1st Edition

TRAINER'S
GUIDE

TECHNICAL COMPETENCY UNIT

ADM.TEC 024.1

Analyse the Developing Humanitarian Situation Related to WASH

ASCEND

ASEAN Standards and Certification for Experts in Disaster Management

ASEAN Standards and Certification for Experts in Disaster Management

ANALYSE THE DEVELOPING HUMANITARIAN SITUATION RELATED TO WASH

ADM.TEC.024.1

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.

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

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

General information on ASEAN appears online at the ASEAN Website: www.asean.org

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The ASCEND Programme and Toolbox Development:

Overview

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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

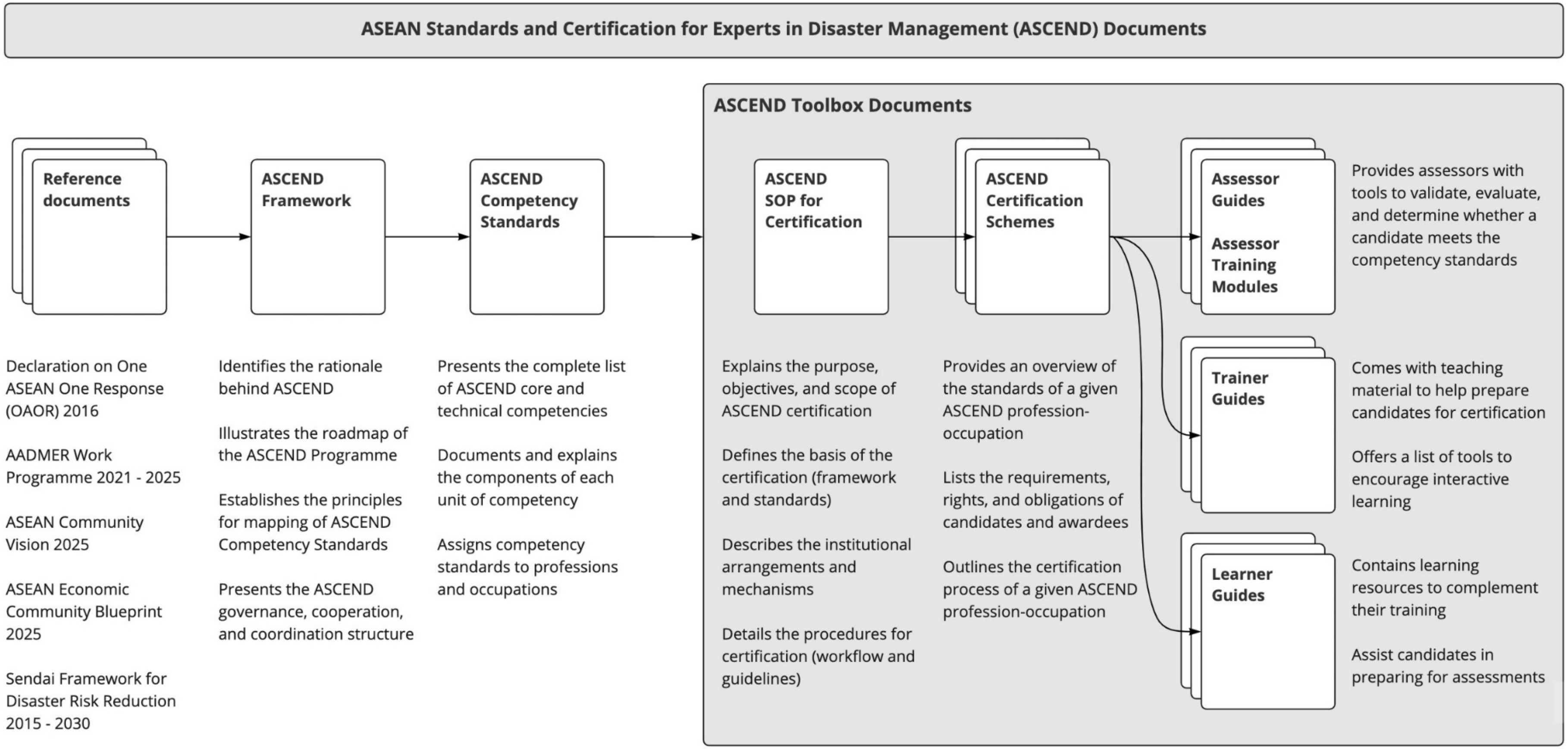
A set of technical requirements must exist before it is possible to implement the ASCEND programme in participating ASEAN Member States. The first requirement is the ASCEND Competency Standards that contains forty-three (43) regionally recognised core and technical competencies in selected disaster management 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

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***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 builds 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

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Trainer's Guide

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	A coding system to organise the units of competency. It also indicates the types of competency standards. • 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 : Analyse the Developing Humanitarian Situation Related to WASH
Unit number : ADM.TEC.024.1

Unit description : This units deals with the skills and knowledge required to analyse a range of issues at the field level within WASH in emergencies.

ELEMENT AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
Element 1. **Collect data to plan and design the emergency WASH response** 1.1 Support effective and coherent WASH assessment, analysis and feedback involving all relevant partners 1.2 Coordinate with relevant stakeholders within the assigned activity area 1.3 Coordinate data collection from the need assessment 1.4 Contribute to the development of the need assessment recommendations and report **Element 2.** **Contribute to design of customised WASH assessment tools**	**Unit Variables** This unit variables provide 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: At-risk groups or the most vulnerable are groups or individuals that are more vulnerable compared to others due to individual factors such as their age (particularly the very young and very old), illness (especially people with chronic illness), gender, as well as social factors and culture and many others. But individual factors alone do not automatically increase risk. Assess the social and contextual factors that contribute to vulnerability, such as discrimination and marginalisation (e.g., low status and power of women and girls); social isolation; environmental degradation; climate variability; poverty; lack of land tenure; poor governance; ethnicity; class or caste; and religious or political affiliations. In disaster situations, at-risk groups or the most vulnerable groups may include: • Children (boys and girls), especially young children • Women, especially pregnant and lactating mothers • Elderlies • People with disabilities

2.1 Identify potential effects of multi-hazard incidents
2.2 Identify secondary consequences in multi-hazard incidents
2.3 Work collaboratively, including with other sectors, to contextualise WASH assessment tools

Element 3.

Contribute to implement of exit strategy of WASH programme

2.1 Identify barriers to sustainability and contribute to solution to overcome these barriers
2.2 Work cooperatively with others to strengthen the organisation's WASH regular/development programme through recovery activities
2.3 Coordinate the recovery/ transition phase of the community elements of emergency WASH programmes ensuring sustainability of all interventions

- People with chronic illness (e.g., people living with HIV/ AIDS, TBC, cancer)

It is important to note that a particular group cannot be categorised as the most vulnerable in all conditions and locations. For example, a young girl with responsible parents with high capacity may be less vulnerable than an adolescent boy who is separated from his parents.

Stakeholders may be different depending on location, context, and governance structure. This may include representatives from:

- Local (formal and/or informal) leaders, e.g., village heads, religious leaders
- At-risk groups, e.g., women/mother, children, elderlies, people with disabilities, HIV/AIDS groups
- Workers association groups,
- e.g., farmers, fisheries, SME groups
- Government agencies from WASH sector or other relevant sectors
- NGOs
- Private sector
- Research institution
- Media agencies

Appropriate assessment type includes:

- Rapid assessment
- Multi-agencies need assessment
- In-depth assessment

In the aftermath of a disaster event, there may be secondary hazards that can generate dangerous consequences, where some may even more dangerous than the first event. For example, an earthquake may trigger tsunamis, building fires, or landslides. Floods may also trigger health risks and even disease outbreak.

Linkage with other sectors may include:

- Rapid assessment
- Emergency operation centre, including information management
- Logistics
- Shelter and non-food item
- Food security and nutrition
- Education
- Protection, including protection of children and women
- Camp coordination and camp management
- Health

Exit strategy describes how the programme intends to withdraw its resources while ensuring that the achievement of the programme goals (relief or development) is not jeopardised and that progress towards these goals will continue (Rogers & Macías, 2004).

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Ability to understand and operationalise WASH assessment plan, strategy, and tools
- Ability to foster relationships with key stakeholders within the assigned activity area
- Ability to write report from WASH assessment
- Ability to assess the impact of multi-hazard incidents and possible secondary hazards and its consequences
- Ability to identify barriers to sustainability and provide a solution to address the barriers
- Ability to understand and operationalise an appropriate exit strategy

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 represent the organisation at the sub-national level
- Demonstrated ability to coordinate advocacy and awareness raising within the assigned activity area
- Demonstrated ability to work with key actors from other clusters and sectors at the sub- national level
- Demonstrated ability to assess the most appropriate capacity development strategy required for WASH 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 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	Collecting data for designing WASH response
Communicating ideas and information	3	Communicating exit strategy
Planning and organising activities	2	Supporting in designing exit strategy
Working with others and in teams	2	Work collaboratively with other sectors for assessment
Using mathematical ideas and techniques	1	Collecting data for designing WASH response
Solving problems	3	Identify potential effects of multi-hazard incidents
Using technology	2	Using technology during assessment

Preparing for Training Sessions:

Equipment, Material, and Tools

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4.1 Onsite training

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

Checklist Tick box (✓) when completed	**Training resource requirements** Equipment and material
☐	Secure a computer (desktop or laptop) installed with the latest Windows Operating Systems and Microsoft Office Apps (Word, PowerPoint, Excel).
☐	Gain access to a stable internet connection and printer, if needed.
☐	Reserve a conducive training facility with a dedicated workspace (large desk and chair with back support), projector, and black/whiteboards.
☐	Obtain a copy of the Trainee Guide, including PowerPoint (PPT) presentation and presenter notes. Test if the PPT presentation is working before sessions.
☐	Request a list of confirmed attendees (candidates) and their contact details.
☐	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).
☐	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
☐	Secure a computer (desktop or laptop) installed with the latest Windows Operating Systems and Microsoft Office Apps (Word, PowerPoint, Excel).
☐	Gain access to a stable internet connection.
☐	Purchase a licensed video conferencing account, if needed (e.g., Zoom Meetings, Webex).
☐	Reserve a dedicated workspace (large desk and chair with back support).
☐	Obtain a copy of the Trainee Guide, including PowerPoint (PPT) presentation and presenter notes. Test if the PPT presentation is working before sessions.
☐	Request a list of confirmed attendees (candidates) and their contact details.
☐	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 useful when planning and delivering the training. Trainers need to register and create their accounts before they can use 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

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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

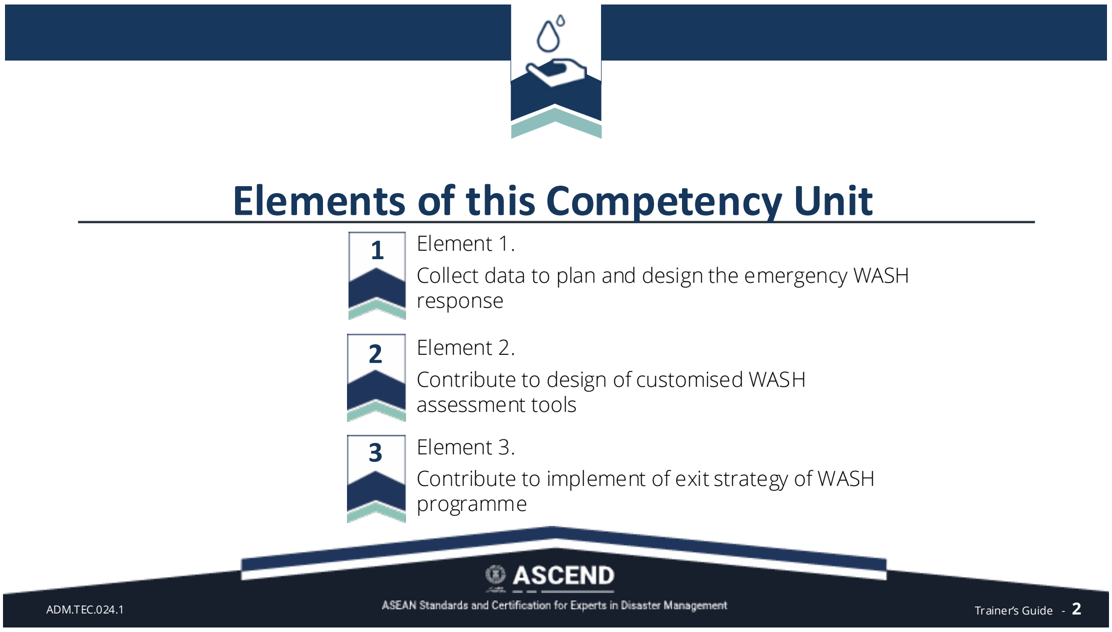
A video tutorial is available here:
https://support.microsoft.com/en-us/office/use-presenter-view-in-powerpoint-fe7638e4-76fb-4349-8d81-5eb6679f49d7

5.2 PowerPoint slides and presenter notes

Image 1: Slide 1

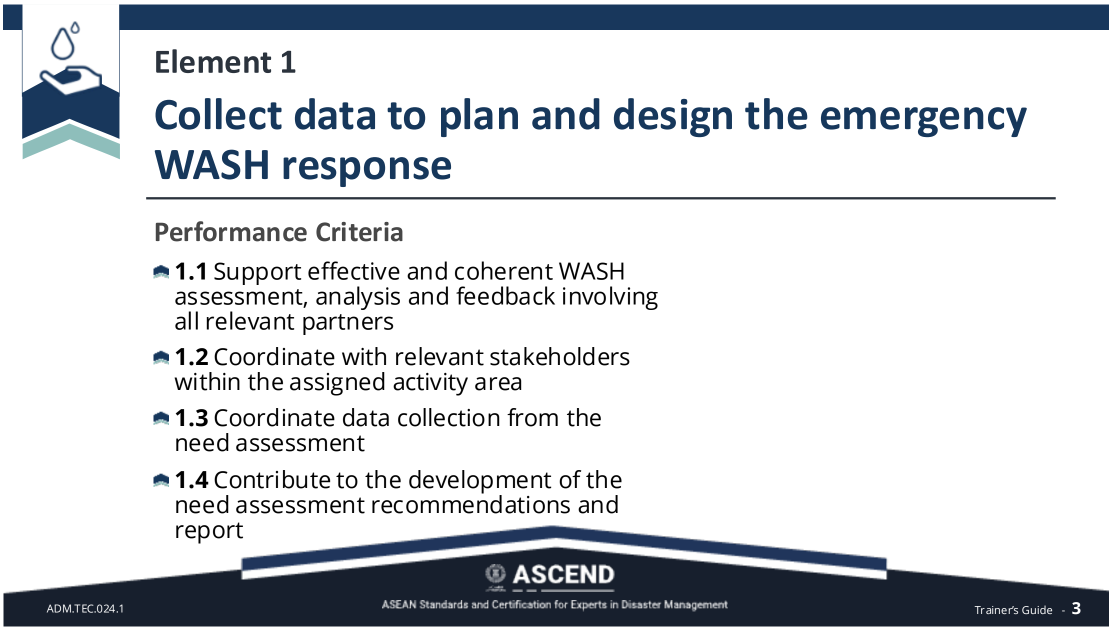
Slide No.	**1**
Trainer Notes	Trainer welcomes students to class.

Image 2: *Slide 2*



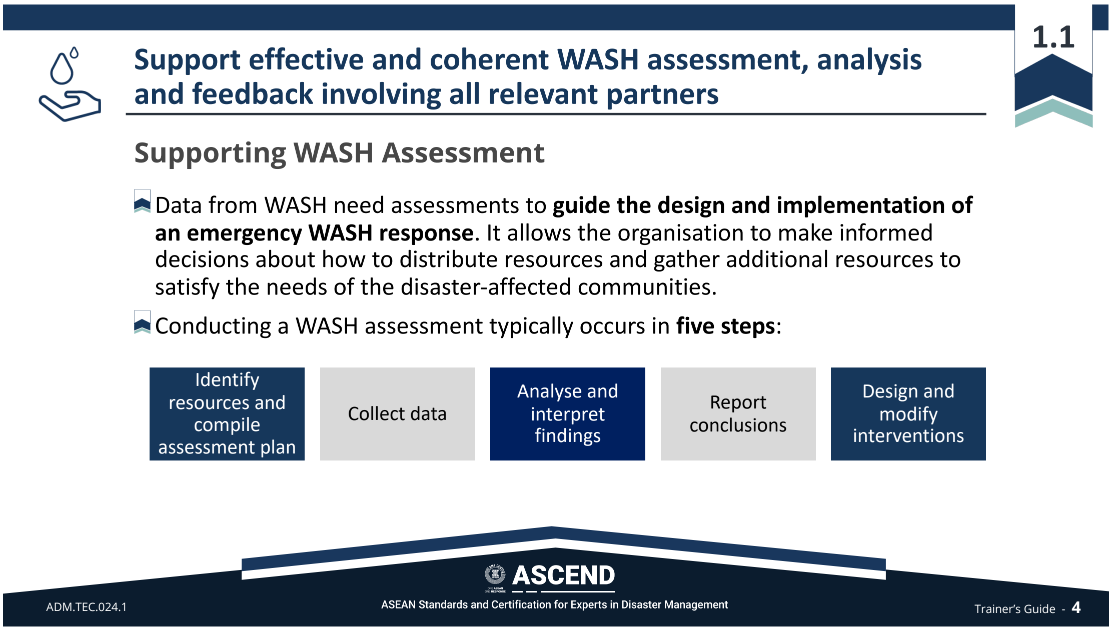
Slide No.	2
Trainer Notes	Trainer advises participants this Unit comprises three Elements, as listed on the slide explaining: • Each Element comprises a number of Performance Criteria which will be identified throughout the class and explained in detail • Participants can obtain more detail from their 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*



Slide No.	3
Trainer Notes	Trainer identifies for participants the Performance Criteria for this Element, as listed on the slide.

Image 4: *Slide 4*



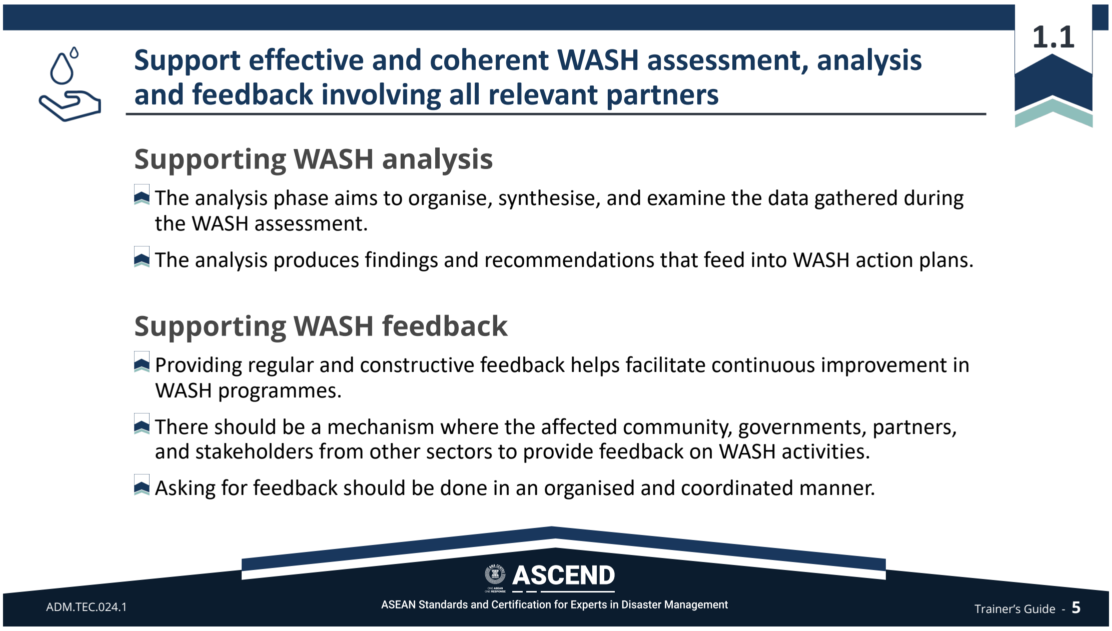
Slide No.	**4**

Trainer Notes

These basic principles help ensure the effectiveness and coherence of WASH need assessments

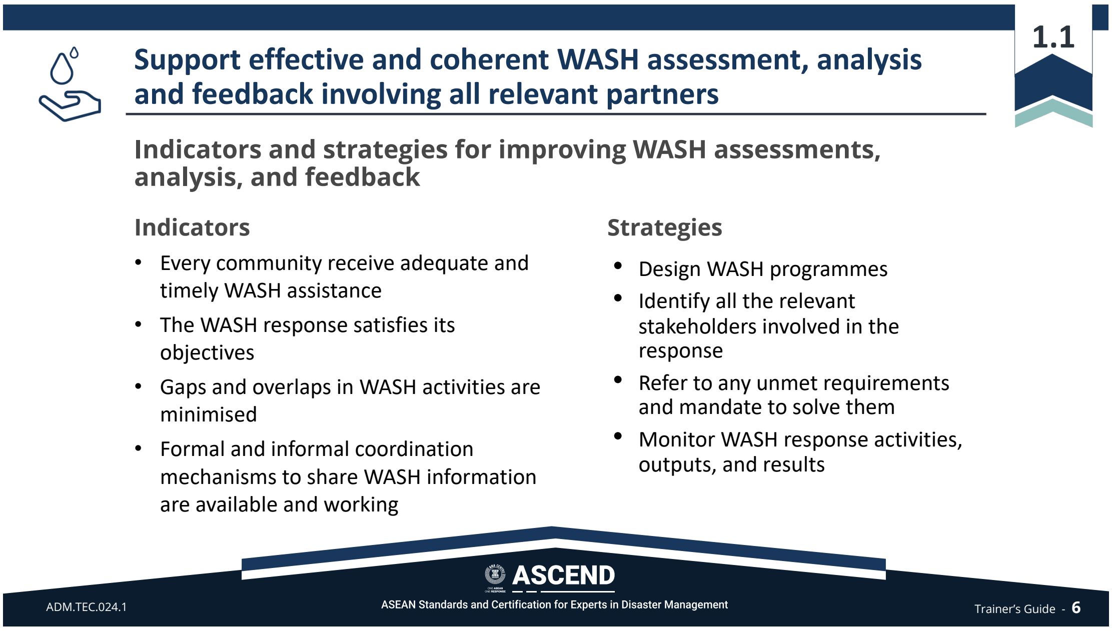
- Align the scope of the assessment with the nature of the emergency. Consider the technical sectors, the operating environment, and the baseline for measuring the impact.
- Conduct timely and relevant analysis. Review existing data, conduct the assessment, perform analysis, and share findings as soon as possible.
- Gather usable data. Disaggregated data are more useful in decision making.
- Use recognised methods. Follow standard procedures, and emphasise the methodology you use in the report.
- Be accountable. Seek the involvement of community members in every phase.
- Collaborate with others. Coordinate the overall effort with other stakeholders to prevent gaps and redundant efforts.
- Ensure availability of resources. The assessment team must have adequate logistics, transport, and communication support.
- Mobilise local capacities. Identify and mobilise local capacities to assist in disaster response, especially vulnerable and marginalised groups.
- Manage expectations. Manage the expectations of the affected community and other stakeholders.
- Make continuous assessments. Assessment is not a one-off activity because of the nature of emergency changes. Further assessments are needed to help organisations adapt to evolving needs.

Image 5: Slide 5



Slide No.	5
Trainer Notes	WASH action plans outline short- and medium-term WASH response activities. The methods and tools for analysis will depend on the questions an organisation seeks to answer using the needs assessment data. The WASH assessment, analysis, and feedback effectiveness and coherence depend on productive partnerships and good coordination. To make this work, organisations and their partners need to have clear agreements in line with each other's mandate and obligations while recognising each other's constraints and commitments.

Image 6: Slide 6



Slide No. 6

Trainer Notes

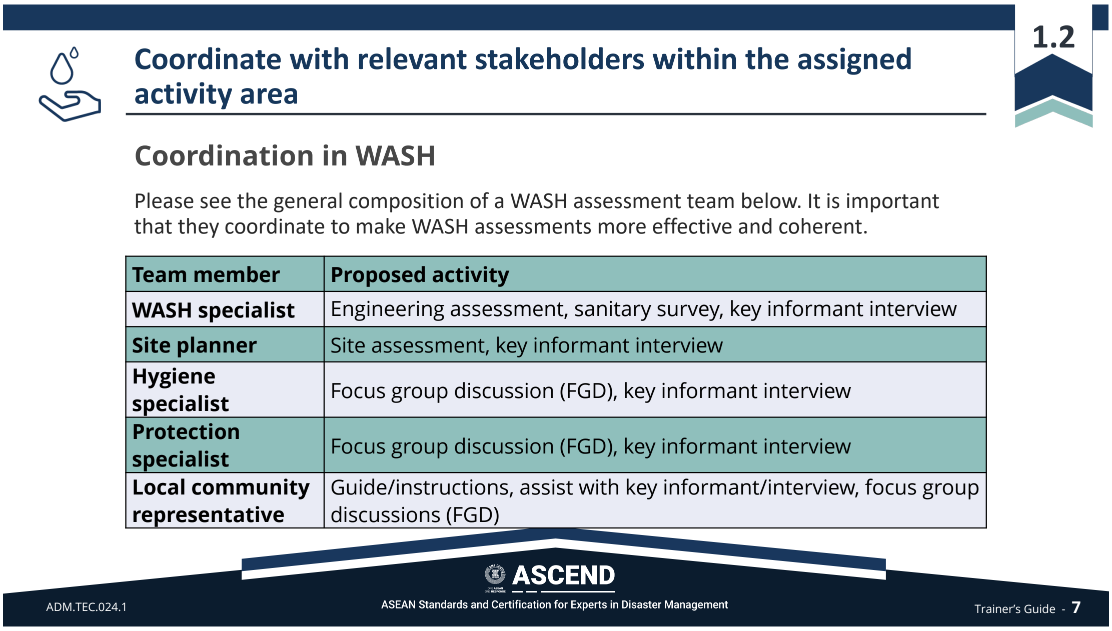
Indicators:

- Every community impacted by the crisis, particularly the most vulnerable, receive adequate and timely WASH assistance
- The WASH response satisfies its objectives in terms of time, quality, and quantity
- Gaps and overlaps in WASH activities are minimised through coordinated actions
- Formal and informal coordination mechanisms to share WASH information between organisations and affected communities are available and working

Strategies:

- Design WASH programmes that adopt good practices and contribute to building safe communities
- Identify all the relevant stakeholders involved in the response, including their roles and capacities. Coordinate with partners to increase coverage and service supply of WASH.
- Refer any unmet requirements to organisations with the technical knowledge and mandate to solve them
- Monitor WASH response activities, outputs, and results to know when to alter programmes and resolve poor performance. Share necessary information with partners and other stakeholders through appropriate communication channels.

Image 7: *Slide 7*



Team member	Proposed activity
WASH specialist	Engineering assessment, sanitary survey, key informant interview
Site planner	Site assessment, key informant interview
Hygiene specialist	Focus group discussion (FGD), key informant interview
Protection specialist	Focus group discussion (FGD), key informant interview
Local community representative	Guide/instructions, assist with key informant/interview, focus group discussions (FGD)

Slide No. 7

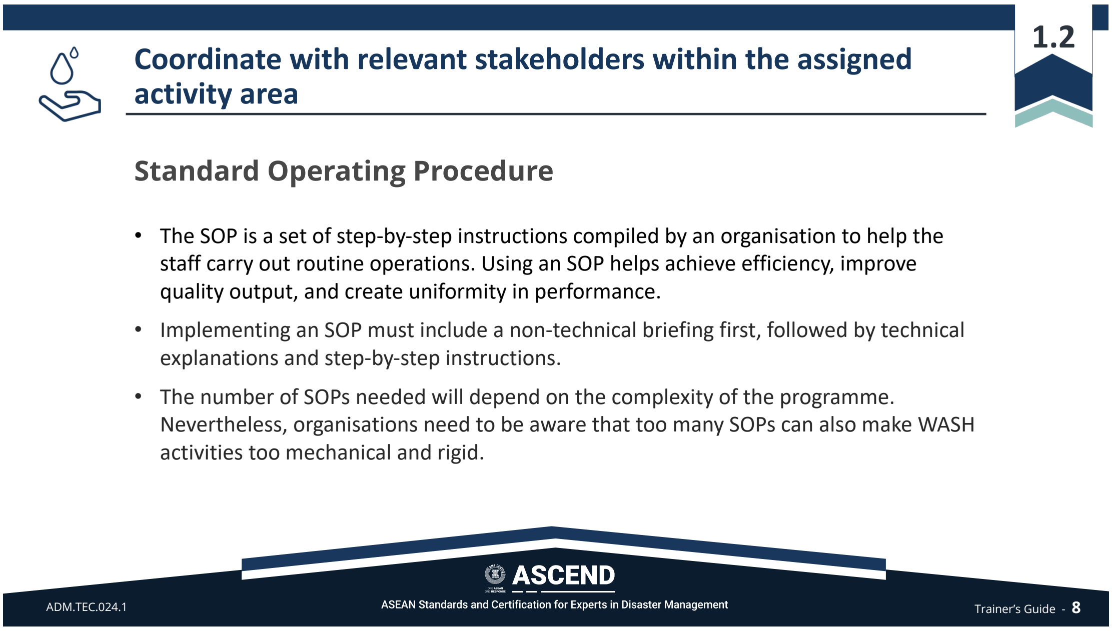
Trainer Notes

All WASH activities are rarely successful when performed as individual activities. This case applies to WASH assessment, analysis and feedback that require multi-stakeholder involvement. Working with partners can increase the coverage, service supply, and quality of WASH activities. It can also encourage buy-in and mobilise support needed for larger and longer-term programmes.

Other stakeholders may be included in assessment teams depending on location, context, and governance structure. These stakeholders include representatives from:

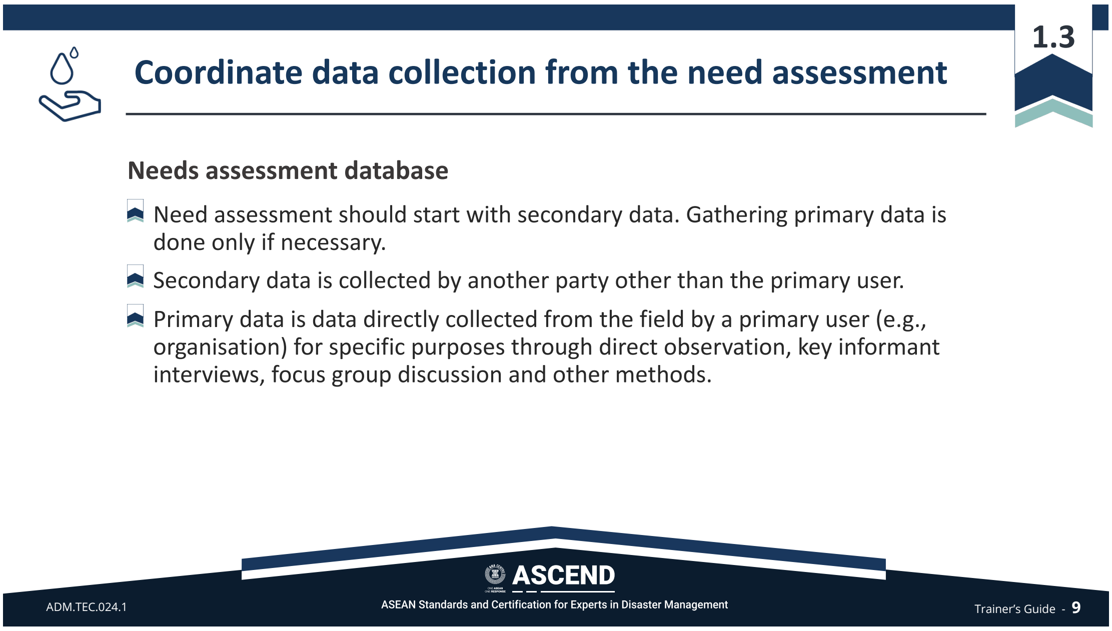
- Formal and informal local leaders (e.g., village heads, religious leaders)
- At-risk groups (e.g., women, expecting mothers, children, elderlies, people with disabilities, HIV/AIDS positive, LGBTQ)
- Workers association groups (e.g., farmers, fisheries, SME groups)
- Government agencies from the WASH sector or other relevant sectors
- NGOs
- Private sector
- Research institutions
- Media agencies

Image 8: *Slide 8*



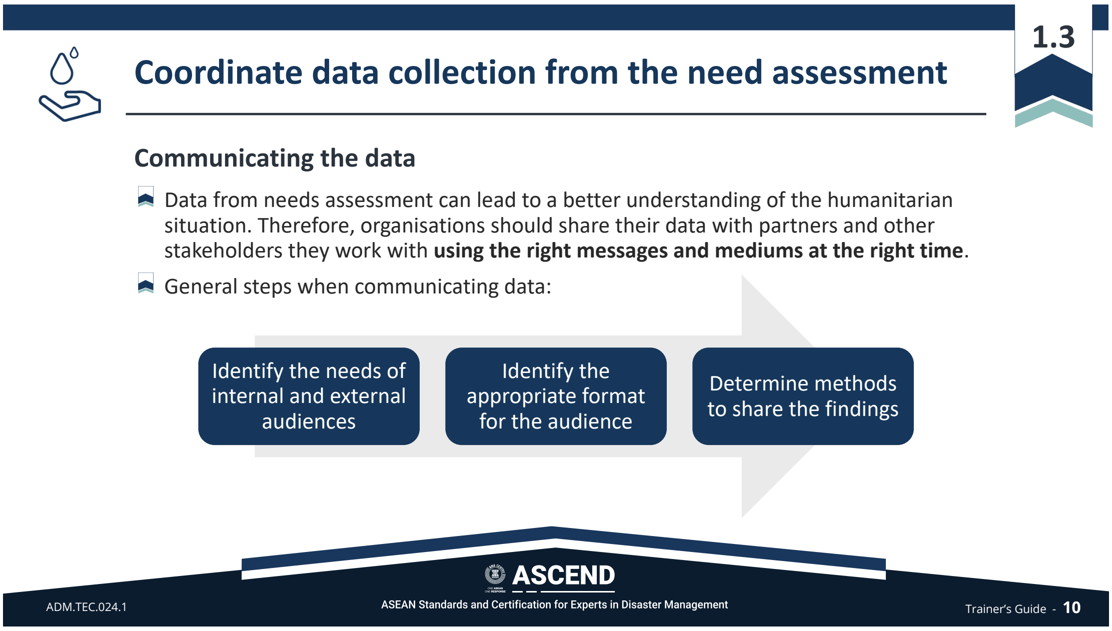
Slide No.	8
Trainer Notes	When establishing an SOP in the context of WASH activities, one must take the following into account: • The programme's flexibility: Can it accommodate other partners and other stakeholders? • The capacities of each partner: Is there enough diversity in mandates, knowledge, and specialisations? • The shared vision between partners: Are your partners working towards a common goal?

Image 9: *Slide 9*



Slide No.	9
Trainer Notes	Secondary data is collected by another party other than the primary user. Gathering secondary data is the first step to: • Raise awareness of the current situation • Set a baseline for assessing disaster impacts • Identify information gaps that future assessment can fill • Choose assessment locations and target demographic • Explore alternative outcomes of planned activities through scenario-building Primary data will not usually be the main source of information until after the first few weeks of emergency. It is gathered to fill the information gaps discovered during secondary data analysis.

Image 10: *Slide 10*



Slide No.	**10**

Trainer Notes

Identify the needs of internal and external audiences

- External audience: disaster-affected communities, local and national authorities, organisational partners, cluster members, UN and other international agencies, donors, and the media.
- Internal audiences: senior management team, regional and global offices, national and local offices, staff and advisors hired by organisation that carried out the needs assessment.

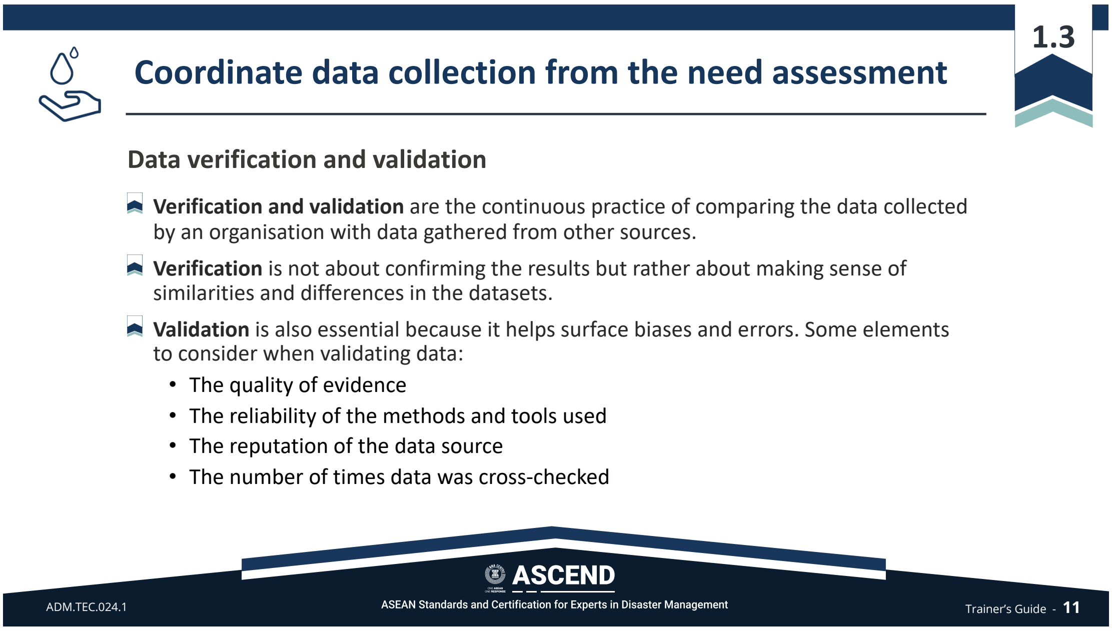
Identify the appropriate format for the audience

There are various format choices, such as assessment report, situation report, PowerPoint presentation, briefing note, verbal briefing, maps, infographics, graphs, charts, etc. Each audience may request a specific format, but others may not. In any case, the needs assessment team must identify which format is appropriate for certain audiences, or instead, we construct a general format suitable for all audiences.

Determine methods to share the findings

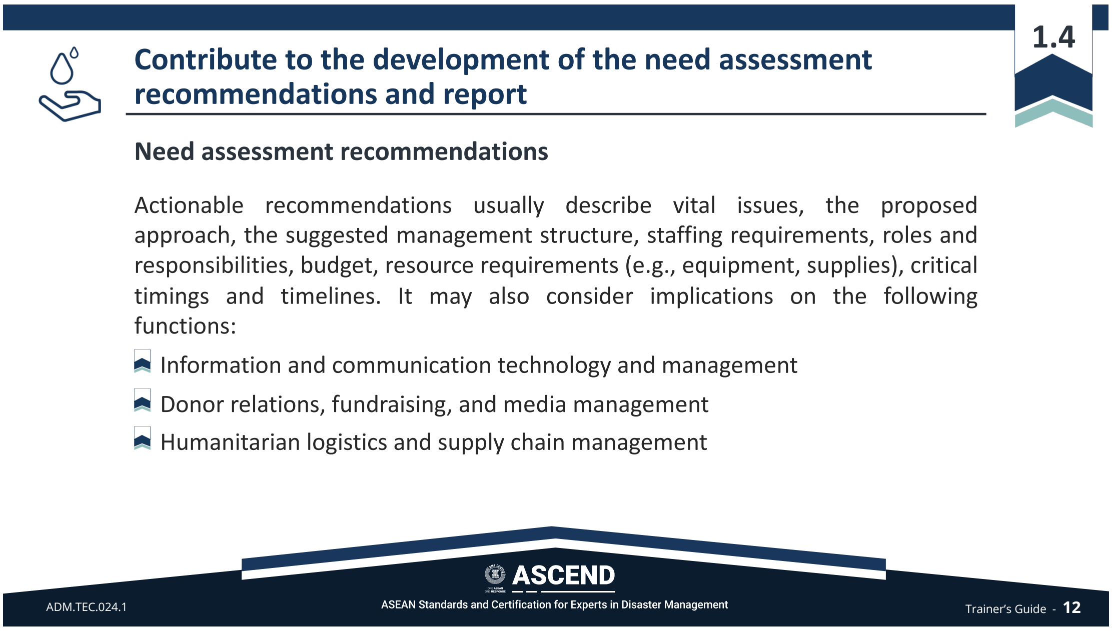
After choosing a specific format, the next thing to think about is how to share it. If an online medium is preferred, this can be done using email, teleconferencing, or web posting. If the preferred medium is offline, it can be shared through meetings, presentations, or handing out printed work.

Image 11: *Slide 11*



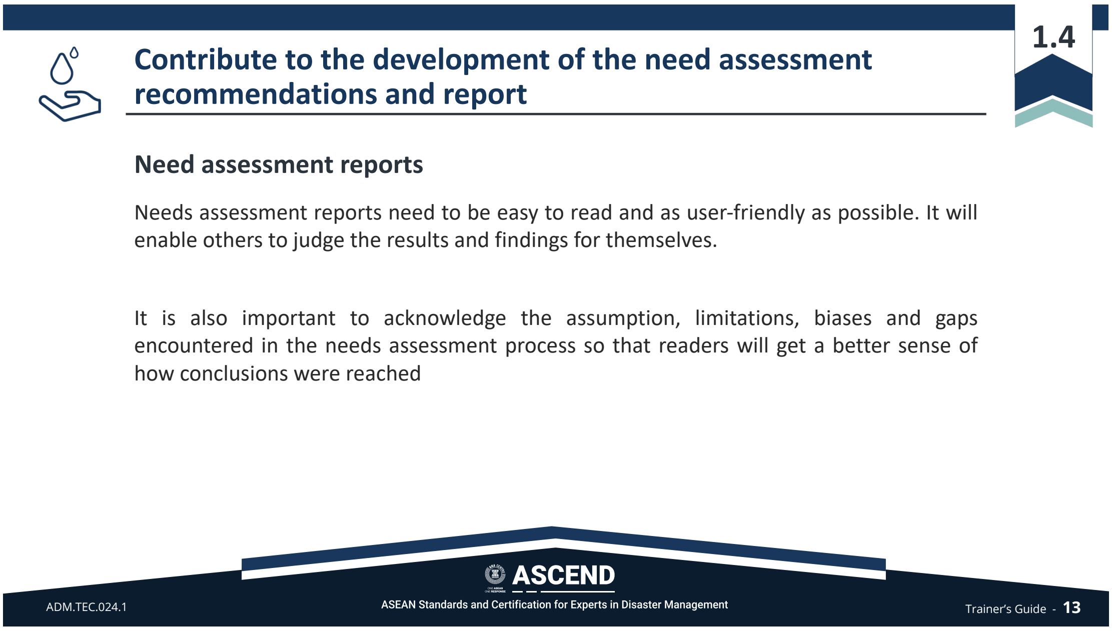
Slide No.	**11**
Trainer Notes	Verification is not about confirming the results but rather about making sense of similarities and differences in the datasets. Validation is also essential because it helps surface biases and errors. There are four ways to validate findings: cross-checking, convergence, consultation, and confidence.

Image 12: *Slide 12*



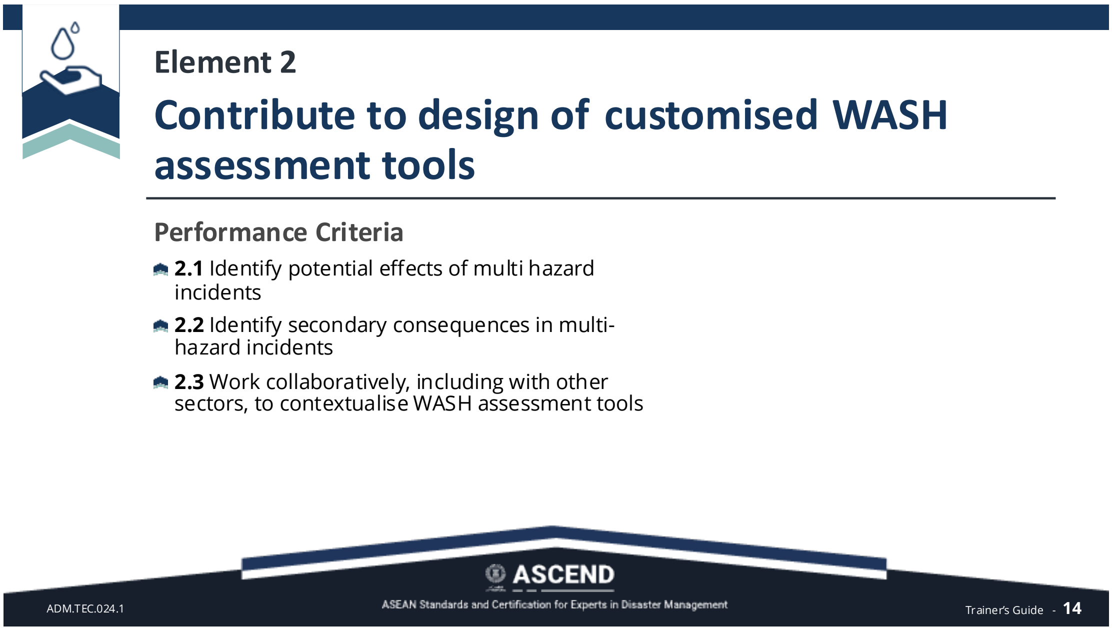
Slide No.	**12**
Trainer Notes	It is also helpful to address these questions when developing, framing, and providing recommendations to different stakeholders: • How is the disaster likely to influence pre-disaster vulnerability? • What is known about the consequences of previous or another disaster in the region? • What does this tell us about the disaster's probable evolution? • What are current coping strategies, and how can these be supported? • What factors could worsen the conditions? • Is external assistance required, and what are the appropriate responses?

Image 13: Slide 13



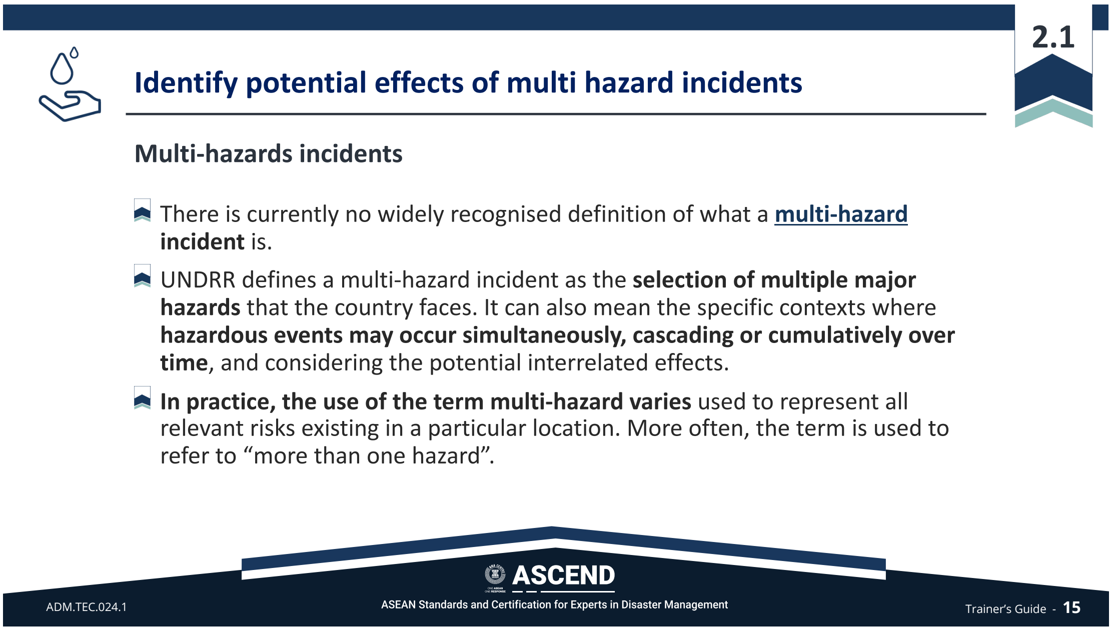
Slide No.	**13**
Trainer Notes	Recommended steps to easy-to-read and user-friendly needs assessment: • Start with an executive summary and then emphasise significant themes using bullet points. • Provide a brief of the disaster. • Present the results and analysis of the findings. Use footnotes to identify references and sources. • Incorporate visual aids (e.g., maps and graphs) when appropriate. • Insert a summary of the approaches, methods, and tools used for data collection and analysis in the main body or as an annex. In our report, acknowledge the assumption, limitations, biases and gaps you may encounter during the WASH activities, so the others will understand how you reach our conclusions. To ensure the transparency and accountability, it is important to share and emphasise the methodology you use. This will enable others to judge our assessment for themselves and have a holistic understanding of our reports.

Image 14: Slide 14



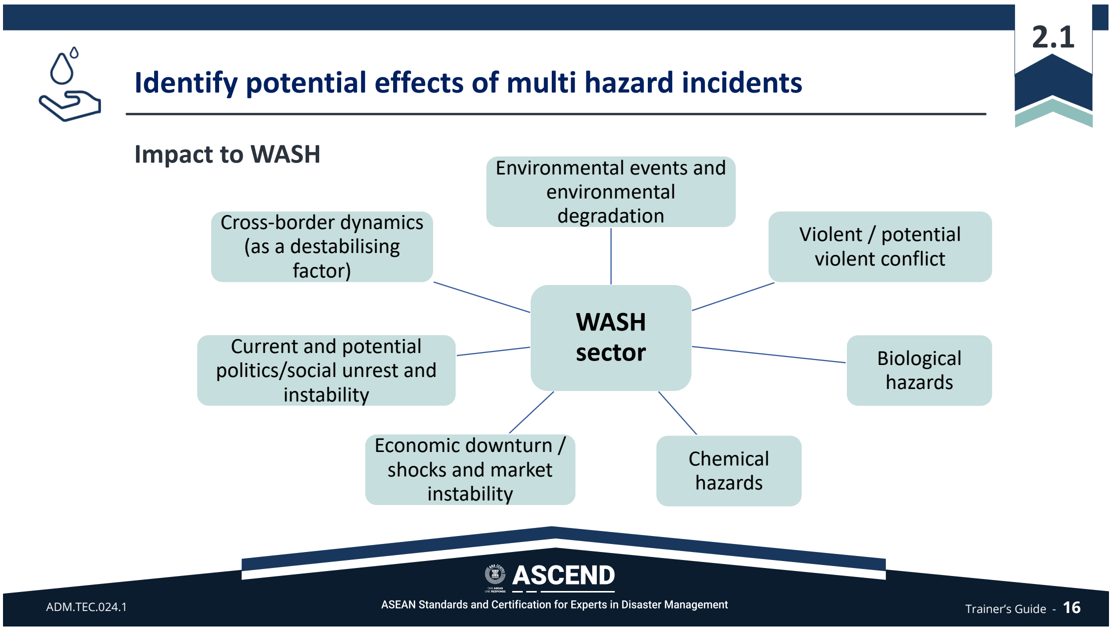
Slide No.	**14**
Trainer Notes	Briefly talk about the sub-elements of the Element and why it is important for WASH professionals to know these.

Image 15: *Slide 15*



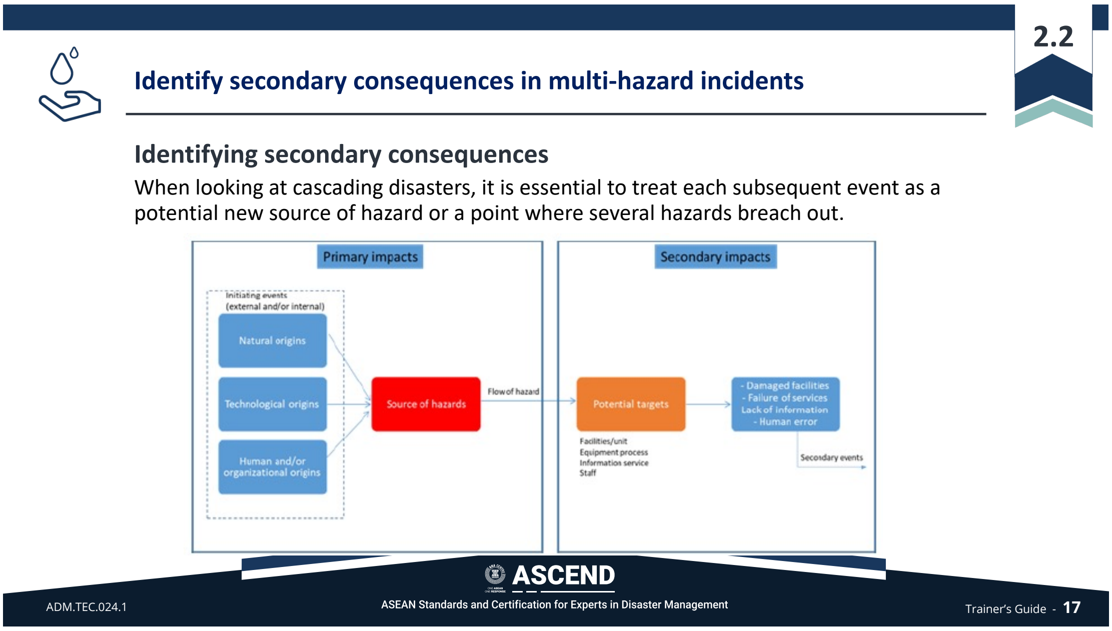
Slide No.	**15**
Trainer Notes	The definitions get more ambiguous when relationships between hazards are discussed. For instance, the term **cascading hazards** refer to hazard relationships that occur in a series: one hazard causes the next. The term **coupled hazards** involves at least two different hazards co-occurring after being triggered by the same triggering event. A system-wide approach to resilience is needed to improve the complex operational management of multiple disasters. Multi-hazard approaches should also consider the dynamics of vulnerability. For example, exposed infrastructures will be more vulnerable to future risks following a first hazard incident.

Image 16: Slide 16



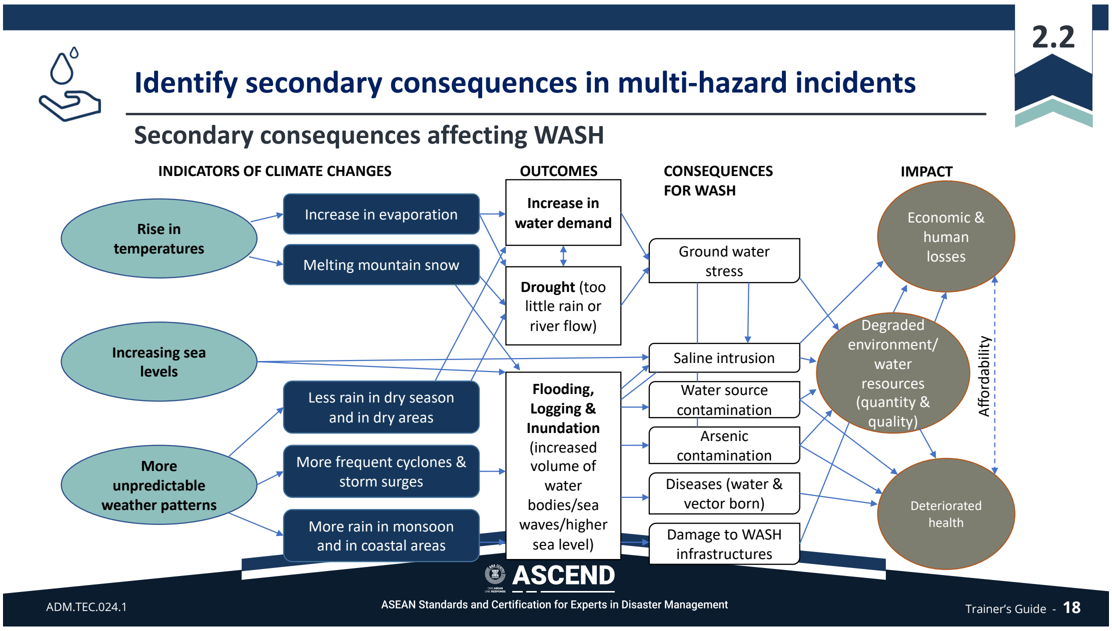
Slide No.	16
Trainer Notes	UNDRR defines [critical infrastructure] as physical structures, facilities, networks, and other assets that provide essential services to the social and economic functioning of a community or society. Multi-hazard incidents can damage critical infrastructures that WASH services rely on, like water and waste management systems. It can **reduce the availability of safe and potable drinking water**, **lessen water supply for good hygeine practices,** and **limit waste removal**. It can also set back hard-won gains of health promotion activities. If there are no WASH services, affected communities will refer to unhealthy behaviours that can **increase the risk of disease outbreaks.** Inadequate WASH services also affect other sectors that rely on it, such as the **health sector** because water is essential for providing medical care.

Image 17: *Slide 17*



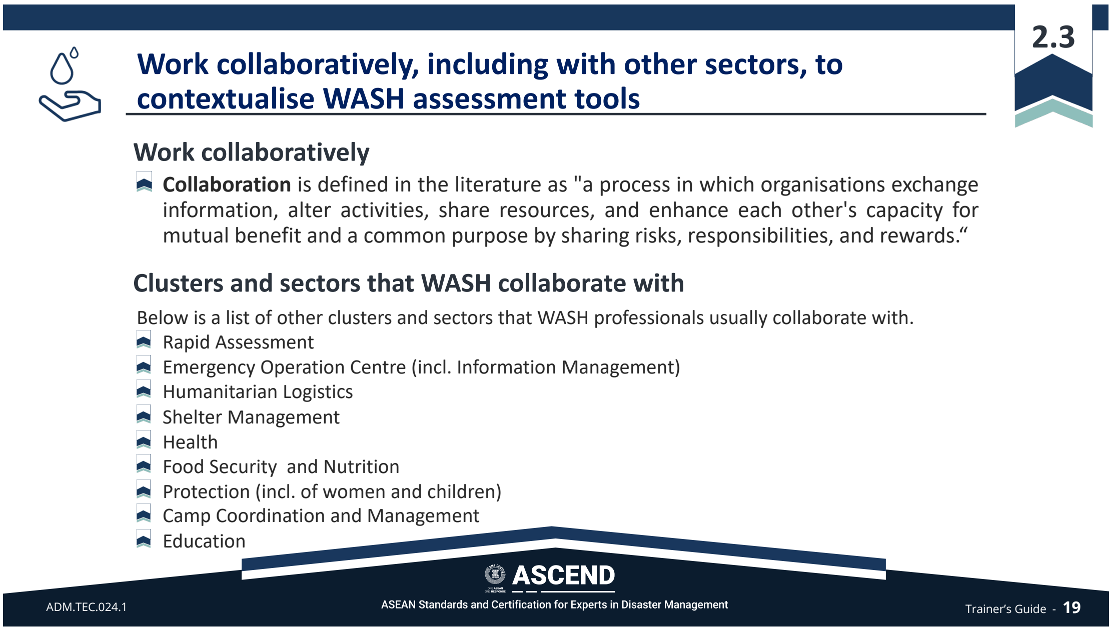
Slide No.	17
Trainer Notes	One method used for assessing multiple hazards is to use **event trees**. • Event trees help examine the **possible combinations of hazards and likelihood of occurrences** based on risk profiles and environmental factors of a particular location. • Related events are connected using branches so that the user of the method can **see how those events interact and unfold**.

Image 18: *Slide 18*



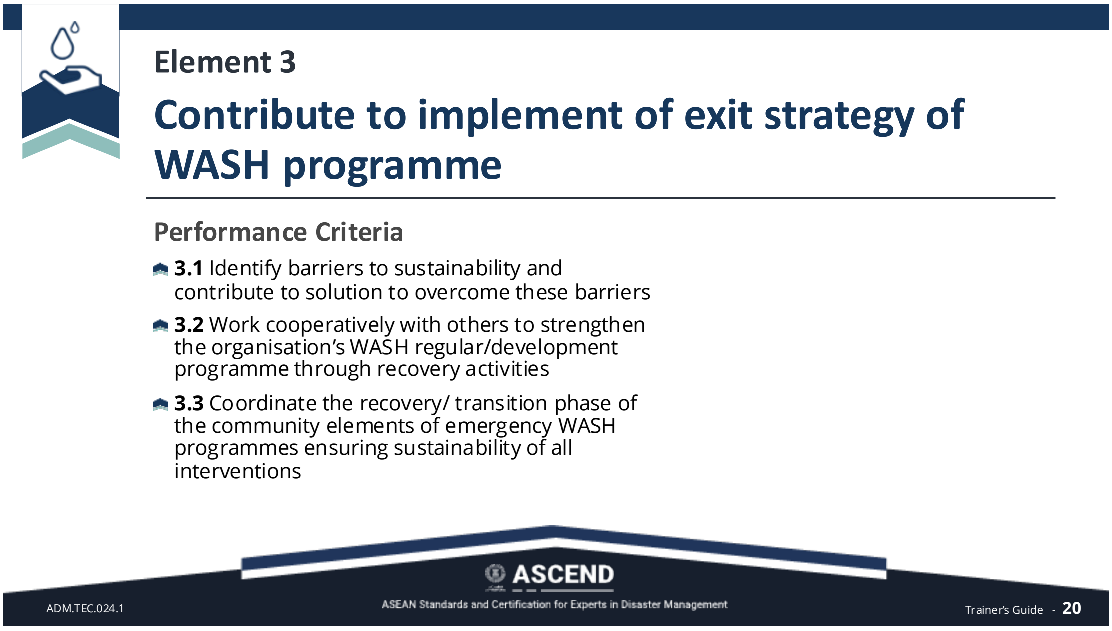
Slide No.	18
Trainer Notes	The secondary consequences of multi-hazard events could affect four aspects of a WASH intervention: • Functionality: the loss of latrine capacity and sewage system, broken water pumps and pipes • Access: loss of accessibility of water supply technologies and pit latrines • Availability: the destruction of safe water supply sources • Quality: contamination or pollution water supply sources Another factor that may trigger multi-hazard events is climate change. These effects have adverse impacts on the functionality, access, availability, and quality of WASH efforts. Above is a figure showing the possible secondary consequences of climate change to WASH activities.

Image 19: Slide 19



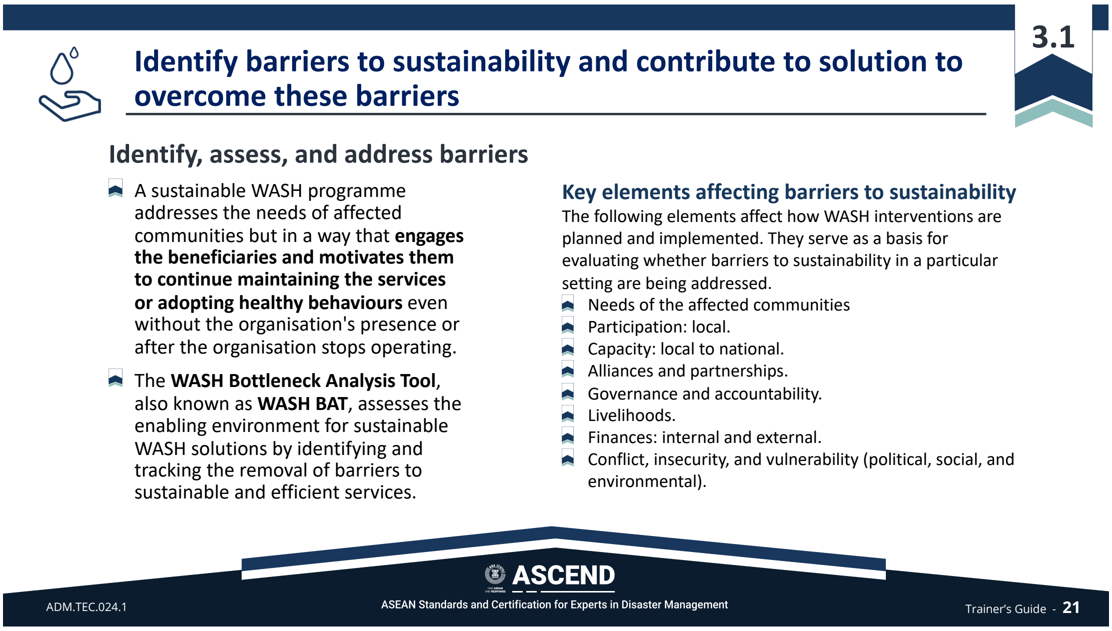
Slide No.	19
Trainer Notes	Emergency management efforts are characterised by urgency and uncertainty. Affected sectors and participating clusters must have an efficient and effective decision-making process to minimise delays and gaps in response. Communication is the foundation of decision-making during emergencies. It is essential for the "transfer, receipt, and integration of knowledge among participants" needed for partnerships to work. Assessments allow different clusters to perform collaboratively using standard approaches to facilitate inter-sectoral planning and implementation. National and local authorities and members of the affected community should be engaged and included in all assessment activities.

Image 20: *Slide 20*



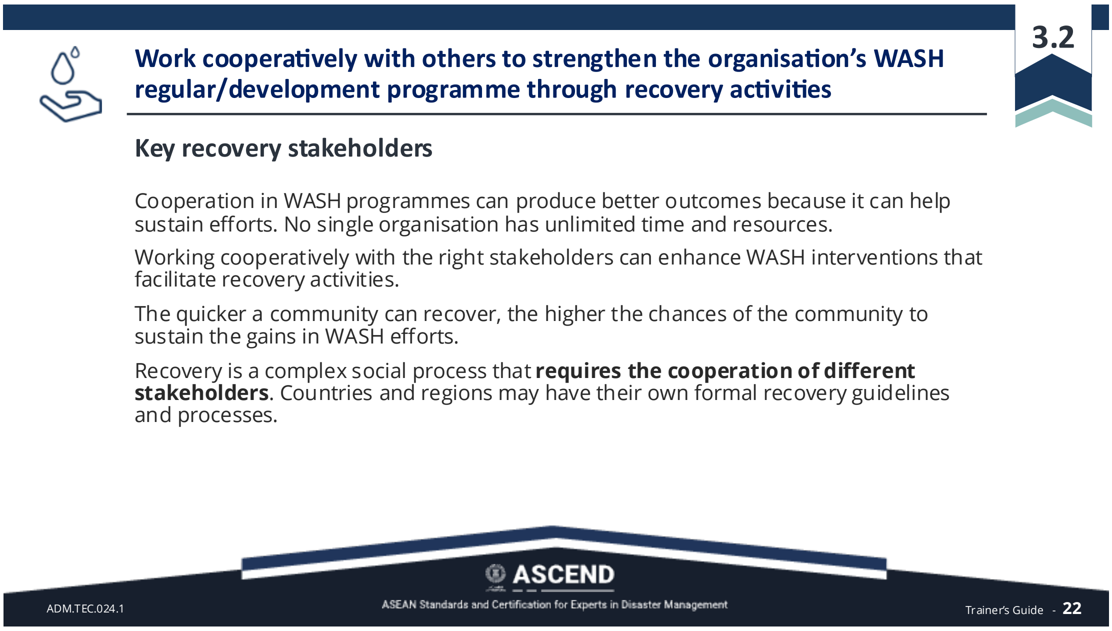
Slide No.	**20**
Trainer Notes	Briefly talk about the sub-elements of the Element and why it is important for WASH professionals to know these.

Image 21: Slide 21



Slide No.	**21**
Trainer Notes	The WASH BAT **assists in costing and prioritising plans** to **eliminate the obstacles** that hinder WASH progress. It also helps **analyse the intricate interaction** of institutional structures and processes that influence how human, material, and financial inputs can transform into long-term access to safe drinking water and sanitation.

Image 22: Slide 22



Slide No.	**22**

Trainer Notes

Successful recovery activities have one thing in common: the active participation of communities and the continuous engagement of partner organisations. Below is a list of features of successful recovery efforts:

- Have shared goals based on desired outcomes.
- Consider the changes in community needs or stakeholders' expectations.
- Be guided by someone with experience or expertise and leadership skills.
- Be at the pace desired by the community.
- Reflect well-developed community planning and information gathering before, during, and after a disaster.
- Have transparent decision-making and reporting processes and sound governance that is transparent and accessible to the community.
- Demonstrate a thorough understanding of the roles, duties, and authority of the organisations involved, and work together across agencies to guarantee minimal service disruption.
- Be a part of an emergency management approach that integrates with response activities and helps prevent and prepare for future disasters.
- Use and build on relationships established before, during, and after the disaster.

Image 23: Slide 23

3.2

Work cooperatively with others to strengthen the organisation's WASH regular/development programme through recovery activities

Key recovery stakeholders

Stakeholders	Description
Impacted community/ies	• Communities are made up of different groups and voices. Thus, they will not be homogeneous. • Will have the necessary skills, expertise, and local knowledge to aid recovery. • The community should be at the centre of recovery efforts to assist the community's ability to lead its own recovery processes and outcomes.
Impacted individuals and families	• A part of the recovering community • They may live in the disaster-affected area or be geographically spread (as grieving family members are). • Everyone will have varied reactions to the event and various demands for recuperation. • Pre-existing conditions such as disease, disability, financial insecurity, substance misuse, and so on may make a recovery more difficult.
Local government	• Recovery responsibilities will vary depending on legislation and emergency plans, but they will generally oversee local emergency management plans. • The government is closest to the people. • Local government offers a wide range of services to communities both during and after a disaster. • Extensive local knowledge and relations.

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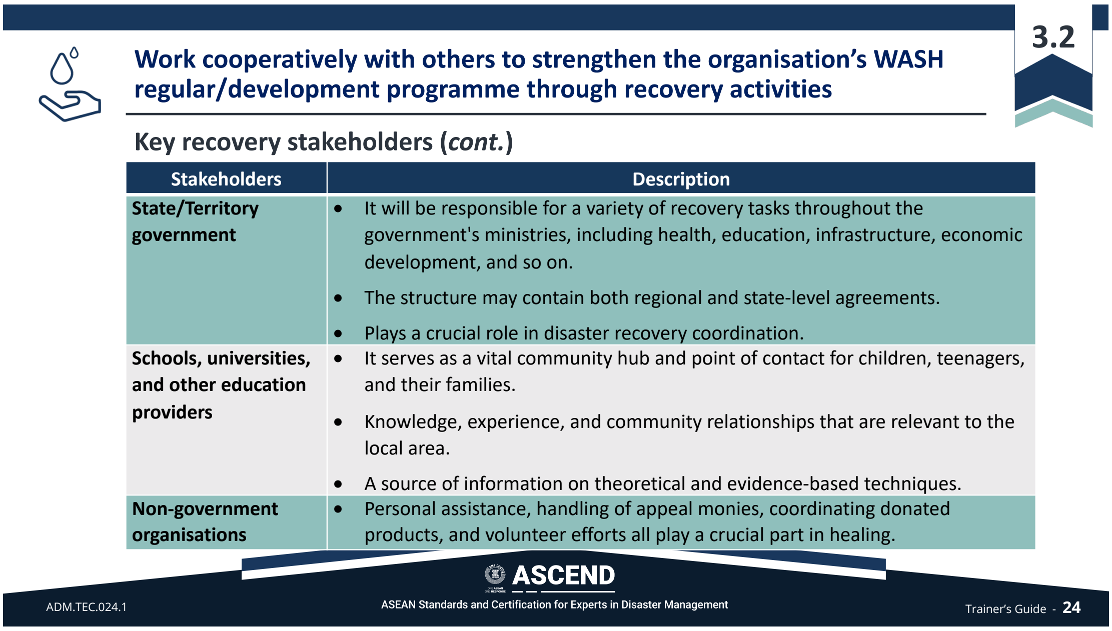
Slide No.	23
Trainer Notes	Each group is critical to recovery and plays a distinct and vital role. Coordinating all the work these groups will do and supporting their various needs, priorities, and results is one of the most challenging tasks in recovery efforts.

Image 24: Slide 24



Slide No.	**24**
Trainer Notes	When determining the recovery priorities, it is common for groups to prioritise their own needs, and there may be clashes in perspectives.

Image 25: Slide 25

3.2

Work cooperatively with others to strengthen the organisation's WASH regular/development programme through recovery activities

Key recovery stakeholders (*cont.*)

Stakeholders	Description
Local community and social service organisations	• Essential to community recovery and likely to be the first on the scene in terms of establishing first recovery activities. • Reputable, local providers of community health, education, housing, drug/alcohol/family violence programmes, youth and family services, and so on. • Knowledge, abilities, and expertise in the area. • Stay in the neighbourhood for a longer period. • May be immediately impacted, affecting service provision for at least a short time.
Local community groups	• Essential to community recovery and likely to be the first on the scene in terms of establishing first recovery activities. • Knowledge, skills, and expertise in the area. • Capable of connecting with and mobilising community resources. • May have pre-existing recovery programmes devised by the community. • Individuals may be directly impacted, which may have an impact on the group's ability to function, at least momentarily.

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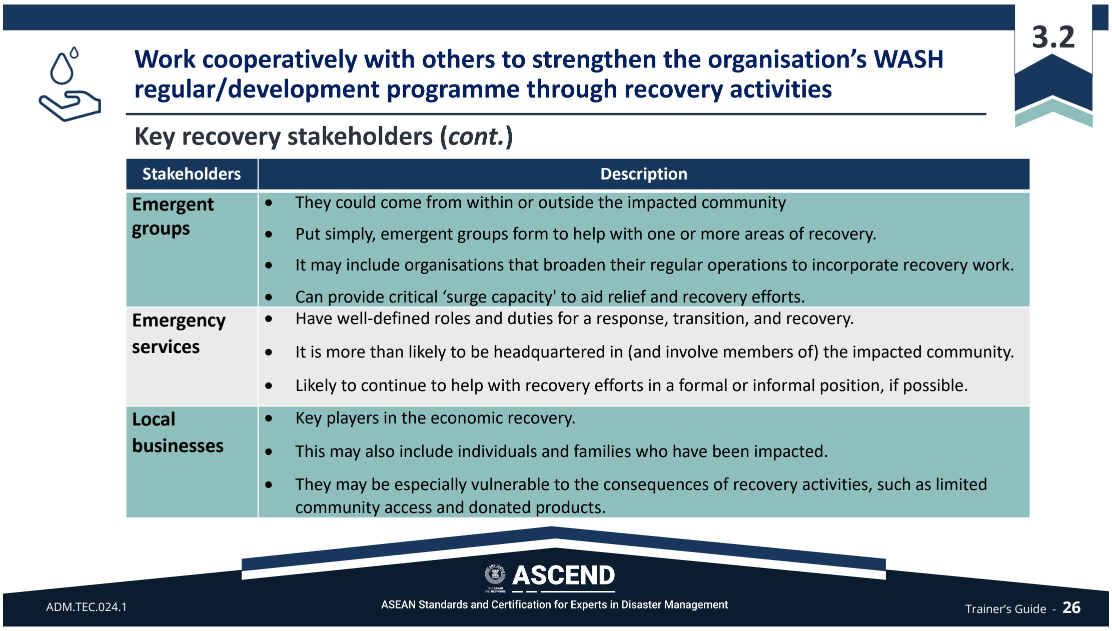
Slide No.	25
Trainer Notes	The programme coordinator managing the recovery activities need to set up coordinated plans and arrangements for common management structures, facilitate public-private partnerships, and secure financial assistance.

Image 26: Slide 26


3.2

Work cooperatively with others to strengthen the organisation's WASH regular/development programme through recovery activities

Key recovery stakeholders (*cont.*)

Stakeholders	Description
Emergent groups	• They could come from within or outside the impacted community • Put simply, emergent groups form to help with one or more areas of recovery. • It may include organisations that broaden their regular operations to incorporate recovery work. • Can provide critical 'surge capacity' to aid relief and recovery efforts.
Emergency services	• Have well-defined roles and duties for a response, transition, and recovery. • It is more than likely to be headquartered in (and involve members of) the impacted community. • Likely to continue to help with recovery efforts in a formal or informal position, if possible.
Local businesses	• Key players in the economic recovery. • This may also include individuals and families who have been impacted. • They may be especially vulnerable to the consequences of recovery activities, such as limited community access and donated products.

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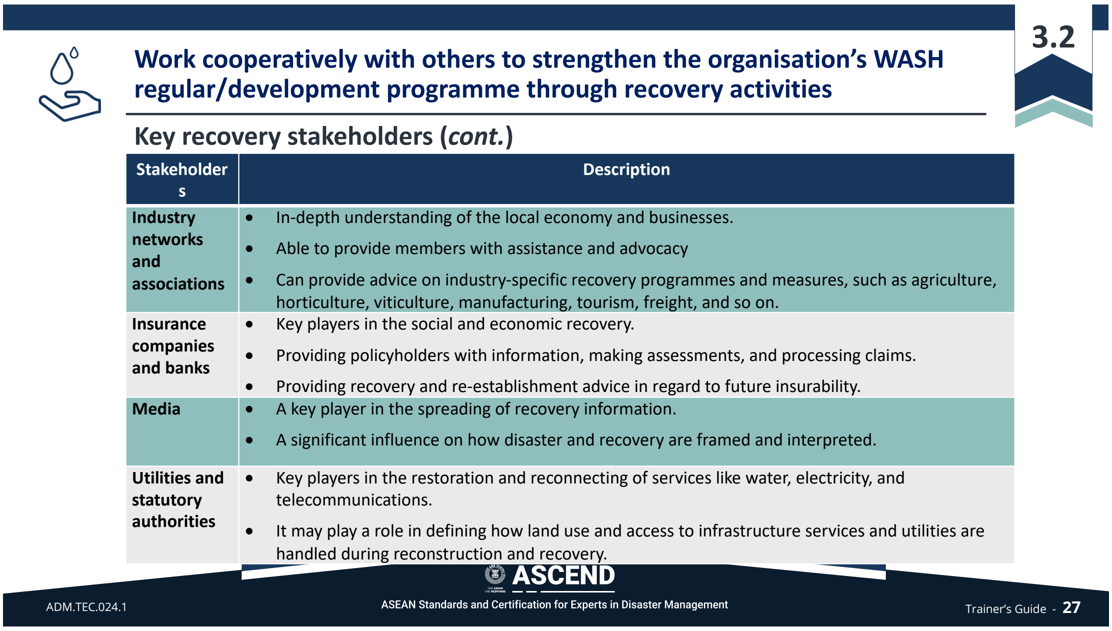
ADM.TEC.024.1 ASEAN Standards and Certification for Experts in Disaster Management Trainer's Guide - 26

Slide No.	26
Trainer Notes	Trainer identifies each key recovery stakeholder in WASH

Image 27: *Slide 27*



3.2

Work cooperatively with others to strengthen the organisation's WASH regular/development programme through recovery activities

Key recovery stakeholders (*cont.*)

Stakeholders	Description
Industry networks and associations	• In-depth understanding of the local economy and businesses. • Able to provide members with assistance and advocacy • Can provide advice on industry-specific recovery programmes and measures, such as agriculture, horticulture, viticulture, manufacturing, tourism, freight, and so on.
Insurance companies and banks	• Key players in the social and economic recovery. • Providing policyholders with information, making assessments, and processing claims. • Providing recovery and re-establishment advice in regard to future insurability.
Media	• A key player in the spreading of recovery information. • A significant influence on how disaster and recovery are framed and interpreted.
Utilities and statutory authorities	• Key players in the restoration and reconnecting of services like water, electricity, and telecommunications. • It may play a role in defining how land use and access to infrastructure services and utilities are handled during reconstruction and recovery.

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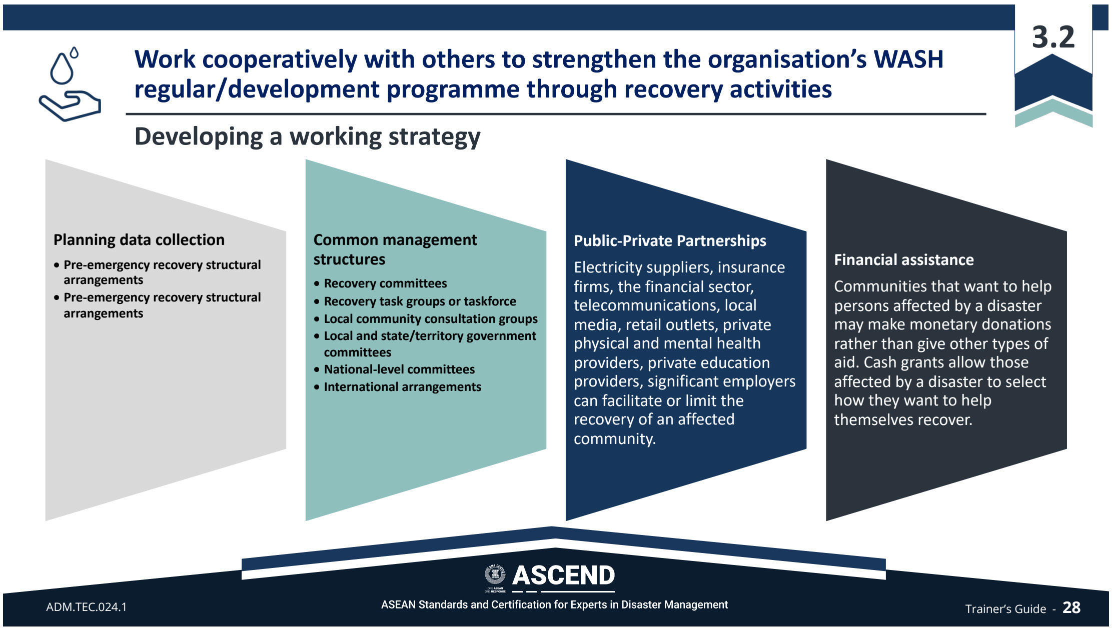
Trainer's Guide - 27

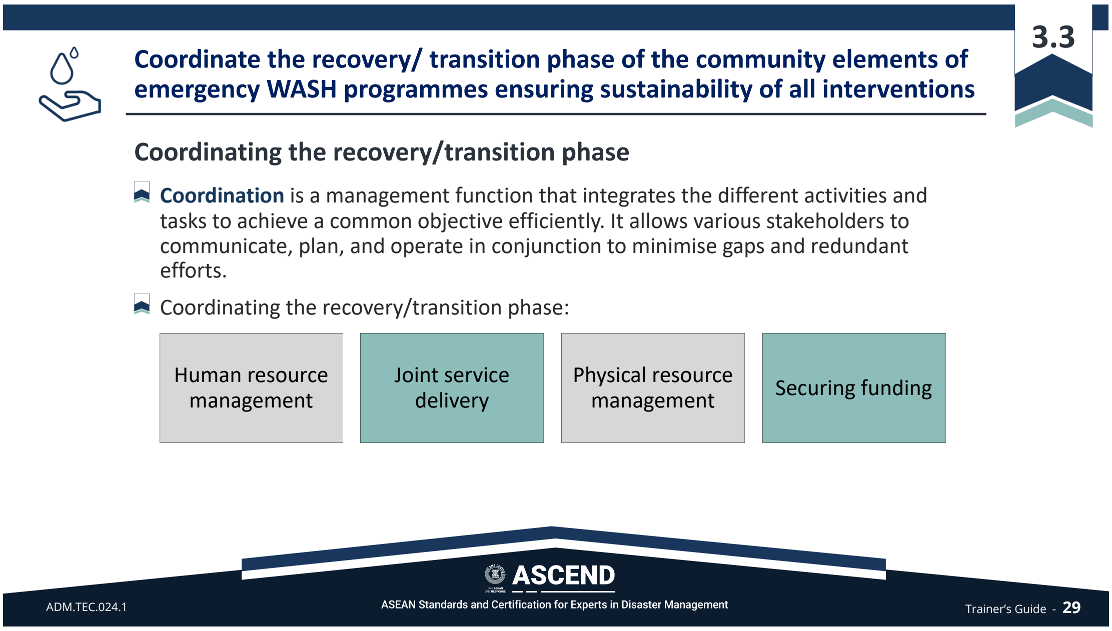
Slide No.	**27**
Trainer Notes	Trainer identifies each key recovery stakeholder in WASH

Image 28: Slide 28



Slide No.	28
Trainer Notes	A working strategy for recovery efforts include having coordinated plans and arrangements, common management structures, public-private partnerships, and financial assistance.

Image 29: Slide 29



Slide No.	29

Trainer Notes

Human resource management issues both before and after the crisis should be taken into account, such as:

- The work environment
- Role of management
- Management styles
- Recruitment strategies
- Compensation and benefits
- Training and evaluation

Joint service delivery

Joint service delivery is most effective when memorandums of understanding (MOUs) or other formalised arrangements are active before an emergency occurs. MOUs between adjoining local government areas, for example, can facilitate personnel assistance between areas.

Physical resource management

Facilities, equipment, vehicles, office supplies, documents and records are all examples of physical resources. These physical resources need to be purchased or borrowed and maintained throughout their use. To ensure efficient cost recovery, record-keeping and waste minimisation are two of the most critical duties in physical resources management.

Securing funding

The national government can also assist sub-national governments (states and territories) in responding to disasters by releasing national calamity funds or something similar. Other actors like corporate foundations,

charitable and faith-based groups, and non-government organisations may also extend financial assistance for recovery efforts.

Image 30: *Slide 30*

Slide No.	30
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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