

1st Edition

**TRAINER'S
GUIDE**



TECHNICAL COMPETENCY UNIT



**ADM.TEC
022.1**

Deliver Strategic Direction
on WASH



ASCEND

ASEAN Standards and Certification
for Experts in Disaster Management

ASEAN Standards and Certification for Experts in Disaster Management

Deliver Strategic Direction on WASH

ADM.TEC.022.1

Trainer's Guide



ONE ASEAN
ONE RESPONSE



Project Sponsors:



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.

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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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The ASCEND Programme and
Toolbox Development:

Overview



ASCEND

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.

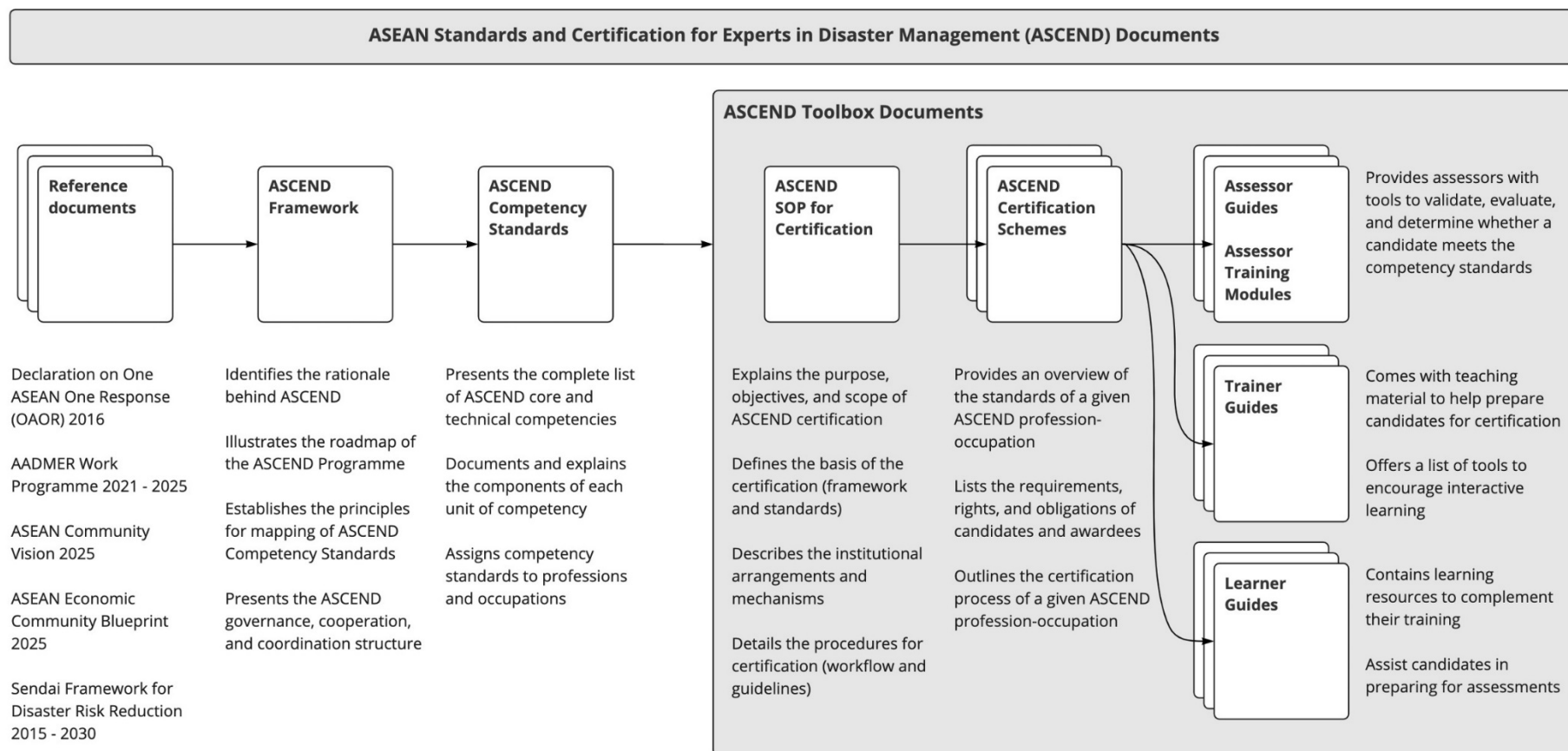
Another requirement is the development of an ASCEND Toolbox for five professions. These professions are Rapid Assessment, Humanitarian Logistics, Information Management, Water, Sanitation and Hygiene (WASH), and Shelter Management. The ASCEND Toolbox consists of an SOP, Certification Schemes, Assessor 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





Competency-based Training (CBT): Introduction for Trainers



ASCEND

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

| Competency area | Description |
|-------------------|---|
| Experience | 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. |
| Knowledge | Refers to what the candidate needs to know to make informed decisions on how to perform the work effectively. |
| Skills | Refers to the ability of the candidate to apply knowledge to complete occupational tasks and produce work outcomes or results at the standard required. |
| Attitudes | 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. |



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



ASCEND

3.1

Competency standards

Competency standards are a set of industry-accepted benchmarks that defines 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

| Component | Description |
|--------------------------------|---|
| Unit title | Describes the critical work function to be performed in an occupation. |
| Unit number | <p>A coding system to organise the units of competency. It also indicates the types of competency standards.</p> <ul style="list-style-type: none"> • 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. • 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. |
| Unit description | Provides information about the critical work function covered by the unit. |
| Elements | Presents the occupational tasks required to perform the critical work function in the unit. |
| Performance criteria | Lists the expected outcomes or results from the occupational tasks to perform and the standard required. |
| Unit variables | Advises on how to interpret the scope and context of this unit of competence. |
| Assessment guide | Outlines the evidence to gather and evaluate to determine whether the candidate is competent in the unit. |
| Linkages to other units | Explains the connection of the competency standard to other units of competency. |



| | |
|---------------------------------------|---|
| Critical aspects of assessment | Lists the types of evidence or demonstrated abilities assessors need to observe to determine the candidate's competency. |
| Context of assessment | Notes the settings or situations in which candidates need to demonstrate their ability during ASCEND assessments. |
| Resource implications | Identifies the resources needed to conduct the assessment. |
| Assessment methods | Describes the different assessment methods to assess the competency of candidates in the specific unit. |
| Key competencies | 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. |



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

UNIT VARIABLE AND ASSESSMENT GUIDE

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 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

Element 2.

Design an effective and efficient WASH monitoring strategy and plan

- 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

Element 3.

Represent and advocate on WASH issues to the related stakeholders

- 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

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

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

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

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

| Key Competencies | Level | Examples |
|---|----------|--|
| Collecting, organising, and analysing information | 3 | Designing WASH monitoring framework |
| Communicating ideas and information | 3 | Providing strategic direction and advocacy messages to team members, key partners, and external stakeholders |
| Planning and organising activities | 3 | Implementing |
| Working with others and in teams | 3 | Managing teams to implement WASH programme |
| Using mathematical ideas and techniques | 2 | Designing WASH programme |
| Solving problems | 3 | Identifying key advocacy issues |
| Using technology | 2 | Using application and technology to support and monitor WASH program |





Preparing for Training Sessions:

Equipment, Material, and Tools



ASCEND

4.1

Onsite training

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

| Checklist | Training resource requirements |
|-----------------------------|---|
| Tick box (✓) when completed | Equipment and material |
| <input type="checkbox"/> | Secure a computer (desktop or laptop) installed with the latest Windows Operating Systems and Microsoft Office Apps (Word, PowerPoint, Excel). |
| <input type="checkbox"/> | Gain access to a stable internet connection and printer, if needed. |
| <input type="checkbox"/> | Reserve a conducive training facility with a dedicated workspace (large desk and chair with back support), projector, and black/whiteboards. |
| <input type="checkbox"/> | Obtain a copy of the Trainee Guide, including PowerPoint (PPT) presentation and presenter notes. Test if the PPT presentation is working before sessions. |
| <input type="checkbox"/> | Request a list of confirmed attendees (candidates) and their contact details. |
| <input type="checkbox"/> | 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). |
| <input type="checkbox"/> | Print out copies of the Trainee Manual, if needed. |



4.2

Online training

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

| Checklist Tick box (✓) when completed | Training resource requirements Equipment and material |
|---|--|
| <input type="checkbox"/> | Secure a computer (desktop or laptop) installed with the latest Windows Operating Systems and Microsoft Office Apps (Word, PowerPoint, Excel). |
| <input type="checkbox"/> | Gain access to a stable internet connection. |
| <input type="checkbox"/> | Purchase a licensed video conferencing account, if needed (e.g., Zoom Meetings, Webex). |
| <input type="checkbox"/> | Reserve a dedicated workspace (large desk and chair with back support). |
| <input type="checkbox"/> | Obtain a copy of the Trainee Guide, including PowerPoint (PPT) presentation and presenter notes. Test if the PPT presentation is working before sessions. |
| <input type="checkbox"/> | Request a list of confirmed attendees (candidates) and their contact details. |
| <input type="checkbox"/> | 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). |

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.

| Apps and tools | Description |
|----------------|--|
| Zoom | Zoom is a software program that provides a multi-user platform for video and audio conferencing. It has built-in collaboration and presenter tools |



useful in planning and delivering online training sessions like calendar integration, group chat, screen sharing, breakout rooms, and whiteboard functions.

<https://zoom.us/>

For collaboration, group exercises, lectures, and demonstrations.

Lucidspark

Lucidspark is a virtual whiteboard where training attendees can come together to create, develop, and present their ideas. It can be used for brainstorming, group presentations, and organising notes.

<https://lucidspark.com/>

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/>

For activities that test student understanding (quizzes) and decision-making (simulation games)

Kahoot

Kahoot is a game-based learning platform that allows users to generate multiple-choice quizzes for distance education. Users can create a learning game on any topic in any language, and they can host a live game and share it with users.

<https://kahoot.com/>

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/>

For gathering feedback, ideas, or responses

Google Forms

Google Forms is a survey administration software for collecting and organising different kinds of information. Responses are automatically gathered and neatly presented in charts, sheets, and more.

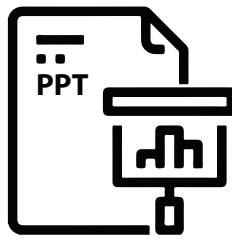
<https://www.google.com/forms/about/>

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/>





PowerPoint Slides and Presenter Notes



ASCEND

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:
<https://support.microsoft.com/en-us/office/use-presenter-view-in-powerpoint-fe7638e4-76fb-4349-8d81-5eb6679f49d7>



5.2

PowerPoint slides and presenter notes

Image 1: Slide 1

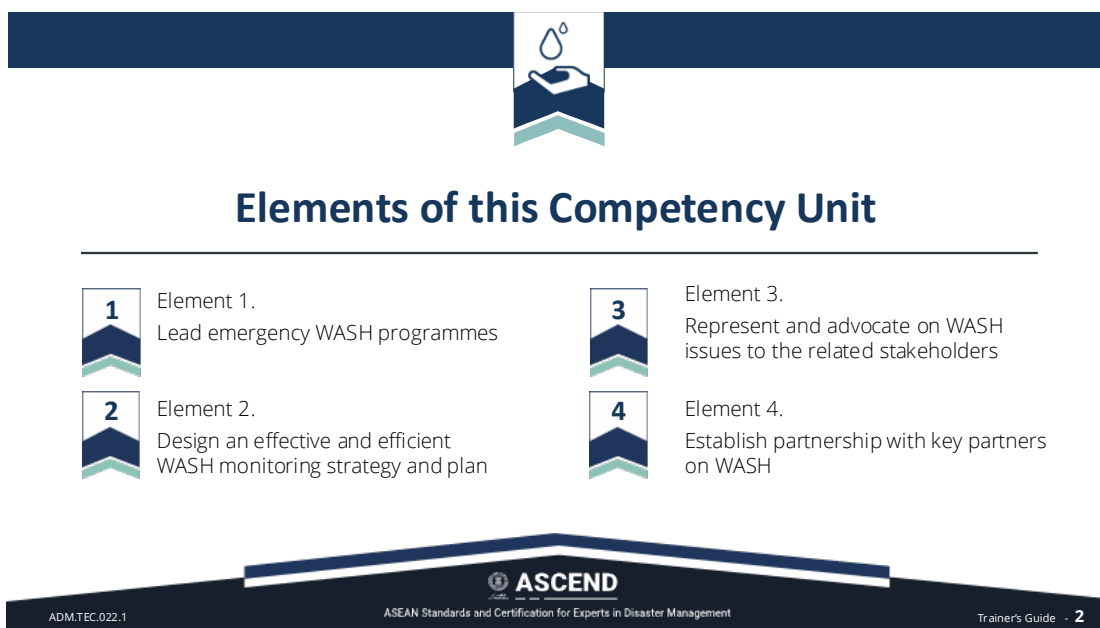


Slide No.

1

Trainer Notes

Trainer welcomes students to class.

Image 2: Slide 2

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.



Image 3: Slide 3

**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.



Image 4: Slide 4



Oversee geographically dispersed teams to ensure coherent and consistent programming

1.1

Coherent programming

- WASH managers have to design WASH programmes that align with local and national plans.
- It should also be applicable to different setting (e.g., urban, rural, camps).
- WASH programmes should support ongoing efforts and build on existing resources.

The following information are needed for designing strategies for WASH programmes:

- disaster impact to affected community
- baseline WASH situation
- WASH coverage
- WASH gaps
- agreed levels of short, medium, and long-term strategies for water supply
- excreta management
- solid waste management
- hygiene promotion
- disease vector control



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Slide No. **4**

Trainer Notes

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 Child Protection in Humanitarian Action (CPMS): Alliance for Child Protection in Humanitarian Action;
- 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.



Image 5: Slide 5



Oversee geographically dispersed teams to ensure coherent and consistent programming

1.1

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



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Trainer's Guide - 5

Slide No. **5**

Trainer Notes

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).



Image 6: Slide 6



Provide technical and policy advice on WASH sectoral response and its strategies, planning, implementation and monitoring

1.2

Technical issues in WASH activities

| WASH Activities | Technical issues involved |
|------------------------|---|
| Hygiene promotion | Hygiene kit distribution, handwashing facilities |
| Water supply | Emergency water source selection, water safety plans, water trucking, operation & maintenance of water supply, water treatment |
| Excreta management | Open defecation fields, shallow trench latrines, communal deep trench latrines, shallow family latrines, bucket latrines, packet latrines, and handwashing facilities |
| Hygiene promotion | Hygiene kit distribution, handwashing facilities |
| Solid waste management | Collection and transport, solid waste disposal, recycling |
| Vector control | Modify vector breeding and feeding sites caused by WASH activities |



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Trainer's Guide - 6

Slide No. **6**

Trainer Notes

Technical WASH issues revolve around immediate and medium-term water, sanitation, and hygiene needs of populations affected by emergencies. See table above.



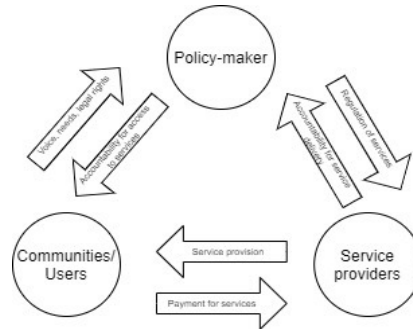
Image 7: Slide 7



Provide technical and policy advice on WASH sectoral response and its strategies, planning, implementation and monitoring

1.2

Policy issues in WASH activities



- Many stakeholders have their policies regarding humanitarian response, including WASH activities.
- At the country level, the policies that shape WASH activities differ from one context to another.
- Managers must work closely with national authorities, local communities, and other stakeholders from different sectors when designing and implementing WASH responses.



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Slide No. 7

Trainer Notes

- 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 \(CRRF\)](#) tackle many WASH concerns in humanitarian contexts.



Image 8: Slide 8



Incorporate broader organisational policy/advocacy issues into programme design and planning

1.3

Cash Transfer Programming

- Cash transfer programming is a type of response that provides mechanisms for crisis-affected people who do not have enough money to purchase essential goods available on the market.
- Cash transfer sometimes also occurs in the form of vouchers.
- The specific advantage of the cash transfer programme (e.g. compared to in-kind assistance) is that the community can obtain goods and services of their choice--directly from the local markets or other providers available.



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Trainer Notes

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.



Image 9: Slide 9



Incorporate broader organisational policy/advocacy issues into programme design and planning

1.3

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.

**ASCEND**

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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.



Image 10: Slide 10



1.3 Incorporate broader organisational policy/advocacy issues into programme design and planning

1.3

Linkages between organisational policy and advocacy and program design and planning


An **adaptive** approach to planning emphasises:

Formulation of long-term policies and strategies rather than targets

A good balance between planning and implementation activities

Regular monitoring and evaluation to spot errors, learn, and adjust efforts

Continual consultation with intended beneficiaries to tailor programs to their specific needs



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Trainer Notes

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.

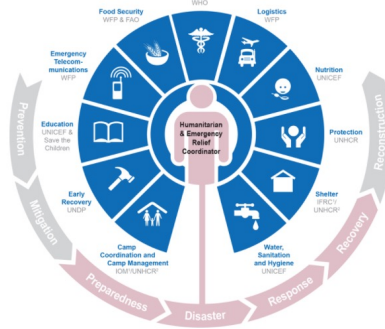
Image 11: Slide 11



Provide joint technical leadership and coordination with colleagues from other sectors in emergency response programmes

1.4

Cluster concept



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


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Trainer Notes

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).



Image 12: Slide 12



Provide joint technical leadership and coordination with colleagues from other sectors in emergency response programmes

1.4

Coordination with other sectors

- WASH sector coordination focuses on standardising inter-sectoral strategies and information sharing between WASH and other sectors (**Health, Shelter, Education, Livelihoods, Protection Nutrition, Site Planning and Community Based Protection Sector**) ultimately to address the needs of affected communities.

Coordination activities in WASH include:

- Ensuring that a common WASH strategy is applied
- Standardising WASH and need assessment
- Preventing gaps and duplication
- Establishing acceptable technical standards for work
- Joint mobilisation
- Resources development
- Performance monitoring
- Unified advocacy activities
- Information sharing
- Joint preparedness and contingency planning
- Integrating lessons learned and best practices in and from other sectors

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Trainer Notes

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



Image 13: Slide 13



Provide joint technical leadership and coordination with colleagues from other sectors in emergency response programmes

1.4

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

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Trainer Notes

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.



Image 14: Slide 14



Provide joint technical leadership and coordination with colleagues from other sectors in emergency response programmes

1.4

Coordination with other sectors in WASH

- **Shelter**
 - Ensure that all women, girls, men, and boys have proper space for WASH facilities, including adequate privacy within their shelter, especially for menstrual hygiene management for women and girls.
- **Site planning**
 - Ensure the involvement of women and girls in the discussion of the WASH facilities' locations
 - Ensure there is sufficient space in WASH facilities at secure distances as perceived by the users
- **Health, nutrition, and HIV**
 - Incorporate the hygiene promotion and campaign into broader health, nutrition and HIV activities
 - Provide hygiene support for mothers who have just given birth and for incontinence

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Trainer Notes

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



Image 15: Slide 15



Provide joint technical leadership and coordination with colleagues from other sectors in emergency response programmes

1.4

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



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Trainer 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
- **Refugee 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.



Image 16: Slide 16



Develop response strategies, plans and capacities to reach the target population with culturally appropriate and gender-sensitive interventions

1.5

Hygiene Promotion

| Strategies | Plans | Action Plans |
|---|--|---|
| Raising the public's awareness of health risks related to WASH and adaptation on individual, household and community levels | Determine the leading public health risks and current hygiene practices | <ul style="list-style-type: none"> Understand and manage WASH risks |
| | Involvement of community to design and manage hygiene promotion | <ul style="list-style-type: none"> Ensure that staffs are equally available for men and women Working with children |
| | Hygiene promotion improvement through feedback and other health surveillance data | <ul style="list-style-type: none"> Provide information in multiple formats to be accessible for everyone Handwashing with soap campaigns Toilet use campaigns Drinking water supply |
| Make sufficient hygiene kits available to the affected community | Determine the hygiene kit that is needed by individuals, households, and the community | <ul style="list-style-type: none"> Identify essential items based on the culture and context Provide water containers for daily needs Identify at-risk groups that need more hygiene items |
| | Determine the hygiene kit distribution and storing processes with the local community | <ul style="list-style-type: none"> Involve local support where possible Distribute hygiene kit safely Coordinate joint distributions |
| | Obtain the affected community's feedback on the implementation of activities | <ul style="list-style-type: none"> Collect and share information in multiple formats to be accessible for everyone |



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Trainer Notes

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.



Image 17: Slide 17



Develop response strategies, plans and capacities to reach the target population with culturally appropriate and gender-sensitive interventions

1.5

Hygiene Promotion

| Strategies | Plans | Action Plans |
|--|---|---|
| Management of menstrual hygiene and incontinence | Holistic understanding of menstrual hygiene management and incontinence | <ul style="list-style-type: none"> Mainstreaming menstrual and incontinence hygiene in crises |
| | Consultation of the facilities with women, girls, and people with incontinence | <ul style="list-style-type: none"> Discuss and understand the affected people's preferences in disposal, laundry facilities, and toilet & bathing facilities |
| | Accessibility of menstrual hygiene and incontinence management (i.e. soap, laundry) | <ul style="list-style-type: none"> Ensure the replenishment of supplies |



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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



Image 18: Slide 18



Develop response strategies, plans and capacities to reach the target population with culturally appropriate and gender-sensitive interventions

1.5

Water supply

| Strategies | Plans | Action Plans |
|--|---|---|
| Equitable and affordable access to safe drinking water for the affected people | Identify the groundwater or surface water source available with environmental impact considerations | <ul style="list-style-type: none"> Select water source based on availability, the feasibility of water treatment, and social, political or legal factors |
| | Determine the water quantity needed for the affected people | <ul style="list-style-type: none"> 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 |
| | Ensure other water facilities (i.e. drainage, bathing, cooking areas) | <ul style="list-style-type: none"> Ensure the accessibility and equity for other facilities Ensure that water containers are high quality Assess the market for water supply Manage water system and infrastructure with locals Consult women, girls, and disabled people when designing laundry and washing facilities Ensure there is a mechanism for proper wastewater treatment |



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Slide No. **18**

Trainer 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.



Image 19: Slide 19



Develop response strategies, plans and capacities to reach the target population with culturally appropriate and gender-sensitive interventions

1.5

Water supply

| Strategies | Plans | Action Plans |
|---|--|--|
| Good quality of water for drinking, cooking, and personal and domestic hygiene without causing health effects | Determine public health risks related to water and devise measures to address them | <ul style="list-style-type: none"> • Checks water quality with waterpoint surveys, separate containers observations • Water quality testing of a new water source |
| | Determine the method to ensure water quality for consumption or use | <ul style="list-style-type: none"> • Promote safe drinking water and protect water sources with support of local communities • Promote water disinfection activities |
| | Avoid post-delivery water contamination at the point of consumption or use | <ul style="list-style-type: none"> • Apply safe collection and storage practices • Where possible, apply household water treatment and secure storage (HWTSS) • Beware of any chemical and radiological contamination |



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Trainer's Guide - 19

Slide No. **19**

Trainer Notes

Trainer identifies water supply's strategies in good quality of water



Image 20: Slide 20



Develop response strategies, plans and capacities to reach the target population with culturally appropriate and gender-sensitive interventions

1.5

Excreta disposal

| Strategies | Plans | Action Plans |
|---|--|--|
| On-site safe excreta disposal to avoid contamination of the environment | Immediately build communal settlements for excreta disposal in crisis | <ul style="list-style-type: none"> Immediately promote hygiene campaign: open defaecation control, prevent defaecation near all water resources |
| | Ensure that living, learning, working spaces, or surface water are faeces-free | <ul style="list-style-type: none"> Ensure faecal materials does not contaminate water sources Immediately control the contamination when suspected |
| | Design excreta facilities with considerations of topography, ground, and other water sources | <ul style="list-style-type: none"> Check soil saturation levels Check the distance to water source facilities |
| | Ensure a safe excreta disposal for children and babies | <ul style="list-style-type: none"> Provide parents with more information: diapers, potties, or scoops use |
| | Construct all excreta facilities to reduce problem vectors | <ul style="list-style-type: none"> Consider installing portable toilets with existing sewerage systems |



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Trainer's Guide - 20

Slide No. **20**

Trainer Notes

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



Image 21: Slide 21



Develop response strategies, plans and capacities to reach the target population with culturally appropriate and gender-sensitive interventions

1.5

Excreta disposal

| Strategies | Plans | Action Plans |
|--|--|---|
| An adequate, appropriate, and acceptable toilets to a proper accessibility | Identify the most suitable options for toilets | <ul style="list-style-type: none"> Ensure all the technical requirements and standards for toilets are met Ensure that the facilities are safe and secure, especially for women |
| | Determine the toilets quantity required based on the affected people | <ul style="list-style-type: none"> Consider the quantity standard for household, share, and communal toilets |
| | Involve stakeholders in designing the toilets with age, sex, and disability consideration | <ul style="list-style-type: none"> Ensure all the technical requirements and standards for toilets are met Ensure that the facilities are safe and secure, especially for women |
| | Provide proper facilities for hygiene, especially menstrual and incontinence hygiene | <ul style="list-style-type: none"> Ensure the proper containers for menstrual hygiene |
| | Ensure the quantity of water supply for hygiene activities (e.g., handwashing, anal cleansing) | <ul style="list-style-type: none"> Ensure the proper facilities for anal cleansing, handwashing, etc. |



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Trainer's Guide - 21

Slide No. 21

Trainer 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



Image 22: Slide 22



Develop response strategies, plans and capacities to reach the target population with culturally appropriate and gender-sensitive interventions

1.5

Excreta disposal

| Strategies | Plans | Action Plans |
|--|--|---|
| 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Short-term plan: 1-2 litres/person/day Long-term plan: 40-90 litres/person/year Seek local support where possible |
| | De-sludge the facilities regularly safely | <ul style="list-style-type: none"> Consider raised toilets, sewage containment tanks, urine diversions toilets, temporary disposable plastic bags |
| | Ensure that the people have the knowledge and materials to maintain the facilities | <ul style="list-style-type: none"> Consider the option to utilise excreta as biogas |
| | Ensure the adequate water supply for excreta transport without placing undue stress on the water sources | <ul style="list-style-type: none"> Ensure the quantity of water supply comparing to the toilets available |



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Trainer's Guide - 22

Slide No. **22**

Trainer Notes

Trainer identifies excreta disposal's strategies to ensure the operation and maintenance of excreta facilities



Image 23: Slide 23



Develop response strategies, plans and capacities to reach the target population with culturally appropriate and gender-sensitive interventions

1.5

Vector control

| Strategies | Plans | Action Plans |
|--|--|---|
| 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 | <ul style="list-style-type: none"> Choose proper communal settlements Assess the risk factors as well as epidemiological and clinical data |
| | Integrate vector control actions with local vector plans | <ul style="list-style-type: none"> Assess the risk factors as well as epidemiological and clinical data |
| The affected community have the proper knowledge and means to protect themselves from vectors | Understanding vector life cycles to determine vector controls | <ul style="list-style-type: none"> Remove/modify vector breeding and feeding sites caused by WASH activities Determine the biological and non-chemical control with consideration of its limitation |
| | Identify the current vector control activities | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Integrate social mobilisation and communication activities to vector control actions |
| | Train the affected people to monitor, report, and give feedback | <ul style="list-style-type: none"> Optimise campaign for individual protection (e.g., personal hygiene) |



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Trainer Notes

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 a compliance with the national or international regulations.



Image 24: Slide 24



Develop response strategies, plans and capacities to reach the target population with culturally appropriate and gender-sensitive interventions

1.5

Solid waste management

| Strategies | Plans | Action Plans |
|---|--|--|
| Safe solid waste management to avoid pollution to the environment | Design solid waste system based on public health risk, assessment, and existing practice | <ul style="list-style-type: none"> Identify existing solid waste management Identify the existing authorities |
| | Communication with local authorities to make sure the capacity of existing systems | <ul style="list-style-type: none"> Coordinate with the local authorities |
| | Initiate solid management campaign with the necessary infrastructures | <ul style="list-style-type: none"> Encourage reuse, re-purposing or recycling solid waste by the community Seek local support where possible |
| | Provide protective clothes for all people involved in collecting, disposing of, reusing, or re-purposing | <ul style="list-style-type: none"> Provide hygiene kit for everyone involved Identify risks of improper solid management |
| | Ensure the appropriate, adequate, and safe treatment sites | <ul style="list-style-type: none"> Provide hygiene kit for everyone involved Identify risks of improper solid management |
| | Minimise packing material to reduce solid waste | <ul style="list-style-type: none"> Encourage reuse, re-purposing or recycling solid waste by the community |

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Trainer's Guide - 24

Slide No. 24

Trainer Notes

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.



Image 25: Slide 25



Develop response strategies, plans and capacities to reach the target population with culturally appropriate and gender-sensitive interventions

1.5

Solid waste management

| Strategies | Plans | Action Plans |
|---|---|---|
| Safe solid waste management that enables people to implement in their household | Provide a convenient and covered storage for small clusters of households | <ul style="list-style-type: none"> Quantify the solid waste produced for each type based on current local activities |
| | Provide collection points for waste households daily | |
| | Ensure that solid waste burial is safely managed | |
| Safe and secure collection points and final disposal | Ensure adequate on-site storage in certain areas | <ul style="list-style-type: none"> Pay attention to market and abattoir waste |
| | Provide clearly marked storage waste in communal areas | |



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Trainer Notes

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.



Image 26: Slide 26



Develop response strategies, plans and capacities to reach the target population with culturally appropriate and gender-sensitive interventions

1.5

Culturally appropriate and gender-sensitive interventions

| WASH Intervention | Special note on gender-sensitive interventions |
|-------------------|---|
| Hygiene promotion | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |



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Trainer Notes

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



Image 27: Slide 27



Develop response strategies, plans and capacities to reach the target population with culturally appropriate and gender-sensitive interventions

1.5

Culturally appropriate and gender-sensitive interventions

| WASH Intervention | Special note on gender-sensitive interventions |
|------------------------|--|
| Excreta disposal | <p>For toilets:</p> <ul style="list-style-type: none"> Men and women facilities separation is the default, except where consultation (especially with women) advises otherwise. Generally, provide three female facilities for every male facility (3:1 ratio). Ensure there is adequate privacy in women's facilities. <p>For bathing facilities/cubicles:</p> <ul style="list-style-type: none"> Ensure that female cubicles are included and built separately from those for males Provide facilities for female menstruation needs Allocate larger facilities for women than men (e.g., women often take a bath together with their children). |
| Vector control | <ul style="list-style-type: none"> Ensure knowledge sharing about risks of improper menstrual hygiene |
| Solid waste management | <ul style="list-style-type: none"> Provide space for disposing of women's menstrual pads. |



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Trainer Notes

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.



Image 28: Slide 28



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

Organisational


Social

Personal

Biological

Psychological

1.6


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**Trainer
Notes**

- **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



Image 29: Slide 29



Identify coping mechanisms of the affected people

1.6

Coping

- Coping is the process of using thoughts and actions to manage internal and external stressful situations.
- Coping capacity is the ability of people, organisations, and systems to handle adverse conditions or difficult situations using available resources and skills.
- The capacity to cope requires self-awareness and good management of resources. Coping capacities contribute to disaster risk reduction.

Coping mechanism approaches

- **Coping mechanisms** are remedial actions undertaken by people whose survival and livelihood are compromised and threatened.
- Every region, social group, community, household, and individual have different coping mechanisms.
- **Strengthening coping mechanisms is both individual responsibility and that of an organisation.** Being adequately prepared physically and mentally is a crucial factor in strengthening stress resistance.



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Trainer Notes

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.



Image 30: Slide 30



Identify coping mechanisms of the affected people

1.6

Tips for managers

Here are some tips on reducing cumulative and traumatic stress in an emergency.

1

**Cumulative
stress**

2

**Traumatic
stress**



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Trainer Notes

Here are some tips on how to reduce cumulative and traumatic stress in an emergency situation.

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





Image 31: Slide 31



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

1.7

Community engagement

-  Community engagement in WASH is a structured and dynamic process that brings together communities and other response stakeholders to address the impacts of a disaster. It brings the communities and responders' capacities and views together.
-  Local communities are key partners because only by engaging them can programme design and implementation meet their needs and fit the context.



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Trainer Notes

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.



Image 32: Slide 32

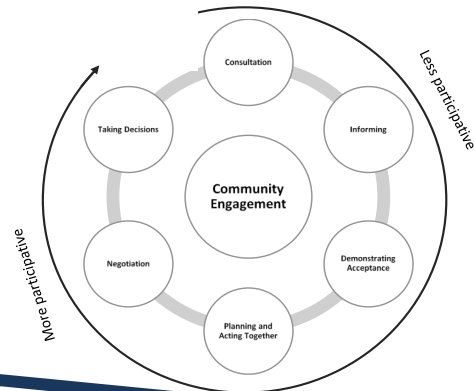


Promote community engagement, and as appropriate, for participation in planning, construction, operation and maintenance, as well as monitoring and evaluation of WASH facilities and services

1.7

Community engagement for participation

Community engagement's core purpose is to enable affected community members to **participate in decision-making** wherever possible.



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Trainer Notes

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.



Image 33: Slide 33

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.



Image 34: Slide 34



Develop context specific WASH indicators

2.1

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.



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Trainer Notes

- 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).



Image 35: Slide 35



Identify appropriate means of verification and data source

2.2

Types of data sources and verification process

Data collection and presentation is helpful in the entire programme cycle: planning, designing, implementing, controlling, monitoring, and evaluating.

There are two broad categories of data: qualitative data and quantitative data .It is an excellent approach to combine qualitative and quantitative data wherever feasible.

It is fundamental to inventory available data sources during the emergency response.

Verification processes are conducted to determine whether certain standards and indicators are met or not.

Monitoring reports, meeting minutes, digital documentation, and health records can be used for verification



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Trainer Notes

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

2.3

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.

| Process monitoring | Impact monitoring |
|--|--|
| <ul style="list-style-type: none"> Evaluating progress and making modifications if necessary Ensuring the affected community is consulted and informed Assessing whether the projects comply with the standards Identifying and solving problems Taking advantage of opportunities that arise Monitoring changes in an emergency situation | <ul style="list-style-type: none"> Evaluating whether the indicators and targets have been met or not Determining the impact of projects to the affected community |



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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.



Image 37: Slide 37



Develop monitoring work plan

2.3

WASH Monitoring System

- There is a standardised WASH Monitoring System online called iRHIS.

Pipeline Analysis

- There is method for comparing the actual and expected availability of resources.

Integrated Monitoring Matrix

- The integrated monitoring matrix tool developed by UNOCHA is known as IDP Sites Integrated Monitoring Matrix (ISIMM)

3W

- Who does What and Where" (3Ws)



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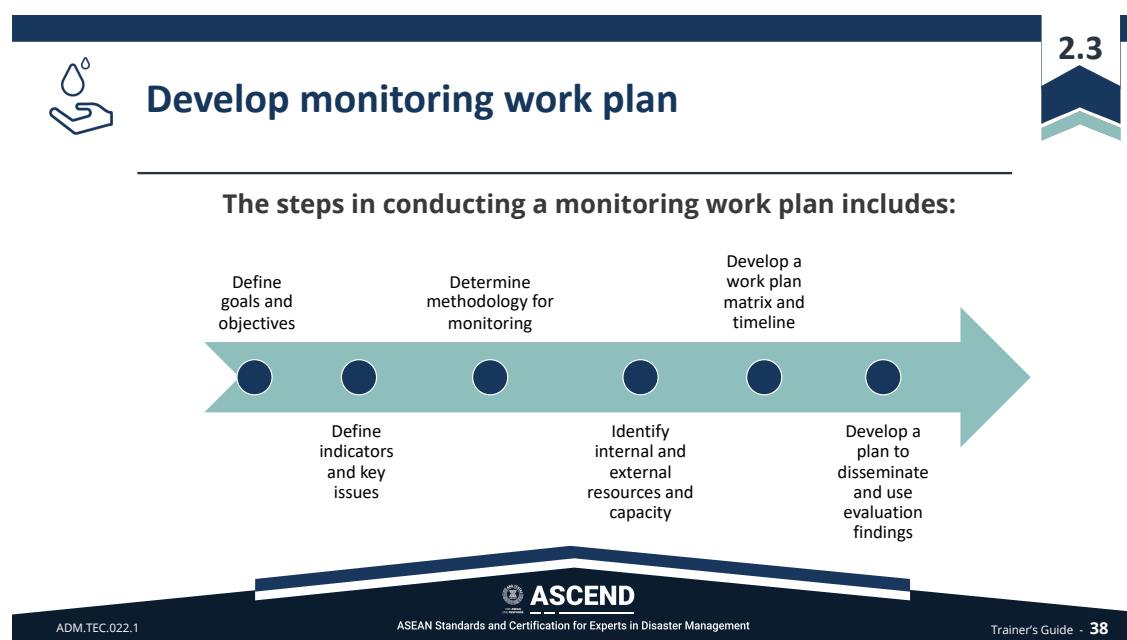
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Trainer Notes

- 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.



Image 38: Slide 38



Slide No. 38

Trainer Notes

- **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

2.4

Reports used in WASH programmes

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

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**Trainer
Notes**

Reporting is vital to programme monitoring and information management functions of an organisation.



Image 40: Slide 40




2.4

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)?


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**Trainer
Notes**

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.



Image 41: Slide 41

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

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Trainer Notes

Briefly talk about the sub-elements of Element 3 and why it is important for WASH professionals to know these.





Image 42: Slide 42



Lead country level WASH coordination and implementation strategy

3.1

-  **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 is comprises six core functions and one additional function for cross-cutting issues.

Support service delivery

Inform higher-level strategic decision-making


Plan and implement cluster strategies

Monitor and evaluate performance

Build national capacity in preparedness and contingency planning

Support robust advocacy

Accountability to affected populations (AAP)


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Trainer Notes

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 is composed of 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.



- **Share information** and collaborate in key coordination activities, e.g., assessments, planning, standard-setting, monitoring, and review.

Image 44: Slide 44



3.2

Establish effective links with other clusters or sectoral coordination platforms that are relevant to the WASH programming

WASH Clusters to Other Sectors

- WASH cluster activities tend to overlap with Health, Camp Management, and Shelter clusters. Matrices can be useful for mapping shared roles and responsibilities.
- The **Global WASH Cluster** has developed a matrix example for inter-cluster responsibilities at the global level. The matrix shown below is applicable for inter-cluster coordination at the country level.

| Area of potential overlap | Specific activity | Responsibility | | |
|---------------------------|-------------------|----------------|-----------------|---------|
| | | Health | Camp management | Shelter |



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Trainer Notes

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.



Image 45: Slide 45



Consolidate WASH programme data for presentation to the country level WASH Cluster

3.3

Data collection, processing and storage

Data collection

- Consider what information is needed and where to get it (e.g. needs, capacities, and who is doing what, where, when)
- Be sure about who is responsible for measuring (Is it done by the WASH cluster manager, a humanitarian agency, the government, or donors?)
- Be proactive in collecting data (e.g. through continuous contact, telephone, building relations, keeping up to date)
- Consider the capacities of Cluster Partners in supplying data (e.g. operating systems and software capacity, internet access or restrictions)

Data processing and storage

- Consider how the data will be sorted and stored (e.g. database requirements, web-based data storage or hard files).
- Determine the requirements for common links between data for processing (e.g. location and P-codes, gender and age, vulnerable groups, data sources).
- Consider where data will be processed and how often (e.g. field or country level, continuous or weekly).
- Consider the time and funding required for data entry and analysis requirements - these are often logistically demanding and time-consuming.



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Trainer Notes

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.



Image 46: Slide 46



Consolidate WASH programme data for presentation to the country level WASH Cluster

3.3

Present WASH programme data

| IASC Operational Guidance - Principles for Humanitarian Information Exchange | |
|--|---|
| Accessibility | Humanitarian information should be made accessible by applying easy-to-use formats and tools and translating information into common or local languages when necessary. |
| Inclusiveness | 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. |
| Inter-operability | All sharable data and information should be made available in formats that humanitarian organisations can easily retrieve, share, and use. |
| Accountability | 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. |
| Verifiability | Information should be relevant, accurate, consistent, based on sound methodologies, validated by external sources, and analysed properly. |
| Relevance | Information should be practical, flexible, responsive, and driven by operational needs to support decision-making throughout all phases of a crisis. |



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Trainer Notes

Presenting and sharing WASH programme data should follow the [Principles for Humanitarian Information Exchange from IASC Operational Guidance](#)



Image 47: Slide 47



Consolidate WASH programme data for presentation to the country level WASH Cluster

3.3

Present WASH programme data

| IASC Operational Guidance - Principles for Humanitarian Information Exchange | |
|--|---|
| Objectivity | A variety of sources should be used when collecting and analysing information to provide varied and balanced perspectives for addressing problems and recommending solutions. |
| Neutral | Information should be free of political interference that distorts a situation or the response. |
| Humanity | Information should never be used to distort, mislead, or cause harm to affected or at-risk populations and should respect the dignity of those affected. |
| Timeliness | Humanitarian information must be kept current and made available promptly. |
| Sustainability | Humanitarian information should be open-sourced, preserved, catalogued, and archived to be retrieved for future use, such as for preparedness, analysis, lessons learned, and evaluation. |
| Confidentiality | Sensitive data and information that are not to be shared publicly should be managed accordingly and clearly marked as such. |

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**Trainer
Notes**

Presenting and sharing WASH programme data should follow the [Principles for Humanitarian Information Exchange from IASC Operational Guidance](#):



Image 48: Slide 48



Lead to policy advocacy at the national level

3.4

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



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Trainer Notes

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.

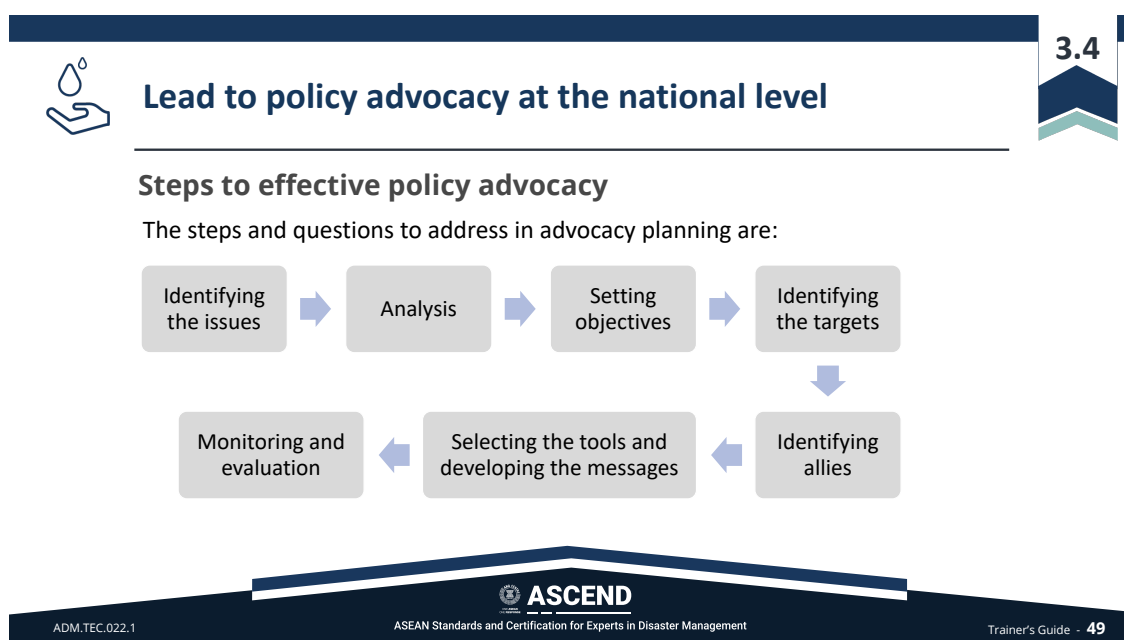
Advocacy in emergencies establishes a link between broad policy context and a particular crisis.

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



Image 49: Slide 49



Slide No. **49**


Trainer Notes

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?



Image 50: Slide 50



Provide support to technical staff on advocacy at the sub-national and local level


WASH advocacy at the sub-national and local levels

The main focus strategies of WASH advocacy at sub-national and local are raising awareness, understanding the wider community, and enabling an environment to support change.


Tools and delivery mechanisms of advocacy

Grass-roots civil society organisations, community leaders, and local opinion shapers (e.g., high standing in ethnic and religious matters) become the key advocacy players at the local level. They have the power to amplify advocacy messages to local communities, which leads to creating an enabling environment for easy adoption of the desired behaviours.

3.5



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Trainer Notes

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.



Image 51: Slide 51

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

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Trainer Notes

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



Image 52: Slide 52





Conduct stakeholder analysis

4.1

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.


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Notes**

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.



Image 53: Slide 53



Conduct stakeholder analysis

4.1

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



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Trainer Notes

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.



Image 54: Slide 54



Develop WASH partnership strategy, including to increase capacity to response

4.2

Partnership

A partnership is a **collaborative agreement** between two or more organisations based on a shared set of goals and opportunities. It may involve a transfer of funds or resources between the organisations. To build partnerships is to bring together the complementary strengths of different stakeholders.

There are **four principles** for enabling and developing partnerships (WaterAid, n.d.):

Complementarity
or synergy in
working towards a
shared vision

Mutual respect
and support

Accountability

Equity



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Trainer Notes

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.



Image 55: Slide 55



Develop WASH partnership strategy, including to increase capacity to response

4.2

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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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.



Image 56: Slide 56



Identify the right partners to support WASH programme implementation

4.3

Partners in WASH Programmes

- **Partnerships ----> Crucial for the achievement of goals and program's sustainability.**
- Partnerships are crucial for sustaining programmes and achieving goals. However, choosing the wrong partners can lead to programme failure.
- This section introduces ways to select appropriate partners.



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Trainer Notes

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.



Image 57: Slide 57







Manage partner contracts and relations

4.4

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



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Trainer Notes

Creating a contract management plan

A contract management plan, also known as an Outcome Agreement Management Plan, keeps track of the contract's management and relationship with the provider. The details can be broken down into:

- Administering the contract and managing the relationship
- Service delivery requirements
- Financial details

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.

Image 58: Slide 58



Perform capacity building measures for partners according to the organisation's needs

4.5

Capacity Building

- ▣ The United Nations defines **capacity building** as the process of developing and enhancing the skills, instincts, abilities, processes, and resources that organisations and communities require to survive, adapt, and thrive in a rapidly changing world.
- ▣ Whereas for the European Union, **capacity building** entails exchanging knowledge, skills, and best practices for organisations to respond to emergencies more effectively and quickly.
- ▣ **Capacity building** improves the organisations' ability to provide effective assistance during a humanitarian response.
- ▣ Its **main purpose** is to assist organisations in adapting well to the rapidly changing humanitarian situations, improving response quality, testing new techniques or adopting new ways of working, and improving cooperation and collective crisis response.



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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: o Leadership

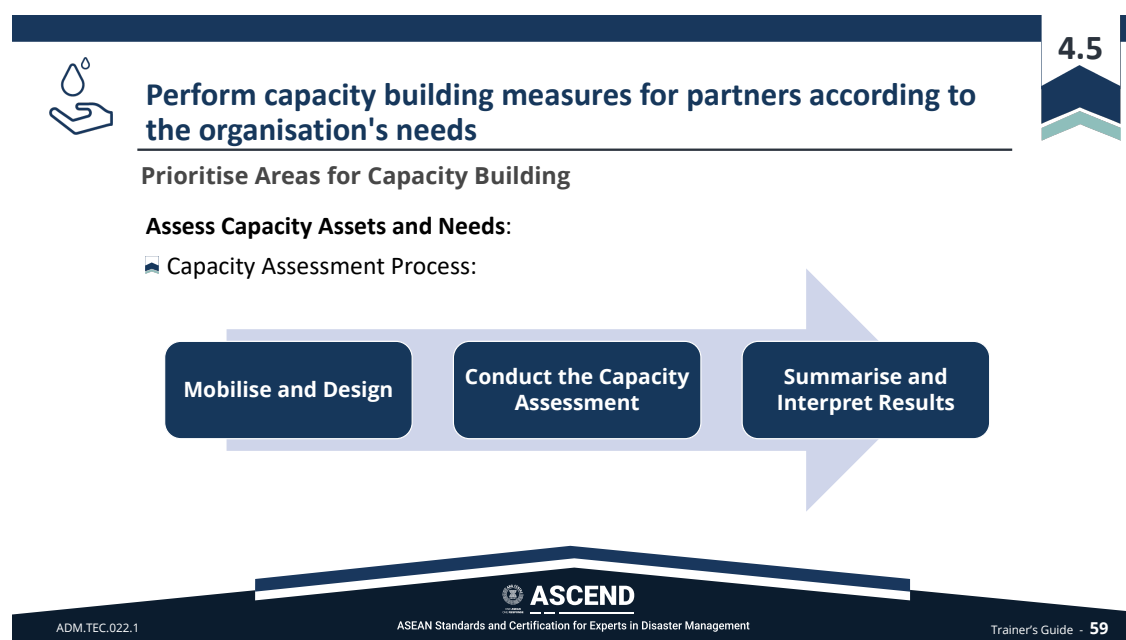
- Socioeconomic and cultural sensitivity
- Gender mainstreaming
- Integrating WASH into the daily scope of work
- Participatory methods of interaction with the community

WASH:

- Household-level water management
- Environmental sanitation
- Menstrual hygiene
- Toilet maintenance and demand creation
- Long-term sustainability of WASH services



Image 59: Slide 59



Slide No. 59

**Trainer
Notes**

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.



Image 60: Slide 60

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**Trainer
Notes**

This remarks the end of the training.
Trainer may advises learners with additional materials references or gives a sharing session related to the training materials.
Trainer gives closing statements.





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THE AHA CENTRE

Graha BNPB, 13th Floor | Jl. Pramuka Kav. 38 Jakarta-13120 | INDONESIA

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