>
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<tbody>
<tr>
<td><strong>Objectivity</strong></td>
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<tr>
<td><strong>Neutral</strong></td>
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<td><strong>Humanity</strong></td>
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<tr>
<td><strong>Timeliness</strong></td>
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<tr>
<td><strong>Sustainability</strong></td>
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<tr>
<td><strong>Confidentiality</strong></td>
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**Slide No.** 47

**Trainer Notes**

Presenting and sharing WASH programme data should follow the [Principles for Humanitarian Information Exchange from IASC Operational Guidance](#):
Lead to policy advocacy at the national level

Policy advocacy

Advocacy arguments are context-specific and must be based on clear evidence. A group of like-minded people may carry out advocacy publicly (e.g., collective WASH cluster statements) or by individuals privately (e.g., WASH Cluster Coordinator dialogue with government representatives).

Advocacy at the national level is aimed to influence the government, media, and civil society, involving agencies and other stakeholders to enhance WASH programmes and policies.

Who is involved in policy advocacy

Politicians, National and local government authorities, Donors, Media, Community / religious leaders, Military

Advocacy in emergencies, as defined in The Human Right to Water and Sanitation in Emergency Situations: The Legal Framework and a Guide to Advocacy, is a deliberate effort based on demonstrated evidence to persuade those in authority to adopt specific policies or actions to protect people affected by disasters or by conflicts.

Advocacy in emergencies establishes a link between broad policy context and a particular crisis.

Identifying the appropriate group and developing strategies for policy advocacy include:

- Providing access to decision-makers
- Aligning advocacy issues to stakeholder interests
- Advocacy efforts should have the potential to influence political will
The UN Water outlines the key steps and elements for planning advocacy activities. Ideally, planning precedes implementation. In practice, however, some of these elements are often ignored, making it difficult to measure or assess the success and impact of advocacy efforts.

1. Identifying the issues: what do we want to change?
2. Analysis: what do we already know, and what information can we use?
3. Setting objectives: what are our specific advocacy objectives?
4. Identifying the targets: whom do we want to influence?
5. Identifying allies: with whom can we work?
6. Selecting the tools and developing the messages: how can we best reach our targets?
7. Monitoring and evaluation: how can we measure the impact of what we’ve done?
Through various communication tactics, including interpersonal communication and using diverse channels, the objective of local level advocacy will be to change the attitudes and practices of key stakeholders. The goal of advocacy is the adoption of positive behaviours towards WASH.

Communication approaches at the local level focus more on one-to-one interactions, group discussions, and cultural gatherings in the local context. These approaches can help the adoption of WASH practices among communities. Nowadays, social media is a powerful amplifier for advocacy messages. It can be utilised to highlight WASH practices to local officials, affected communities and other local stakeholders.
Element 4
Establish partnership with key partners on WASH

Performance Criteria

- 4.1 Conduct stakeholder analysis
- 4.2 Develop WASH partnership strategy, including to increase capacity to response
- 4.3 Identify the right partners to support WASH programme implementation
- 4.4 Manage partner contracts and relations
- 4.5 Perform capacity building measures for partners according to the organisation’s needs

Briefly talk about the sub-elements of Element 4 and why it is important for WASH professionals to know these.
Conduct stakeholder analysis

Key stakeholder analysis in WASH

Stakeholder analysis:
- Identification of all stakeholders who are likely to affect or be affected by the project (and the following analysis).
- A system for gathering information about groups or individuals affected by decisions.

Stakeholder analysis is useful for:
Identifying the key stakeholders and designing a cost-effective strategy for stakeholder engagement.

Stakeholders in humanitarian settings:
Government and ministry agencies, provincial organisations, residents at a household level, and the private sector.

Gaining stakeholder support or participation is critical to the success of a WASH programme. Stakeholder analysis can help organisations shape their activities to engage stakeholders better. The section covers important information about stakeholder analysis and ways to conduct the analysis.
Conduct stakeholder analysis

How to Conduct a Stakeholder Analysis?
1. Give a brief description of the local context
2. Identify and list key stakeholders
3. Determine ways to engage with key stakeholders
4. Identify and give an overview of interrelationships between actors/stakeholders

1. Give a brief description of the local context
Understanding this information is important because it helps to scope and focus on the crucial issues and the relevant key stakeholders. Contextual information such as to what extent the specific site areas are part of another existing programme and whether some form of stakeholder engagement exists.

2. Identify and list key stakeholders
The primary stakeholders are the affected communities. Primary stakeholders are usually categorised into gender, social or income classes, and occupation groups. An overlap between the categories happens. The secondary stakeholders are the intermediaries in aid delivery and relief efforts. Normally, they are categorised as funders, implementers, monitoring bodies, advocacy organisations, government authorities, NGO partners, and the private sector actors. Yet, informal groups may also serve as intermediaries, such as local politicians and respected persons with social or religious influence. The Influence and Importance Matrix is a helpful tool when identifying key stakeholders. Key stakeholders can significantly impact the success of the project or project-related outcomes.

3. Determine ways to engage with key stakeholders
The Goal-Oriented Project Planning (GOPP) Participation Analysis Matrix is a helpful tool for determining ways to engage with key stakeholders. Key stakeholders’ characteristics, interests in the WASH programme, possible contributions to the WASH programme, challenges to address, and actions required for engaging key stakeholders can be documented using this tool.
4. Identify and give an overview of interrelationships between actors/stakeholders
Below is the list of aspects to cover when identifying and giving an overview of the interrelationships between actors/stakeholders:

- The existence of the formal and informal platforms and networks that can be used for WASH program purposes.
- Power relations.
- The existence of potential conflicts. In particular, when the conflicts are related to resource use, access to, and ownership of resources.

A Venn’s Diagram is considerably the most useful tool when working on this aspect.
A partnership may involve a transfer of funds or resources between the organisations. To build partnerships is to bring together the complementary strengths of different stakeholders. The changes or efforts required to achieve long-term, inclusive, and universal services are massive. It can only be achieved by establishing and sustaining partnerships so that key stakeholders can work effectively together.

Failing to develop a partnership strategy can lead to unmanageable implementation issues or misdirected efforts that may negatively affect expected outcomes.
Develop WASH partnership strategy, including to increase capacity to response

**Partnership strategies**

**Collaboration drivers:**
- Adherence to aid harmonisation
- Institution’s commitment to collaboration
- Regular meetings of partners
- Collective and common goal to succeed in delivering the services
- Sheer dedication and professionalism of the staff of both institutions committed to providing results
- A specific goal that directs the achievement of results and ensures scaling up of resources

**Strengthening partnerships for WASH programs involves:**
- Mapping partnerships
- Assessing incentives
- Roles and responsibilities
- Partnership governance
- Selection and exit strategies
- Communication and negotiation
- Partnership health check
- Building blocks for assessment

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**Slide No. 55**

**Trainer Notes**

Partnerships do not happen alone and do not stay the same without effort. There must be a strategy to facilitate and sustain partnerships. The points mentioned above are among the essential things to oversee when building partnerships. In the WASH programmes, the national government agencies and international NGO implementing partners are the critical partners. But it is also important to integrate WASH into other sectors.
The selection of partners should be based on an analysis of WASH sector challenges and opportunities. Selecting the right partners is critical to the success of a WASH programme and its ability to achieve its strategic goals. Local and national government entities will almost always be involved as responsibility bearers for WASH services.
Manage partner contracts and relations

Steps to manage partnership contracts and relationships

A contract management plan, also known as an Outcome Agreement Management Plan, keeps track of the contract’s management and relationship with the provider.

- Creating a contract management plan
- Managing relationships
- Managing performance during delivery
- Monitoring health and safety standards

Managing relationships
Establishing effective working relationships with partners is critical in contract management. The nature of the procurement will influence the type of relationship an organisation wishes to build with its partners. There are 2 types of relationship:

- Competitive Relationship
- Collaborative Relationship

Managing performance during delivery
The goal is to ensure that services in scope are delivered on time and within budget. Things to monitor are as listed below:

- Quantity measures
- Delivery of services
- Quality measures
- Reporting
- Financial matters
- Compliance with other terms and conditions of the contract
- Governance
- Relationships
Monitoring health and safety standards:
The contract management plan should cover the health and safety actions, governance arrangements, worker participation, and the approach to oversight notifiable events.
While many topics are helpful to improve the capabilities of an organisation as a whole, the following are the examples of capacity building topics that can be conducted for WASH programme improvement:

**Front-line service providers’ empowerment:**
- Leadership
  - Socioeconomic and cultural sensitivity
  - Gender mainstreaming
  - Integrating WASH into the daily scope of work
  - Participatory methods of interaction with the community

**WASH:**
- Household-level water management
- Environmental sanitation
- Menstrual hygiene
- Toilet maintenance and demand creation
- Long-term sustainability of WASH services
Perform capacity building measures for partners according to the organisation's needs

Prioritise Areas for Capacity Building

Assess Capacity Assets and Needs:
- Capacity Assessment Process:

Step 1: Mobilise and Design
  - Engage stakeholders
  - Clarify objectives and expectations with primary clients
  - Adapt the Capacity Assessment Framework to local needs
  - Determine the data and information collection and analysis approach
  - Determine how to conduct the capacity assessment (team, location)
  - Plan and cost the capacity assessment (based on team composition, design, and duration)

Step 2: Conduct the Capacity Assessment
  - Determine the level of desired capacity
  - Assess the level of existing capacity

Step 3: Summarise and Interpret Results
  - The assessment team will summarise and analyse the results once the assessment for the specified cross sections has been finished.
  - This process begins with a comparison of the desired capacity to the current capacity.

When formulating a capacity development plan, there are three levels: individual, organisational, and environmental. It is essential to consider all three levels because organisations commonly only address individual capacities, such as technical training workshops for staff. Another common mistake is to assume that it is the organisation's responsibility to help partners develop their capacities. On the contrary, many partners may have stronger capacities in particular work areas. In some cases, the role of an organisation is to facilitate capacity development between different partners.
This remarks the end of the training. Trainer may advise learners with additional materials references or gives a sharing session related to the training materials. Trainer gives closing statements.