1st Edition

TRAINER'S
GUIDE

TECHNICAL COMPETENCY UNIT

ADM.TEC 025.1

Supervise the Implementation of WASH Programme

AHA CENTRE
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ONE ASEAN
ONE RESPONSE

ASCEND

ASEAN Standards and Certification for Experts in Disaster Management

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SUPERVISE THE IMPLEMENTATION OF WASH PROGRAMME

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Trainer's Guide

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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

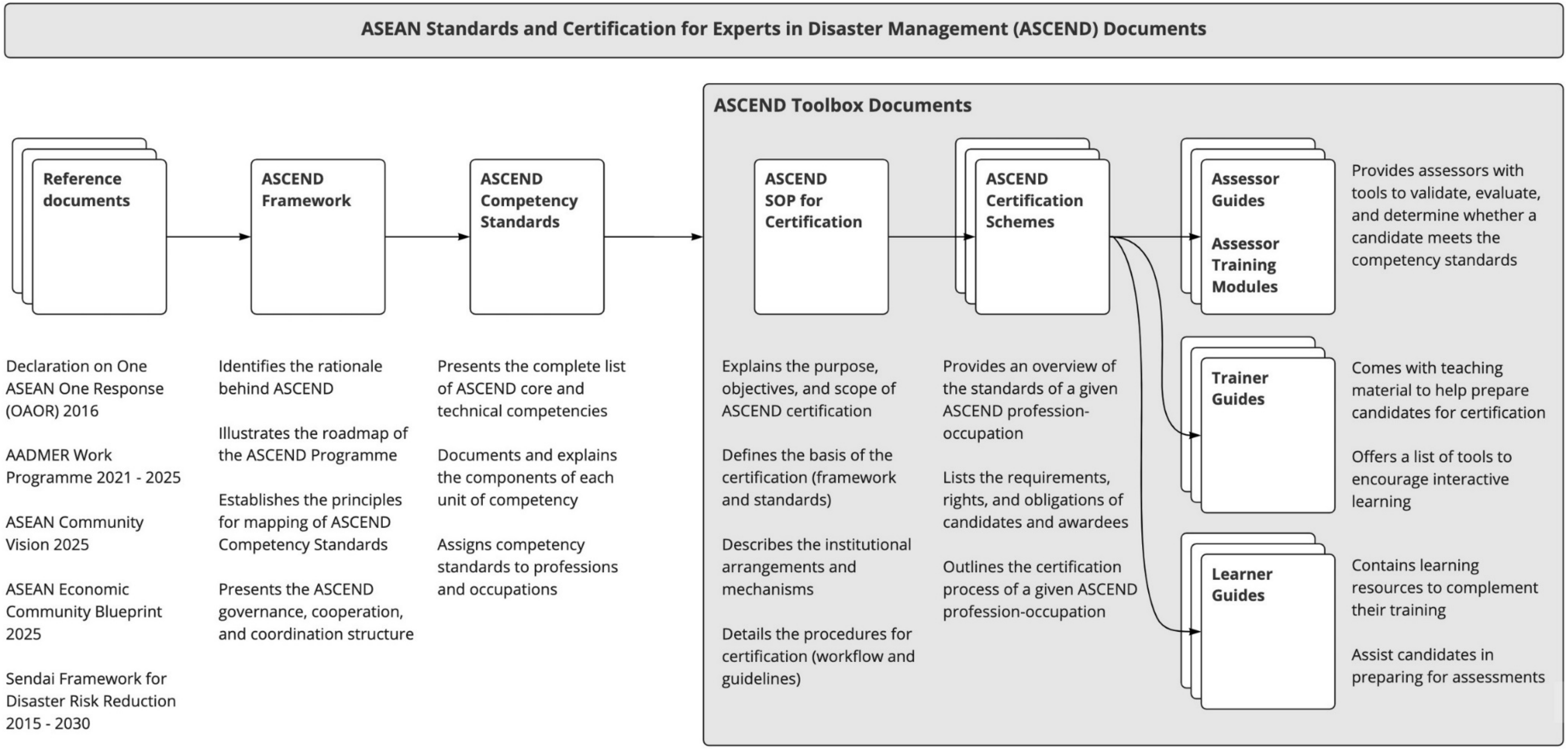
A set of technical requirements must exist before it is possible to implement the ASCEND programme in participating ASEAN Member States. The first requirement is the ASCEND Competency Standards that contains forty-three (43) regionally recognised core and technical competencies in selected disaster management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

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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 : **Supervise the Implementation of WASH Programme**
Unit number : ADM.TEC.025.1

Unit description : This unit deals with the knowledge and skills required to supervise and monitor a WASH project in an emergency setting.

ELEMENT AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
Element 1. **Supervise the activities within the assigned activity area in all phases of emergency WASH programme** 1.1 Develop a detailed implementation plan to ensure all deliverables to WASH programming is delivered in a timely fashion 1.2 Develop detailed guidelines for community mobilisation and participation for the delivery of programme activities 1.3 Perform measures to integrate Early Recovery and Disaster Risk Reduction approaches 1.4 Establish effective links with other clusters or sectoral coordination platforms that are relevant to the WASH programming within the assigned activity area 1.5 Operate and maintain sound internal controls, coordinate financial and supply management requirements and ensure accountability	**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: A detailed implementation plan is developed to ensure that all team members know and understand the entire implementation plan, their roles and responsibilities, the expectations for their interventions, and the monitoring and evaluation framework that are in place to assess progress and measure achievements. Early Recovery (ER) is an approach that addresses recovery needs that arise during the humanitarian phase of an emergency, using humanitarian mechanisms that align with development principles. Disaster risk reduction aims to reduce or prevent new risk, reducing existing disaster risk and managing residual risk, all of which contribute to strengthening resilience and, therefore, to achieving sustainable development. Linkage with other clusters may include: • Logistics • Shelter and Non-Food Item • Food Security and Nutrition

1.6 Contribute to overall WASH reporting and documentation within the assigned activity area as well as effective information sharing
1.7 Supervise and coordinate WASH staff within the assigned activity area
1.8 Contribute to the design, management and communication of a responsible exit strategy

Element 2.

Monitor and report against key WASH indicators

2.1 Coordinate collection of data and information within the agreed monitoring plan and strategy
2.2 Support other sectors in the effective monitoring and reporting of key WASH indicators
2.3 Make changes into planned activities, strategies, or approaches based on the monitoring results and feedback from relevant stakeholders
2.4 Implement a WASH programme learning review as per agreed monitoring and evaluation plan and strategy

- Education
- Protection, including protection of children and women
- Camp coordination and Camp management
- Health

WASH intervention may include:

- Hygiene promotion
- Water supply
- Excreta disposal
- Vector control
- Solid waste management
- Drainage

Monitoring measures progress against project objectives and indicators and its impact on vulnerability and the context. A monitoring framework should include description of activities, expected outputs and outcomes, indicators, means of verification, as well as the risks and assumptions that have been made.

Designing the right learning review or evaluation may be influenced by scope, level of results, timing, number of actors involved, composition of the evaluators, and focus of the evaluation (Buchanan- Smith et al., 2016).

Assessment Guide

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

- Ability to develop work plan based on the agreed detailed implementation plans
- Ability to operate and maintain internal control mechanisms
- Ability to coordinate documentation and data collection to generate report
- Ability to lead and coordinate a group of technical WASH staff and partners
- Ability to identify barriers in the implementation and provide solution
- Ability to implement monitoring activities based on the agreed monitoring framework

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 develop work plan based on the agreed detailed implementation plans
- Demonstrated ability to operate and maintain internal control mechanisms
- Demonstrated ability to coordinate documentation and data collection to generate report
- Demonstrated ability to lead and coordinate a group of technical WASH staff and partners
- Demonstrated ability to identify barriers in the implementation and provide solution
- Demonstrated ability to implement monitoring activities based on the agreed monitoring framework

Context of Assessment

This unit may be assessed on/off the job

- Assessment should include practical demonstration of working effectively with colleagues and assesses either in the workplace or through a simulation activity, supported by various 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	2	Coordinate collection of data for monitoring purposes
Communicating ideas and information	2	Support other sectors for monitoring
Planning and organising activities	2	Supervise WASH programme
Working with others and in teams	2	Supervise WASH programme
Using mathematical ideas and techniques	2	Make changes to planned activities
Solving problems	0	Identify the most appropriate solutions
Using technology	2	Coordinate collection of data for monitoring purposes

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 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

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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

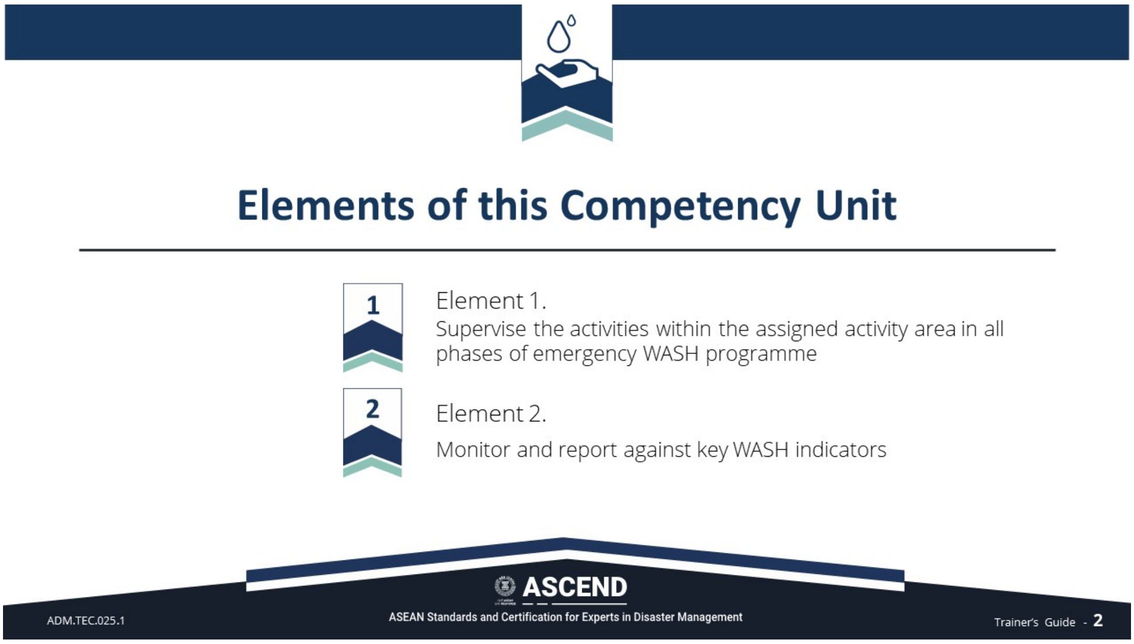
A video tutorial is available here:
https://support.microsoft.com/en-us/office/use-presenter-view-in-powerpoint-fe7638e4-76fb-4349-8d81-5eb6679f49d7

5.2 PowerPoint slides and presenter notes

Image 1: *Slide 1*

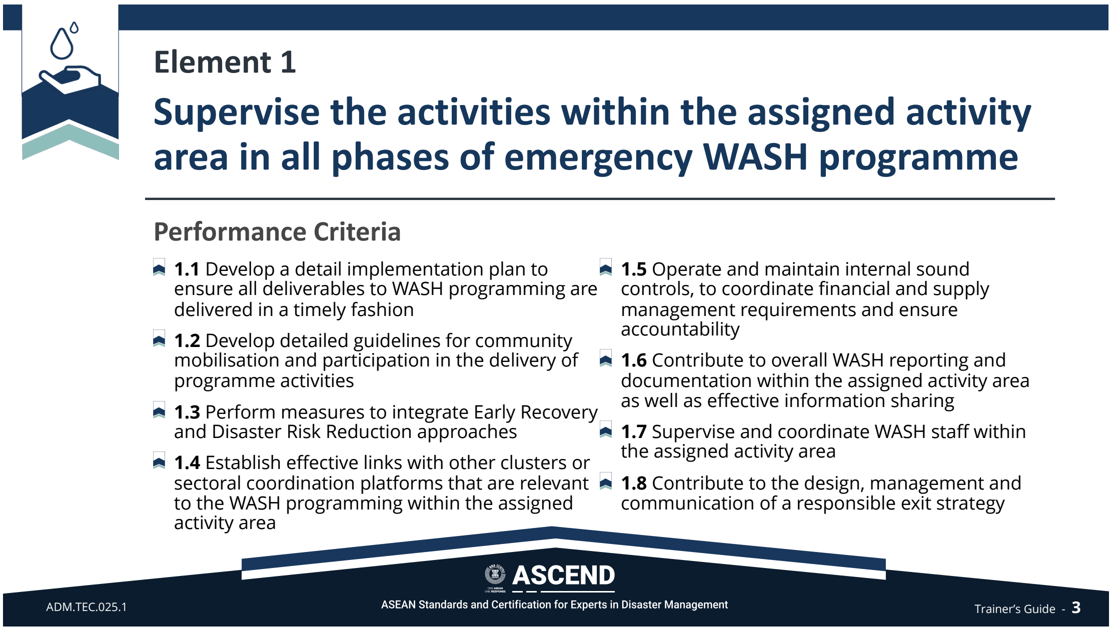
Slide No.	**1**
Trainer Notes	Trainer welcomes students to class.

Image 2: *Slide 2*



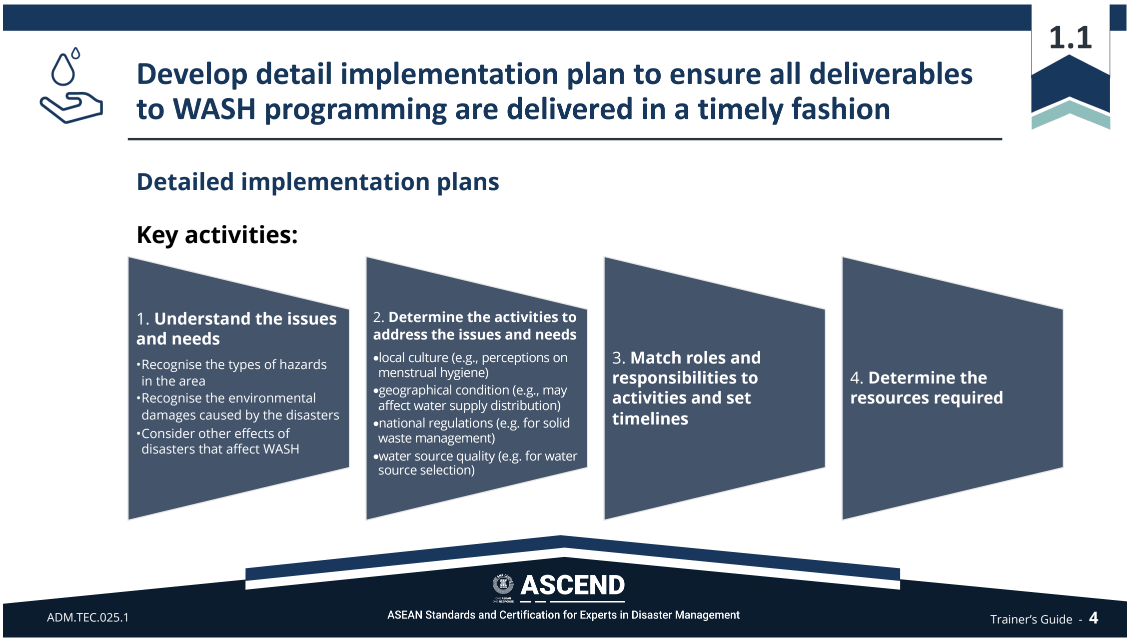
Slide No.	**2**
Trainer Notes	Trainer advises participants this Unit comprises three Elements, as listed on the slide explaining: • Each Element comprises a number of Performance Criteria which will be identified throughout the class and explained in detail • Participants can obtain more detail from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



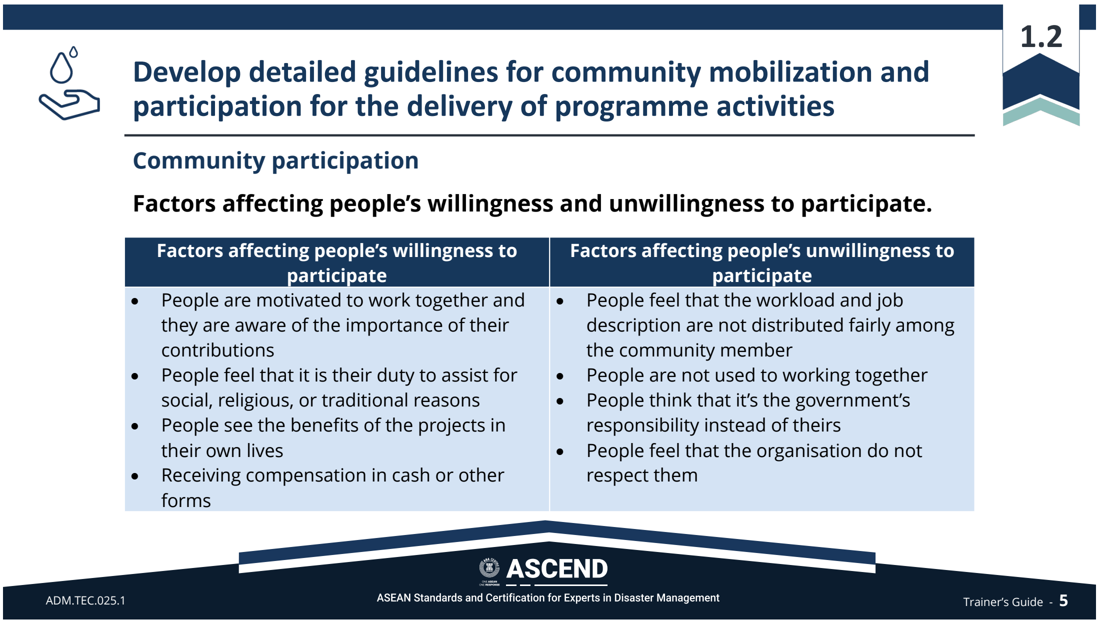
Slide No.	**3**
Trainer Notes	Trainer identifies for participants the Performance Criteria for this Element, as listed on the slide.

Image 4: *Slide 4*



Slide No.	**4**
Trainer Notes	The implementation of WASH programmes needs to be coordinated to **minimise gaps** and **redundant activities**. Behind the efficient delivery of WASH programmes are detailed plans that help WASH coordinators to **assign the right staff**, **allocate the right resources**, **conduct activities at the right time and order.** **Detailed implementation plans** help team members understand their roles and responsibilities, how their activities relate to each other, the sequence of tasks to be completed, and assess their progress against a defined scope, the budget available, and the expected quality of work.

Image 5: *Slide 5*



Slide No.	**5**
Trainer Notes	Community participation is the **involvement of the affected community in initiatives** that seek to solve their communal problems. **Meaningful participation** means more than getting community members to contribute their labour and time or applying participatory approaches. It is a **co-creation process** that brings together locals and partners in doing what's best for the community. **Participation matrix** The participation matrix is a technique for determining how different stakeholders may be involved at various programme phases. It is also helpful in identifying which phases community involvement is needed and optimising resources. WASH Programme team members have to consider the following factors when completing a participation matrix: • Stakeholder analysis • Vulnerable and marginalised groups

Image 6: *Slide 6*

Slide No.	**6**
Trainer Notes	The community mobilisation process includes mobilising essential resources, distributing information, creating support, and encouraging collaboration across the public and commercial sectors in the community. The entire process has five (5) phases. • Phase I: Planning for community mobilisation • Phase II: Raising awareness • Phase III: Building a coalition • Phase IV: Taking action • Phase V: Monitoring and evaluating

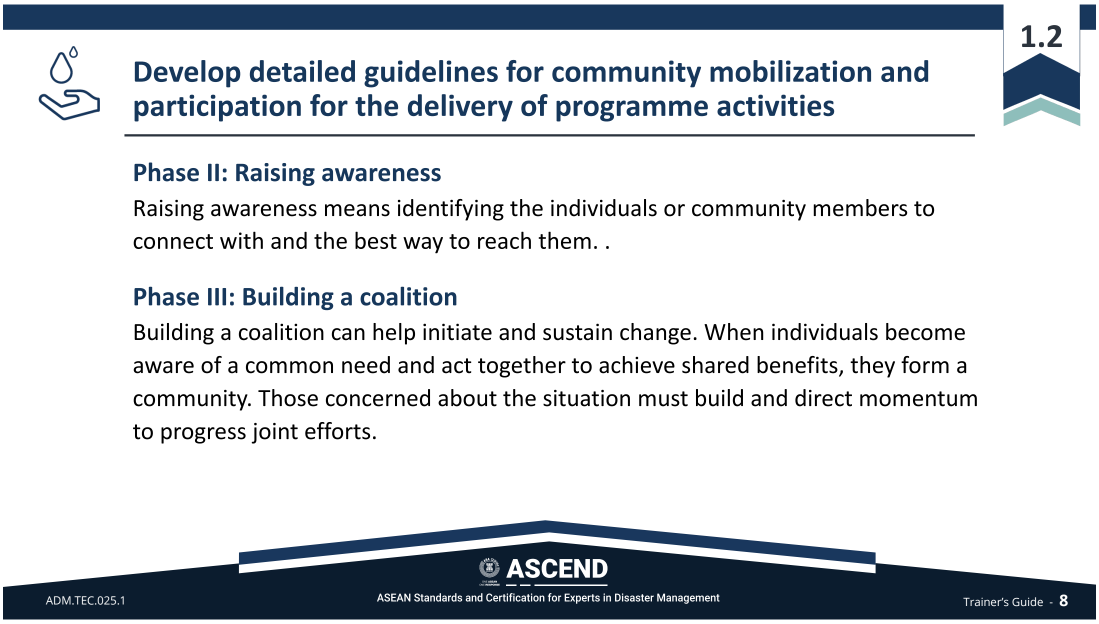
Image 7: *Slide 7*

Slide No. **7**

Trainer Notes

- **Maintain an open-minded mind**. Be receptive to the situation and seek to understand the issues communities face and the reasons behind their problems before making any assumptions.
- **Be careful in choosing participants.** Include a diverse cross-section of groups, based on gender, age, ethnicity, religion, income level, etc.
- **Ensure the involvement of vulnerable and marginalised groups.** Consider the perspectives and needs of women, children, the elderly, and ethnic and religious minorities, etc.
- **Manage the community's expectations.** Do not promise anything when there is still a lot of uncertainty. Involve the community to take part in further decisions.
- **Empower stakeholders.** Ensure that stakeholders take an active role in the assessment and throughout the project.

Image 8: *Slide 8*

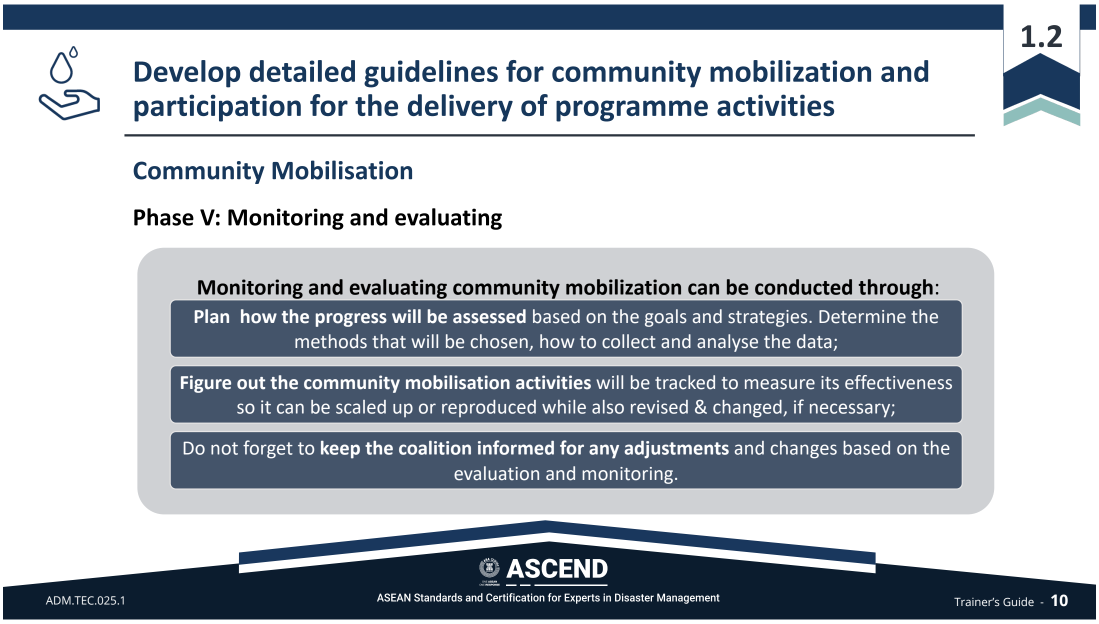


Slide No.	**8**
Trainer Notes	Raising awareness steps include: • With the available community assessment any other information, **create a community impact statement** based on the community's WASH situation. This information should be available in various formats (e.g., community bulletins, press releases, social media posts). • **Identify** the organisations, agencies and other **partners that should be involved** in this initiative. Plan on the best way to communicate with them. • **Seek assistance** from a **diverse group** of community leaders (e.g., local government, religious heads, media). • **Prepare** a proper **presentation** of the WASH case and adjust them to be **relevant to the audience**. • Continue to **engage partners** in a **dialogue** about community issues related to WASH. Practical steps in building a coalition in community mobilisation include: • Organise a planned meeting for all interested partners to agree on a unified vision for the coalition. • Identify other community and professional networks related to WASH programmes that may be recruited. • Prepare and train coalition members to become advocates for WASH activities.

Image 9: *Slide 9*

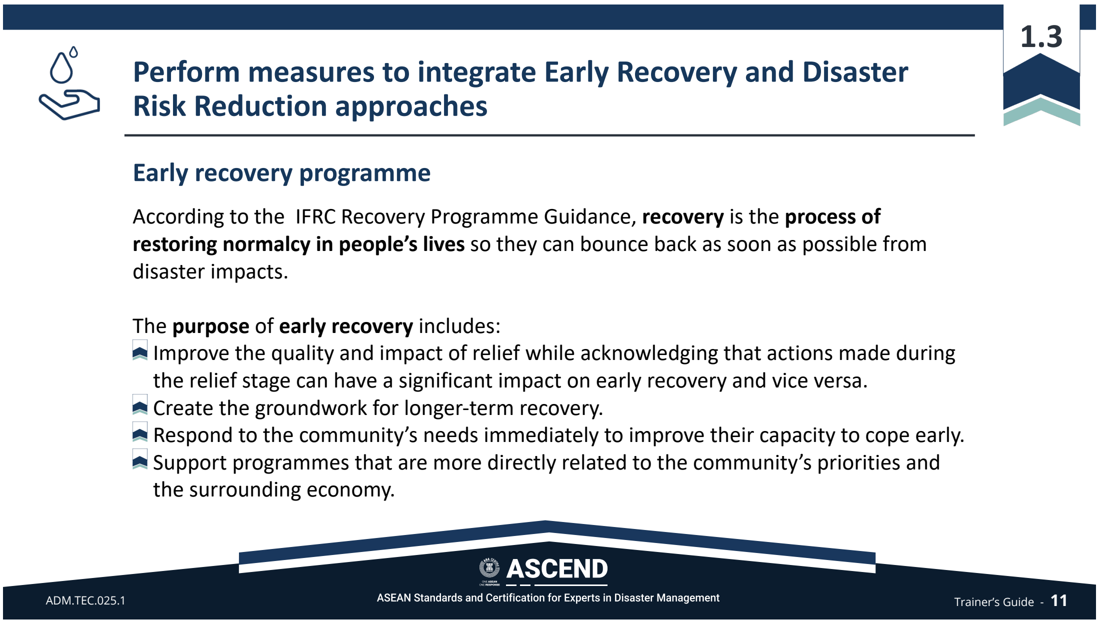
Slide No.	**9**
Trainer Notes	Develop a strategic plan: including a detailed timeline, activities, and needed resources based on the community's needs.

Image 10: *Slide 10*



Slide No.	**10**
Trainer Notes	It is critical to keep track of WASH activities to identify the most effective methods and the adjustments needed to drive more successful community participation and mobilisation activities.

Image 11: Slide 11



Slide No.	**11**
Trainer Notes	**Recovery programming** is designed to build on the immediate efforts of those affected to cope, heal, and rebuild. Community and public health, temporary and long-term provisions, protection and psycho-social support are part of recovery programming. Both early recovery and recovery programs take long-term development methods and adapt them for use in the humanitarian context.

Image 12: *Slide 12*

1.3

Perform measures to integrate Early Recovery and Disaster Risk Reduction approaches

Early recovery programme

The IRFC Recovery Programming Guidance identifies **seven fundamental principles** for **conducting recovery programming,** which is also applicable to early recovery programmes.

Principles	Do	Do not
Participatory	Do plan for the affected community's ongoing engagement in early recovery and identify the potential community to be involved.	Do not confuse an active engagement in decision-making with a simple consultation method.
Inclusive	Do use standards and guidance to identify the needs of different individuals and groups	Do not restrict the effort of our work if the current structures do not reflect all members of the community
Accountable	Do determine what it means to be accountable in the workplace and build a communication and feedback strategy with the affected community.	Do not assume that methods used in one situation will work in another. Accountability varies depending on the situation.
Does no harm	Do learn how the projects might have both intentional and unforeseen positive and negative consequences.	Do not become hesitant because of difficulties – emergency situations and crises are never ideal.
Timely	During the relief phase, do use available information to identify recovery needs.	Do not wait until the relief phase is finished to start planning about recovery.

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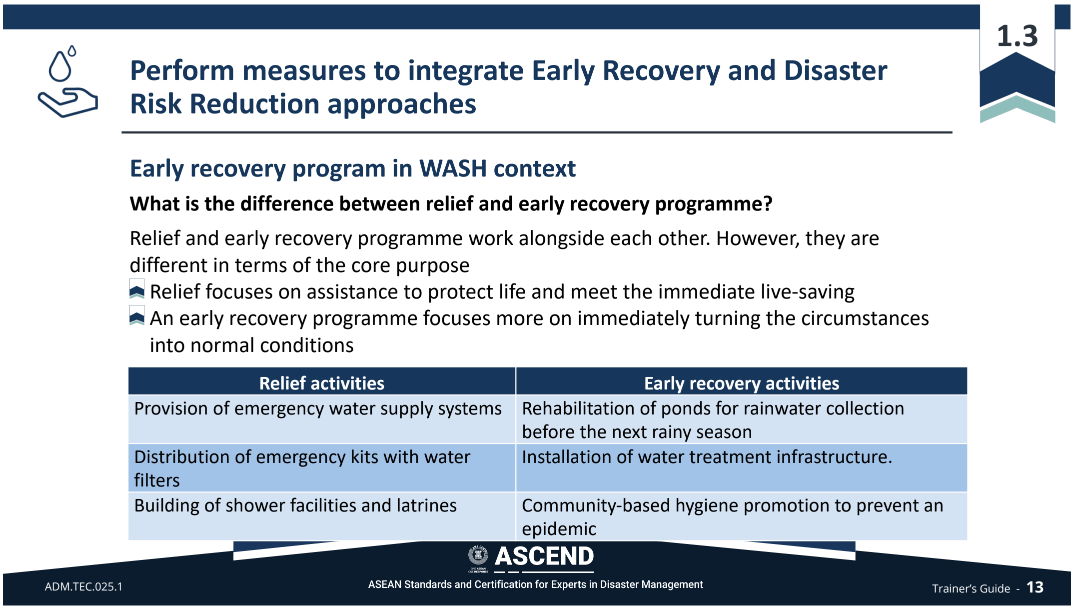
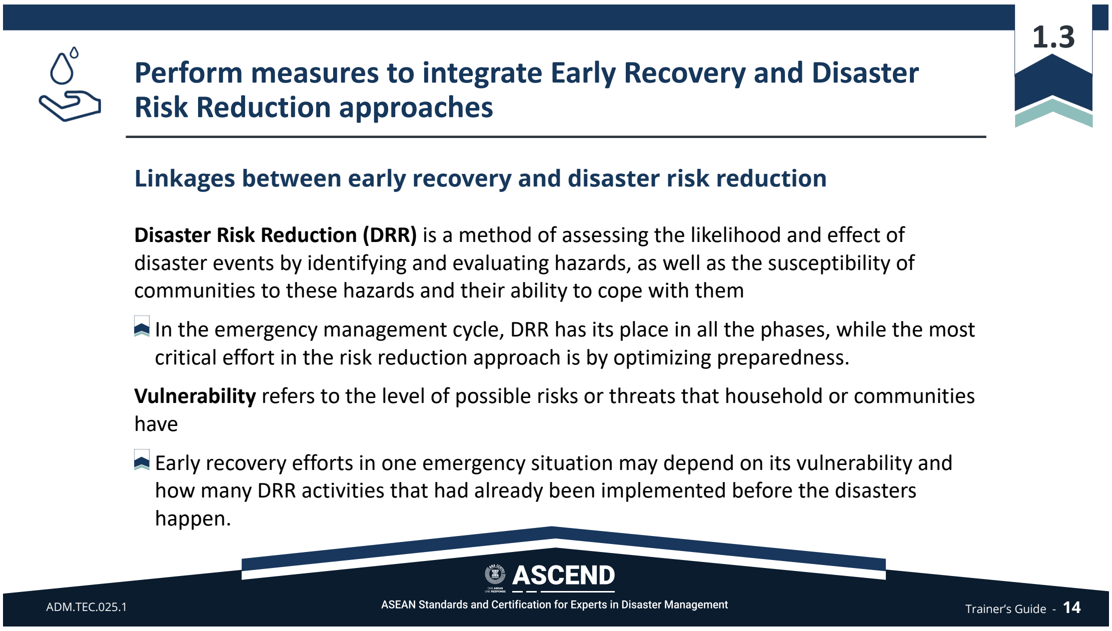
Slide No.	**12**
Trainer Notes	Trainer identifies seven fundamental principles for conducting recovery programming based on the IRFC Recovery Programming Guidance

Image 13: *Slide 13*



Slide No.	**13**
Trainer Notes	Early recovery in WASH activities means that the process of the infrastructure and facilities for WASH returning to normal in the immediate time after a disaster, with considering the baseline WASH condition in the area, the WASH key indicators and the standards, and the gaps that need to be filled Actions can be done in infrastructure and household level

Image 14: *Slide 14*



Slide No.	**14**

Trainer Notes

The example activities of DRR in early recovery include:

- DRR mainstreaming
  DRR mainstreaming involve using DRR guidelines and provisions in programme design and implementation, regular evaluations from a DRR perspective, and advocacy during early recovery to emphasise the importance of DRR.
- Strengthening policy and organisational structure
  Appropriate policy frameworks and organisational structures are needed to support DRR efforts.
- Knowledge management
  An integrated information system should be made available and accessible to stakeholders. It must provide helpful information such as future hazards and a location's vulnerability.
- Community-based DRR
  Refers to the active involvement of affected or at-risk communities in DRR efforts, such as designing evacuation routes and watershed management.

Image 15: *Slide 15*

1.4

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

Links between the WASH cluster and other clusters

Linkages with other sectors

Sectors	Linkages of the WASH sector to others
Health	• Installation of water and sanitation services and promotion of hygiene practices in healthcare facilities (e.g., appropriate waste management, drugs disposal handling)
Nutrition	• Water supply for daily consumption and as a key component to food preparation • Appropriate food to maintain barriers to diarrheal diseases
Education	• Appropriate and gender-segregated sanitation facilities for learning spaces (e.g. schools) • Educational facility to promote hygiene facilities and habits

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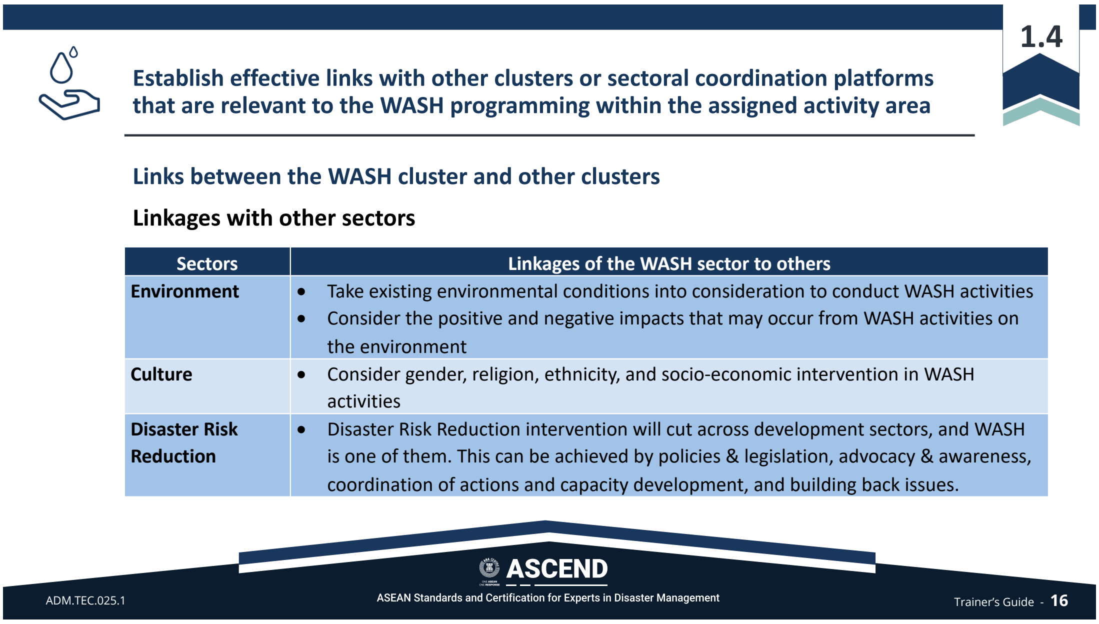
Slide No.	**15**
Trainer Notes	WASH actors must strengthen their efforts to coordinate amongst agencies and work across sectors, particularly to ensure that people from vulnerable and marginalised groups receive suitable services in a safe way.

Image 16: *Slide 16*



1.4

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

Links between the WASH cluster and other clusters

Linkages with other sectors

Sectors	Linkages of the WASH sector to others
Environment	• Take existing environmental conditions into consideration to conduct WASH activities • Consider the positive and negative impacts that may occur from WASH activities on the environment
Culture	• Consider gender, religion, ethnicity, and socio-economic intervention in WASH activities
Disaster Risk Reduction	• Disaster Risk Reduction intervention will cut across development sectors, and WASH is one of them. This can be achieved by policies & legislation, advocacy & awareness, coordination of actions and capacity development, and building back issues.

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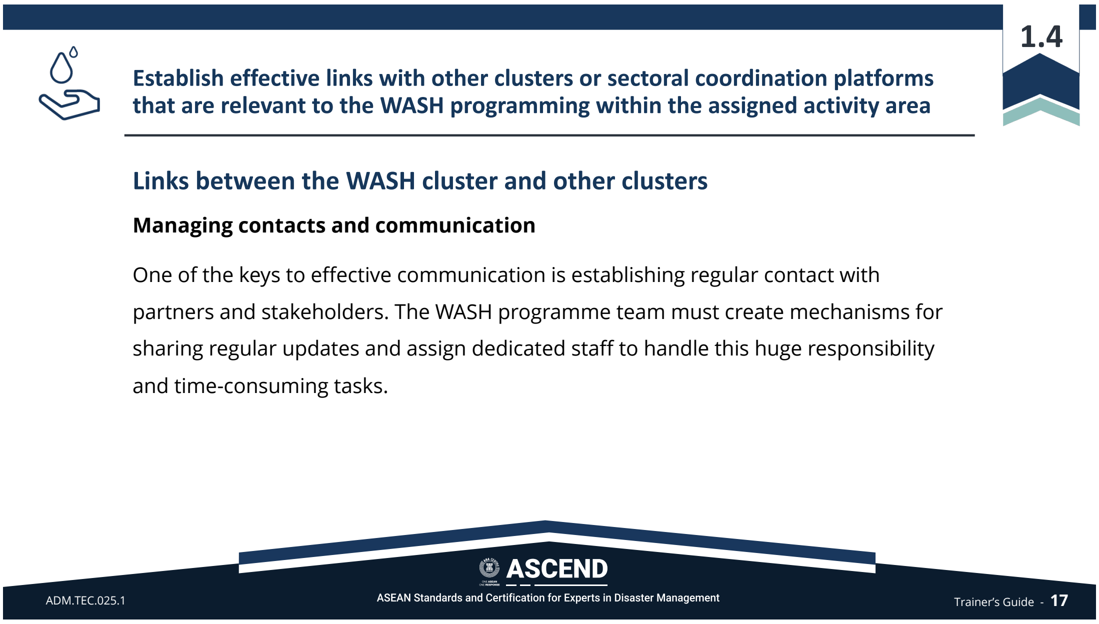
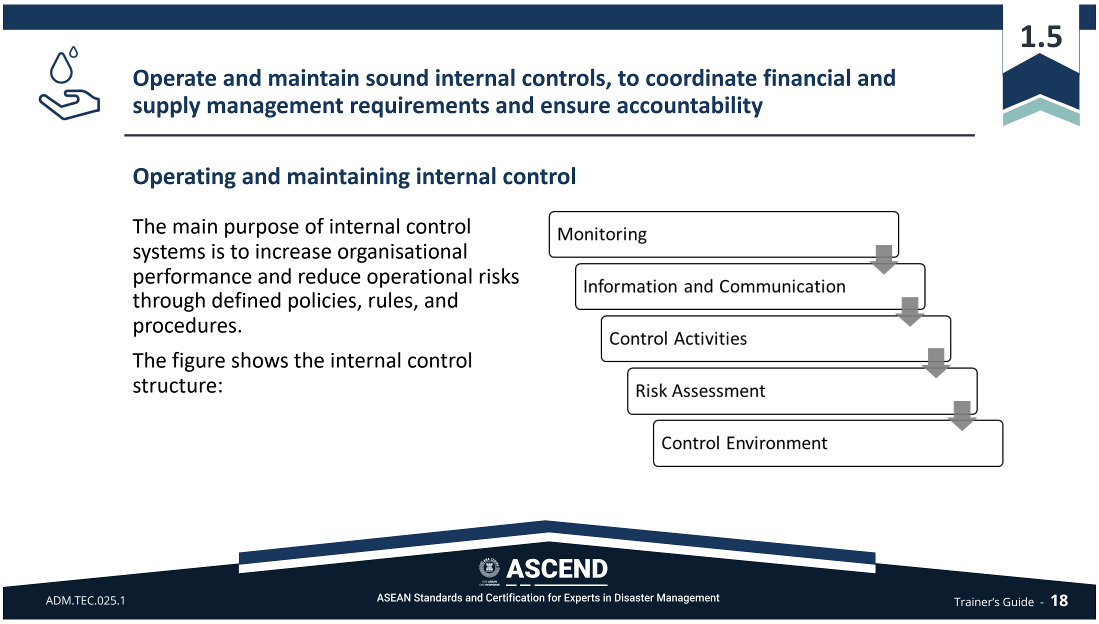
Slide No.	**16**
Trainer Notes	Moreover, there may be additional issues in addressing and establishing effective links with WASH sectors. For example, we must take climate change, political processes, and security conditions into account to adopt holistic approaches in conducting WASH activities.

Image 17: Slide 17



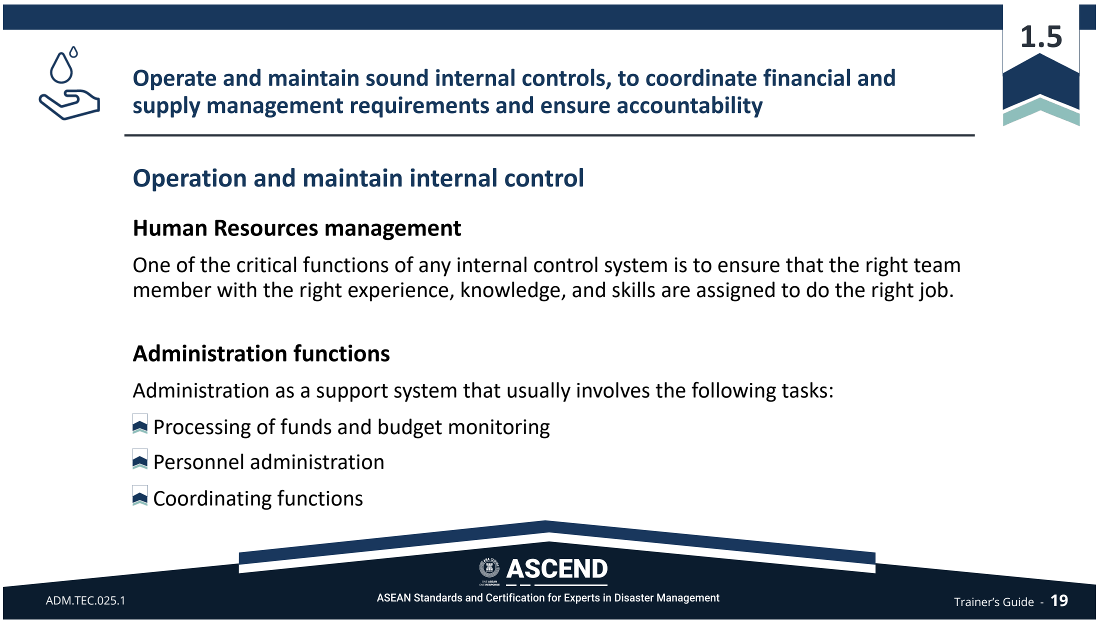
Slide No.	**17**
Trainer Notes	Contacts can be sourced from: • Contact list in the organisation database • Contact information from mailing lists (i.e. Yahoo, Google mail) • Attendance lists from events and meetings

Image 18: Slide 18



Slide No.	**18**
Trainer Notes	Internal controls are methods and processes designed to keep the organisation safe from damages and losses, including those affecting team members lives and the organisation's finances and reputation.

Image 19: *Slide 19*



Slide No.	**19**

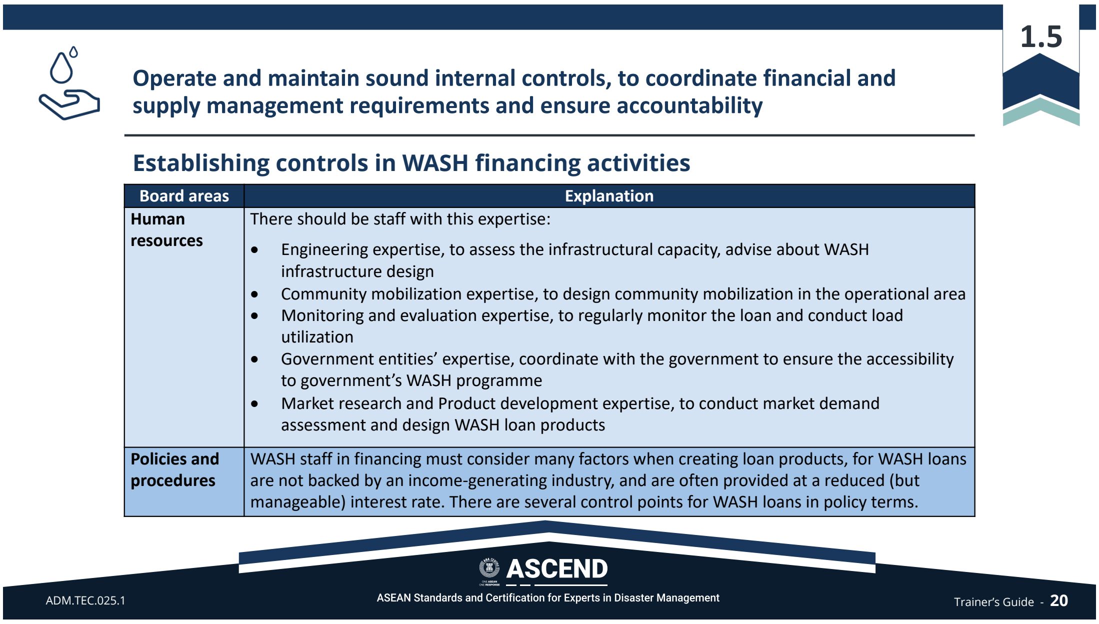
Trainer Notes

Behind every successful programme, there is a dedicated and motivated team. It is essential to have competent and qualified technical staff and collaborative support

Administration as a support system that usually involves the following tasks:

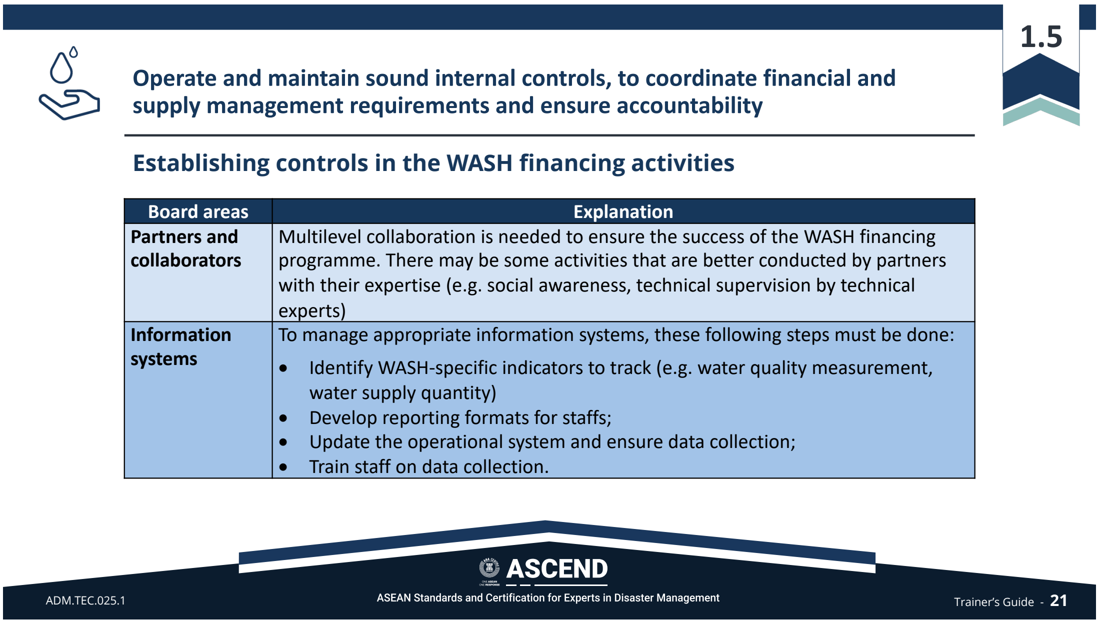
- Processing of funds and budget monitoring
  Having an efficient mechanism for quickly processing the release of funds, especially during an emergency, is critical to speed up the implementation of operations. It is also essential to monitor budgets to allocate resources appropriately to where it needs to go. Dedicated staff usually keep the system for budget revisions, reimbursements, and more running. Furthermore, in an emergency, local banks may cease to operate.
- Personnel administration
  Running a human resource management system involves many processes like recruitment, compensation and benefits, performance appraisal, and more. Support staff make sure that the various activities involving the organisation's management human resources are integrated, standardised, and optimised.
- Coordinating functions
  Internal control includes coordinating the work of different functions, departments, units, and teams. The key here is ensuring that information is managed so that details are recorded and shared, and messages reach those who need to know about it.

Image 20: Slide 20



Slide No.	**20**
Trainer Notes	WASH finance needs an additional level of risk management oversight because WASH loan products, credit processes, and regulations differ from other financial instruments, internal controls and audit procedures. There are four board areas that the organisation should focus on when establishing controls in WASH financing activities: human resources, policies and procedures, partners and collaborators, and information systems

Image 21: *Slide 21*



Board areas	Explanation
Partners and collaborators	Multilevel collaboration is needed to ensure the success of the WASH financing programme. There may be some activities that are better conducted by partners with their expertise (e.g. social awareness, technical supervision by technical experts)
Information systems	To manage appropriate information systems, these following steps must be done: • Identify WASH-specific indicators to track (e.g. water quality measurement, water supply quantity) • Develop reporting formats for staffs; • Update the operational system and ensure data collection; • Train staff on data collection.

Slide No.	**21**
Trainer Notes	There are four board areas that the organisation should focus on when establishing controls in WASH financing activities: human resources, policies and procedures, partners and collaborators, and information systems. Trainer identifies board areas: partner and collaborators and information systems

Image 22: Slide 22

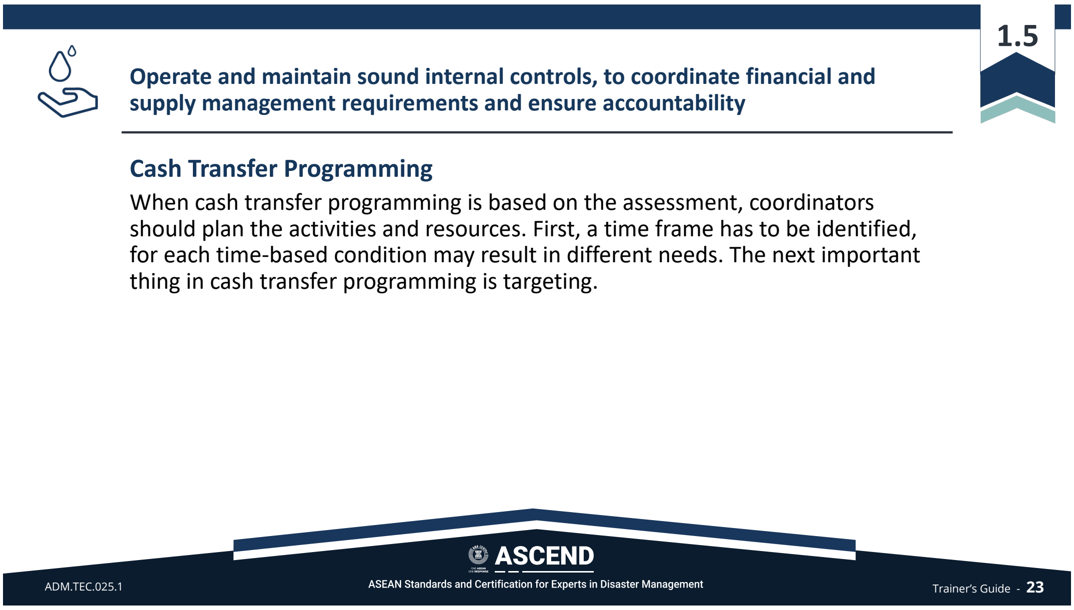
Slide No.	**22**
Trainer Notes	**Type of equipment** WASH equipment in the market can be compared based on quality, price, and technology. Other factors to consider when choosing equipment include: • It should be a ready-stock with the right quantities and can be packed right away • It should be easy to use • It should be solid and long-lasting • It should be adaptable in various conditions that may need adjustment • It should come with instructions for proper maintenance • Its spare parts should be easy to obtain **Rapid-reaction equipment** Rapid-reaction equipment is an easy-to-transport and easy-to-use equipment for a rapid response and early recovery. This includes lightweight, rapid-reaction water equipment, flexible pipework, tap-standards, etc. **Specification** Exact specifications are necessary to guarantee that the right purchases are made and that the materials and equipment utilised on the job site operate as expected. **Emergency stocks** Materials and equipment might be standard or non-standard, and they might come from two distinct sources: emergency stockpiles and supplies acquired as needed.

Direct procurement
Some items and equipment are not stored in emergency stockpiles because they are too large, perishable, or difficult to stock and transport (like local construction materials or pesticides), or because they are too specialised to be of widespread use (like local construction materials or insecticides).

Transport
There are many kinds of transportation to transfer equipment and materials, such as air transport and surface transport. International logistics, which logistics workers should usually control, should not be a problem for field managers.

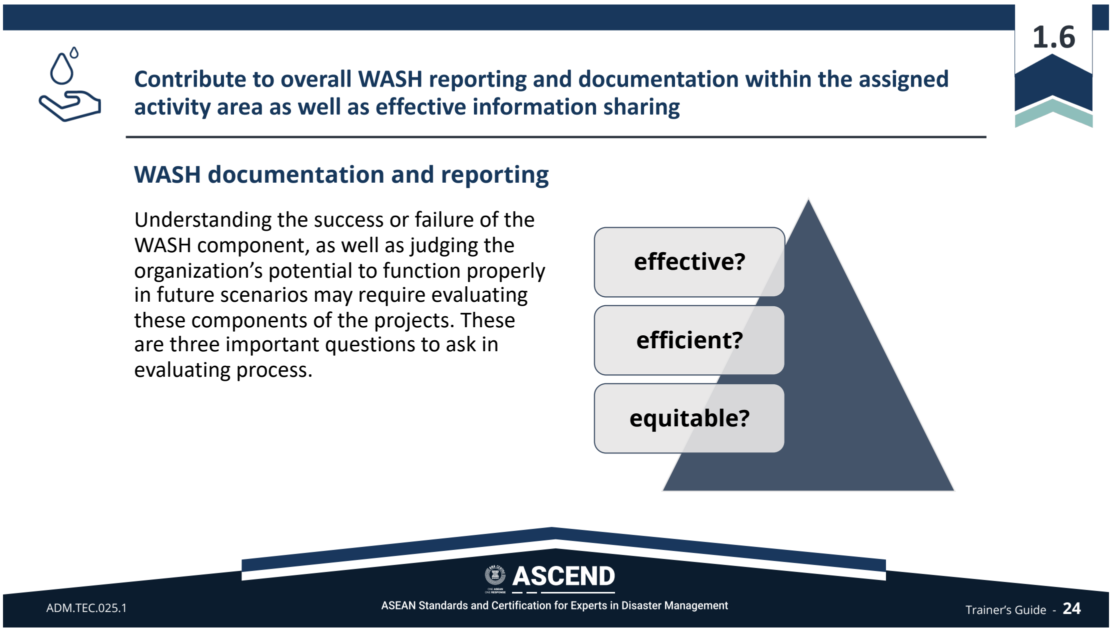
Field logistic systems
A supply-chain management system is necessary to handle commodities and equipment, ensuring that a record of their ordering, arrival, storage, transit, final usage, and payment.

Image 23: Slide 23



Slide No.	**23**
Trainer Notes	Coordinators have the role to approach the targeted recipients. Before that, the WASH teams should already have the targeting criteria, such as context-specific area (loss of assets, home destroyed, etc.), social welfare criteria (people who are ill, disabilities, etc.) or specific vulnerable groups (people with HIV/AIDS, marginalised populations, etc.). After the recipient lists are constructed, the next step would be the registration process. Registration process is used to form the baseline data at the start of the programme so that adequate monitoring can be undertaken later. This would ensure the programme's sustainability. Registration can be by: • Signing/fingerprinting lists during distribution; • Paper registration card (with photo and plastic cover); • Smart card; • Iris scanning.

Image 24: *Slide 24*



Slide No. 24

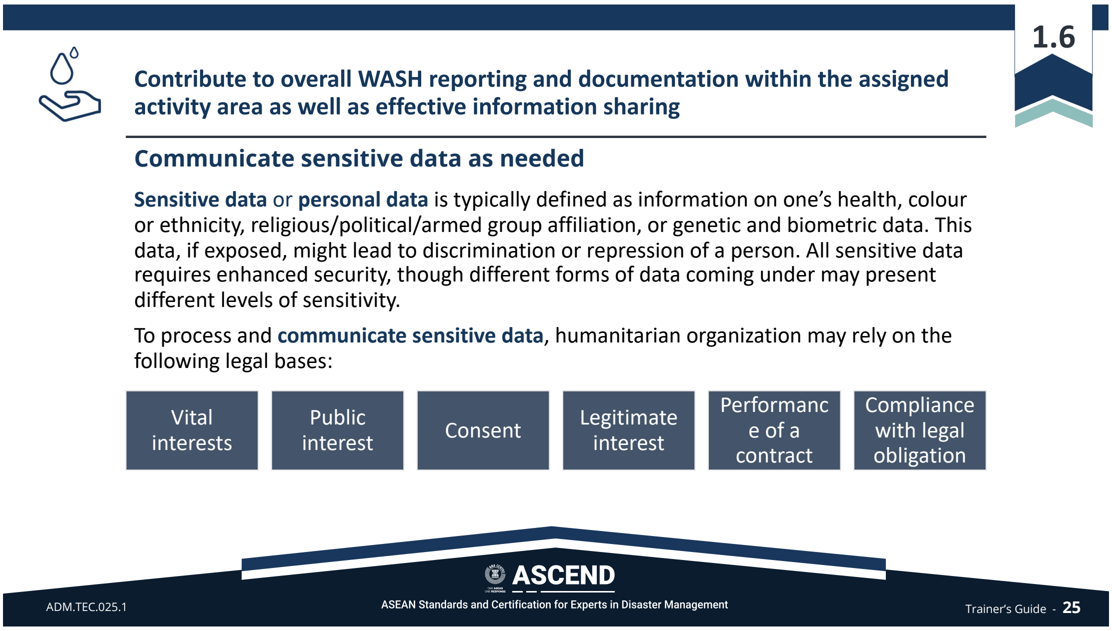
Trainer Notes

The **main purpose** is of reporting and documentation to ensure that the projects are on track, conducted in a timely manner, meet high-priority needs, and that the resources are being used efficiently, effectively, and equitably.

Was it effective?
Did the project achieve the target and criteria in the affected population? Were the objectives the right goal as the indicator for a successful program?
Was it efficient?
Did it achieve in the way that made efficient use of resources?
Was it equitable?
Did it meet the needs of all groups of community?
To specifically evaluate the projects' compliance to organisation's performance, the organisation can use these objectives:

- **Outcome,** means as the desired impact. There are two kinds of impact: direct impact (e.g. improved access of water supply) and indirect impact (e.g. morbidity and mortality improvement). The outcome of collaborative efforts (i.e. with health, nutrition sectors) may be identified.
- **Outputs,** means as the planned target. Outputs include the number of taps installed, the number of volunteers trained, etc.
- **Inputs,** means as the use of resources. Inputs include the budget spending (whether it is overspent or not), and the manpower's job description.

Image 25: *Slide 25*



Slide No.	**25**

Trainer Notes

Vital interest
If valid consent cannot be obtained, sensitive data may still be processed if humanitarian organisations deem it in another person's vital interests. For instance, to protect the person's life, integrity, health, dignity, or security.

Public interest
Public interest should be considered when the action in question is part of a humanitarian mission established under national or international law.

Legitimate interest
Humanitarian organisations may also handle sensitive data in their legitimate interest, and this interest does not outweigh the data subject's fundamental rights and freedoms.

Performance of a contract
Humanitarian organisations may handle sensitive data on a legal basis if it is required to fulfil a contract to which the data subject is a party or take actions at the data subject's request before entering into a contract.

Compliance with legal obligations
Humanitarian organisations may handle sensitive data if it is essential to comply with a legal obligation they are subject to or submit. It may be the case, for example, in the domain of employment law or for organisations that do not benefit from privileges and immunities if compliance with an enforceable legal requirement is required.

Image 26: *Slide 26*

1.6

Contribute to overall WASH reporting and documentation within the assigned activity area as well as effective information sharing

Data and information sharing

People	Purpose	Method options
Programme staff	Allow them to verify and challenge it, learn from it, and add to it if necessary	Regular meetings
Affected community	Allow them to judge its accuracy and relevance and suggest further improvement if necessary	Focus groups, public meetings, posters
Staff from other partners/organisations	Allow them to understand the program and lessons for their own work	Regular meetings, teleconference
Coordinating, funding, and host government agencies	To report on the program and demonstrate the organization's accomplishments and openness to examination	Regular meetings, teleconference, telephone contact, hardcopy deliveries, email
Fund raisers	To inform the donating public on what has been accomplished with their help	Regular meetings, teleconference, telephone contact, hardcopy deliveries, email
Internal staff (technical support, administrative)	To help them understand the projects and improve institutional knowledge and supports activities (e.g. training)	Regular meetings
Researchers and trainers	To help lessons learned be incorporated into a larger body of knowledge and improved practice in emergency situations	Regular meetings, teleconference, telephone contact

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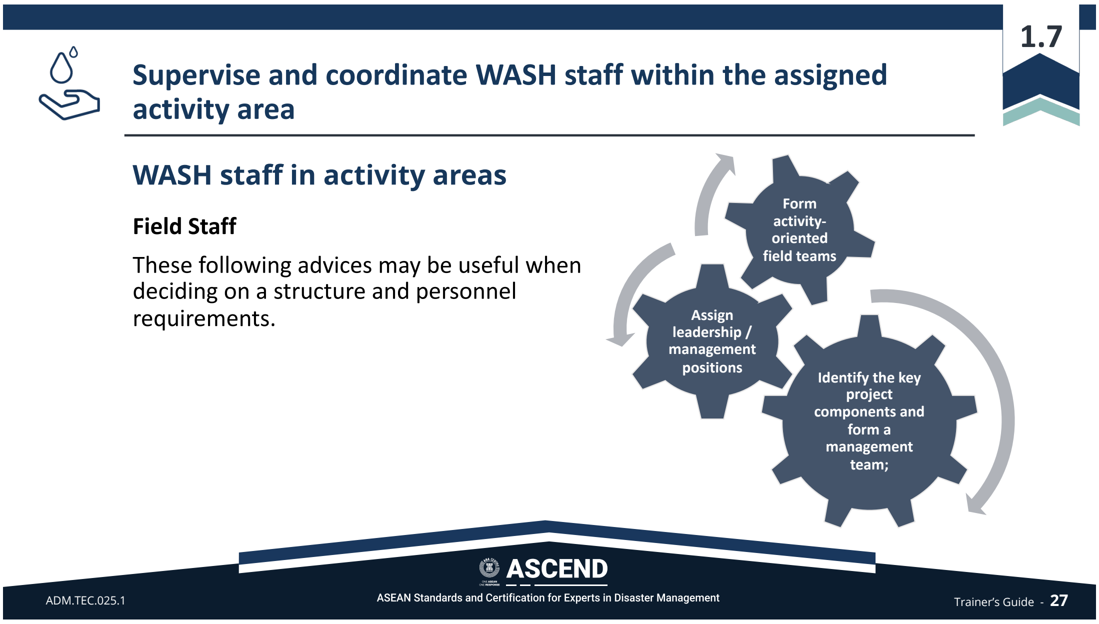
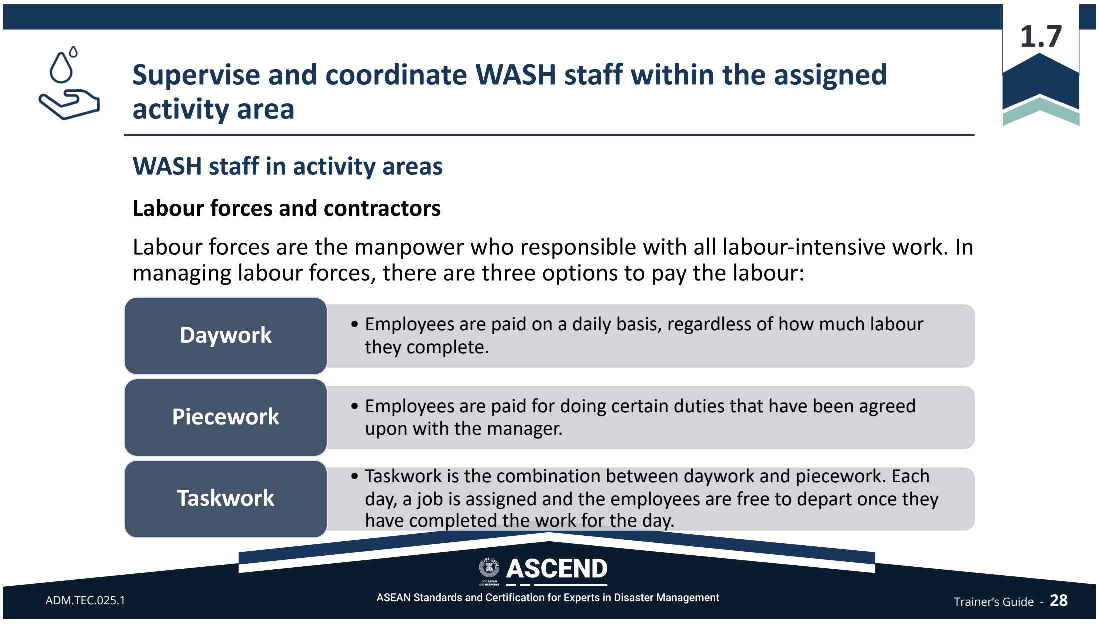
Slide No.	**26**
Trainer Notes	Before planning other WASH programmes, it is important to consider how the organisation will utilise previous evaluations and act based on lessons learned. Below is a table of the stakeholders with whom WASH programme teams may share data and information.

Image 27: *Slide 27*



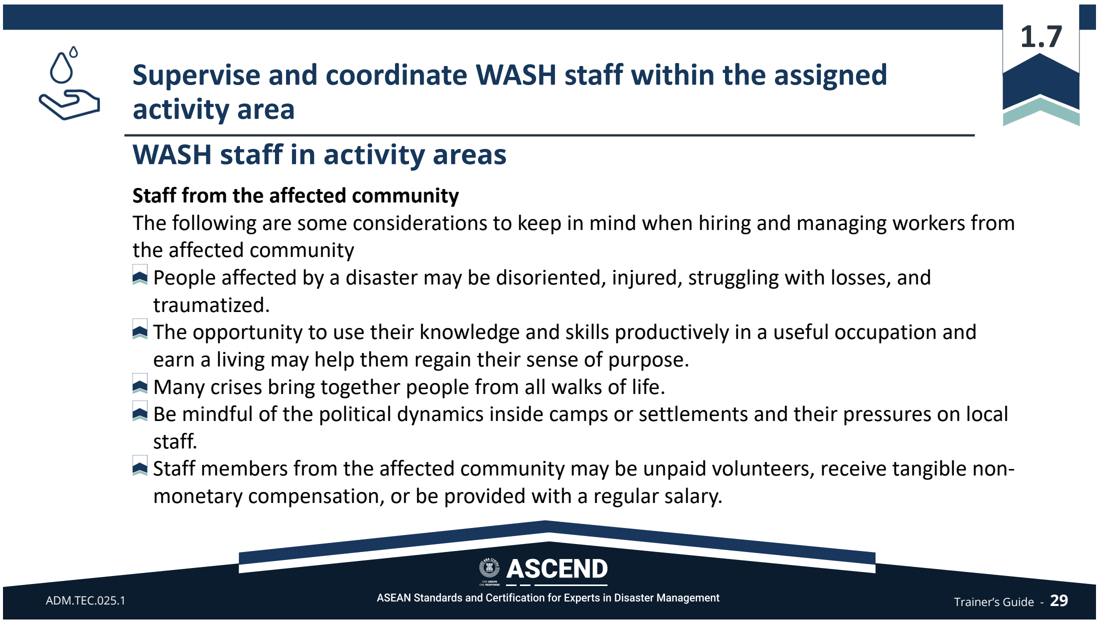
Slide No.	**27**
Trainer Notes	**Identify the key project components and form a management team**. WASH programmes often include an: emergency programme manager, water supply project manager, hygiene promotion project manager, logistics manager, administration manager, and more. **Form activity-oriented field teams**. The size and number of teams will depend on the quantity and speed at which activities must be completed. Each team should be composed of no more than 20 members, including a team leader/manager. **Assign leadership/management positions**. Delegating responsibility to those closest to the affected community helps ensure the adequate management of field teams and that the core management team is not overburdened. Leadership/management positions may be assigned separately regionally (e.g., one manager per camp covering several emergency camps) or based on a programme activity (e.g., Water Project Management and Hygiene Promotion Project Manager)

Image 28: Slide 28



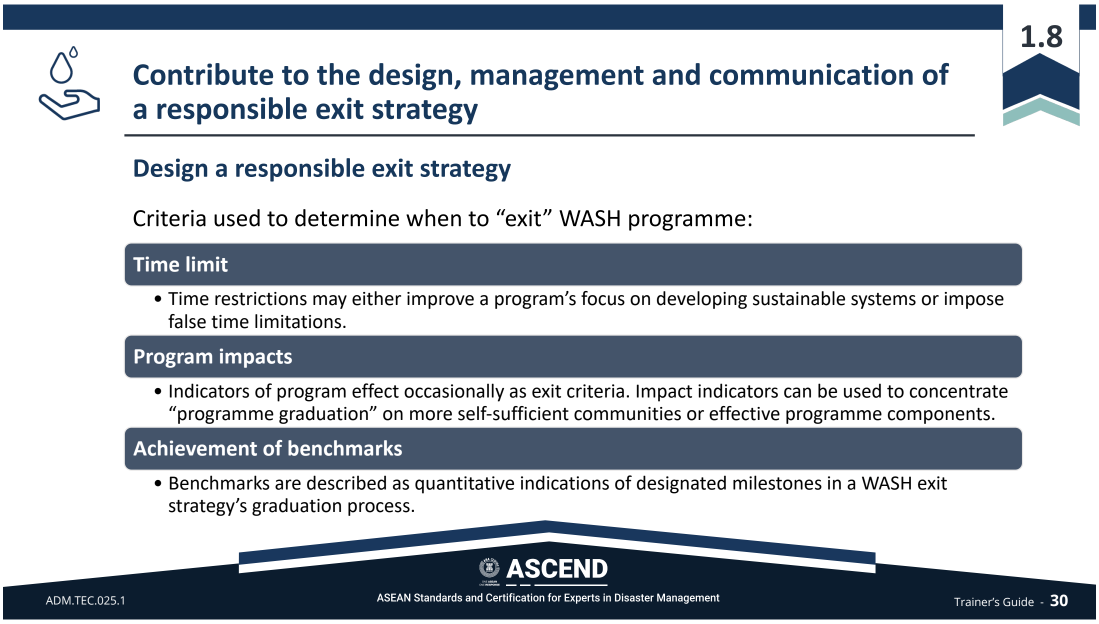
Slide No.	**28**
Trainer Notes	In supervising the contractor teams, the areas of responsibility include hiring and firing, daily administration, staff supervision, technical supervision, monitoring and reporting. Together with programme managers, coordinators must execute a formal and legally enforceable contract to guarantee that work is completed on schedule, on budget, and at the agreed quality standard.

Image 29: *Slide 29*



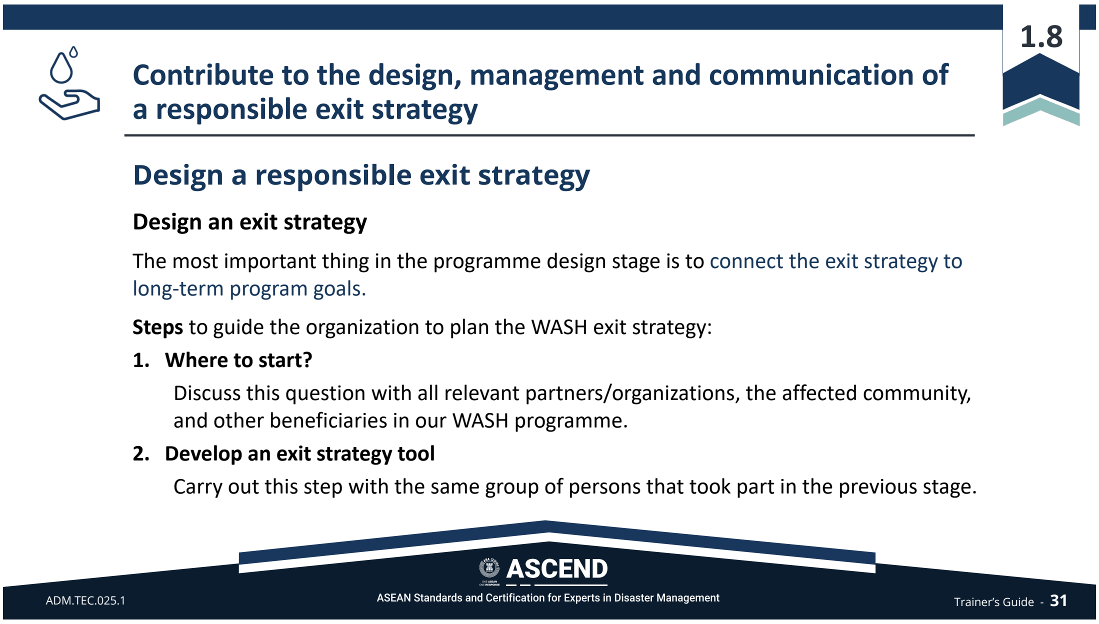
Slide No.	**29**
Trainer Notes	Nonetheless, one should keep the following points in mind when engaging people from marginalised and vulnerable groups for work • **Quality:** choose people based on their technical skills, language skills, status and influence, and other necessary factors • **Workload:** are the people capable of extra work, and will it affect their household activities? • **Training:** are they already skilful, and what training do they need to develop their skills? • **Contracts:** it is vital to check the country's contract laws, especially if an affected person may not have the legal right to work

Image 30: *Slide 30*



Slide No.	**30**
Trainer Notes	This exit programme can refer to the withdrawal of assistance from specific villages or districts withing the programme area. Exit strategies can also help in resolving tensions that may emerge between the removal of support and the commitment program goals. Exit Strategy steps are: • Programme design stage • During implementation • Prepare to exit • Handover/Phase-out • Evaluation

Image 31: Slide 31



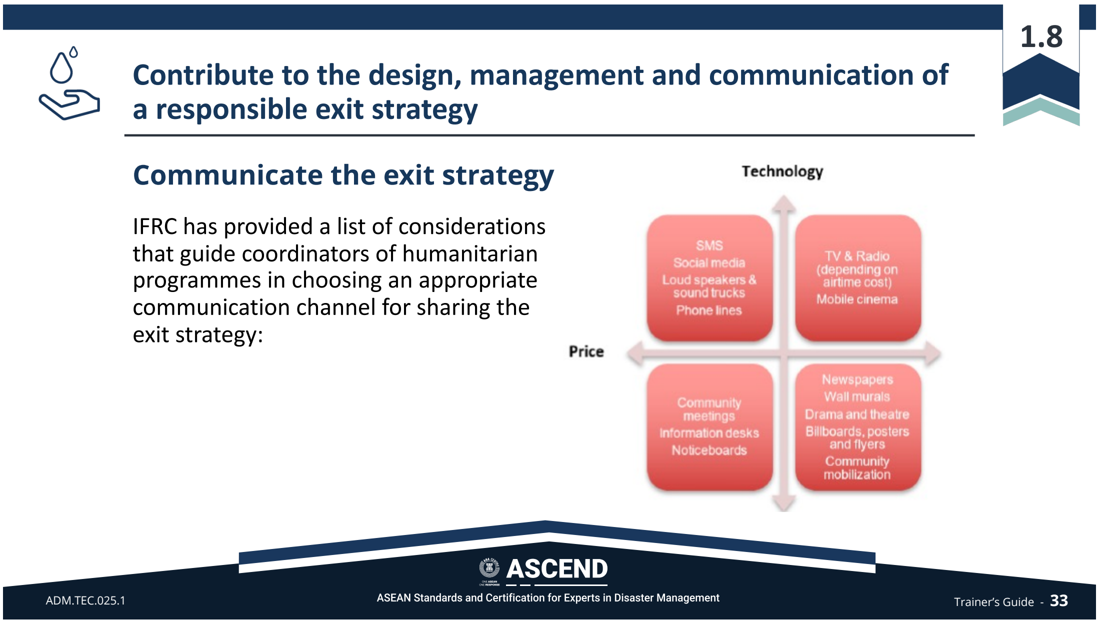
Slide No.	**31**
Trainer Notes	1. **Where to start?** A detailed plan for “Exit” really should be developed at the “Entry” point. The answers can be obtained from surveys, focus group, in-depth interview, or other methods 2. **Develop an exit strategy tool** This might take the shape of a group gathering or a facilitator-led workshop.

Image 32: Slide 32

Slide No.	**32**
Trainer Notes	Questions could be: • What should strategy achieve? (what are the objectives) • What exit strategy do you purpose for this program or specific components of your program? • What will be your overall criteria for exiting? • What exit activities (different from program activities) need to be implemented to meet the criteria and achieve the objectives? • Specify who (partners, stakeholders—not necessarily a person's name) should do what exit activity, and when? • What are benchmarks for measuring the implementation and results of each exit activity? • Decide who should monitor each benchmark and when to monitor them. • Develop the budget for your exit strategy. Be sure to include the costs for each exit activity, including monitoring. In developing the exit strategy timeline, the organisation should note: • Implementing an exit strategy WASH exit criteria should be reviewed and adjusted during the program to adapt to changing conditions, always cooperating with other stakeholders. • Preparing to exit Review the WASH exit criteria with all stakeholders and agree on the handover and phase-out procedure when preparing to exit. Define clear capacity-building indicators, for it is often applied too loosely.

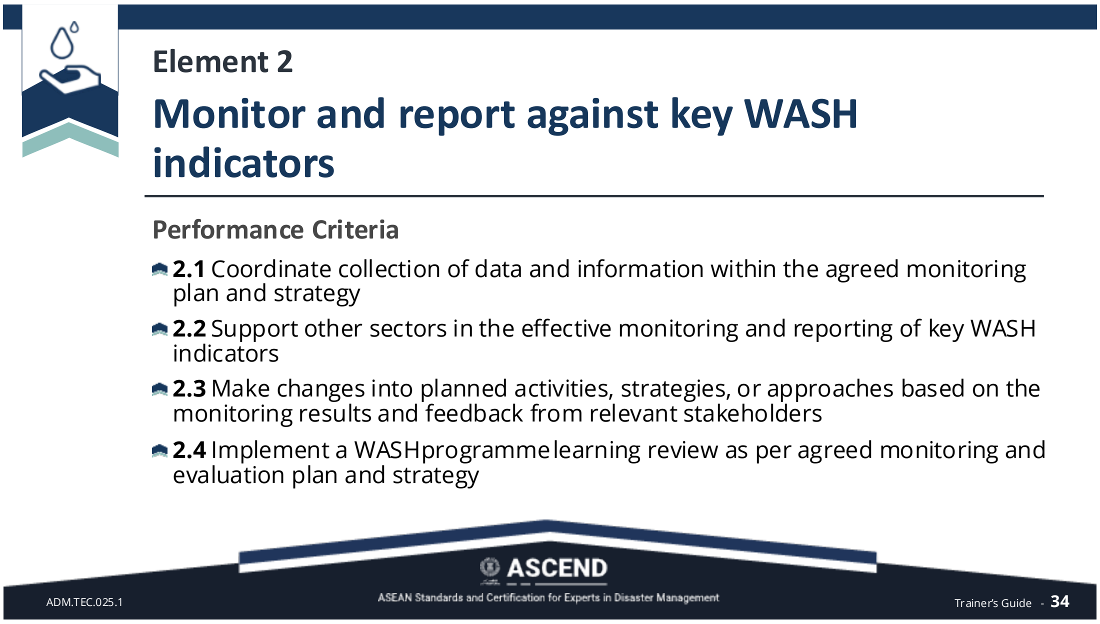
- Handover/phase out
  Sign legal agreements on the handover of funds/resources. It is crucial to exit the WASH programme gradually.
- Evaluation
  Every WASH strategy or programme should be evaluated to determine the good practices and lessons learned for future programming. WASH exit strategies may integrate post-exit evaluation into the programme to examine the program's sustainability.

Image 33: *Slide 33*



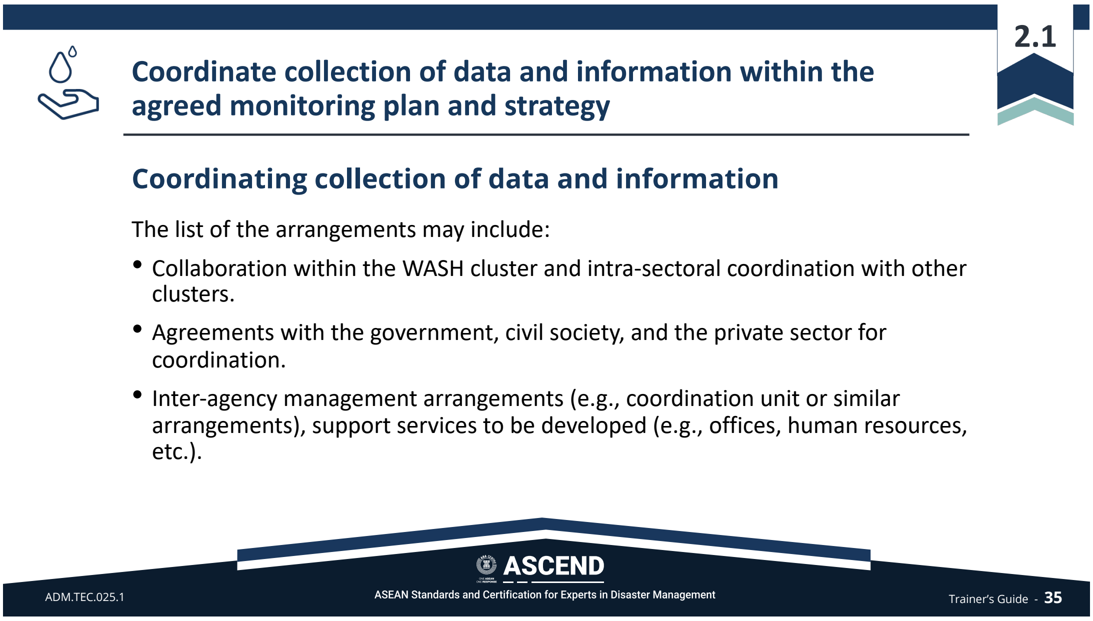
Slide No.	**33**
Trainer Notes	Based on assessment data ▪ What channels do community members use? ▪ Cultural and literacy considerations? Based on the programme needs ▪ One or Two-way communication? ▪ Change behaviours or improve accountability? ▪ What is the geographical spread of the people to reach? ▪ How much time do you have to get activities up and running? Which channels are the Government using? How could the choice of channel affect neutrality and impartiality?

Image 34: Slide 34



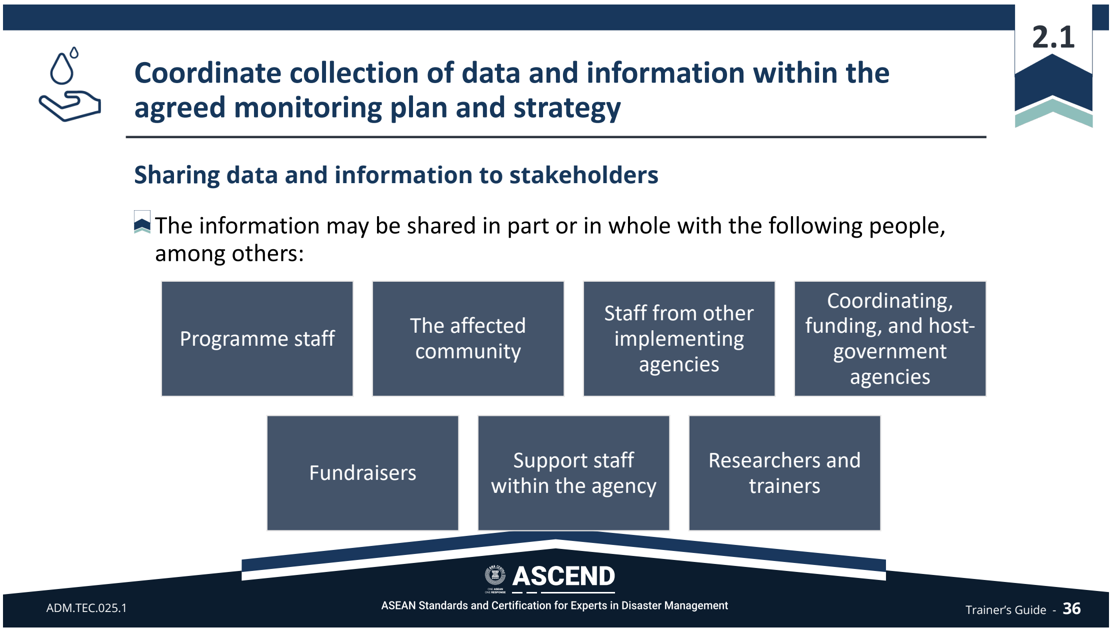
Slide No.	**34**
Trainer Notes	Trainer identifies for participants the Performance Criteria for this Element, as listed on the slide.

Image 35: Slide 35



Slide No.	**35**
Trainer Notes	Data and information exchange platforms will help facilitate a more participatory implementation of the response and recovery strategy. The key actors participating in the Assessment and PDNA Team should be included in data and information collection and sharing efforts.

Image 36: *Slide 36*

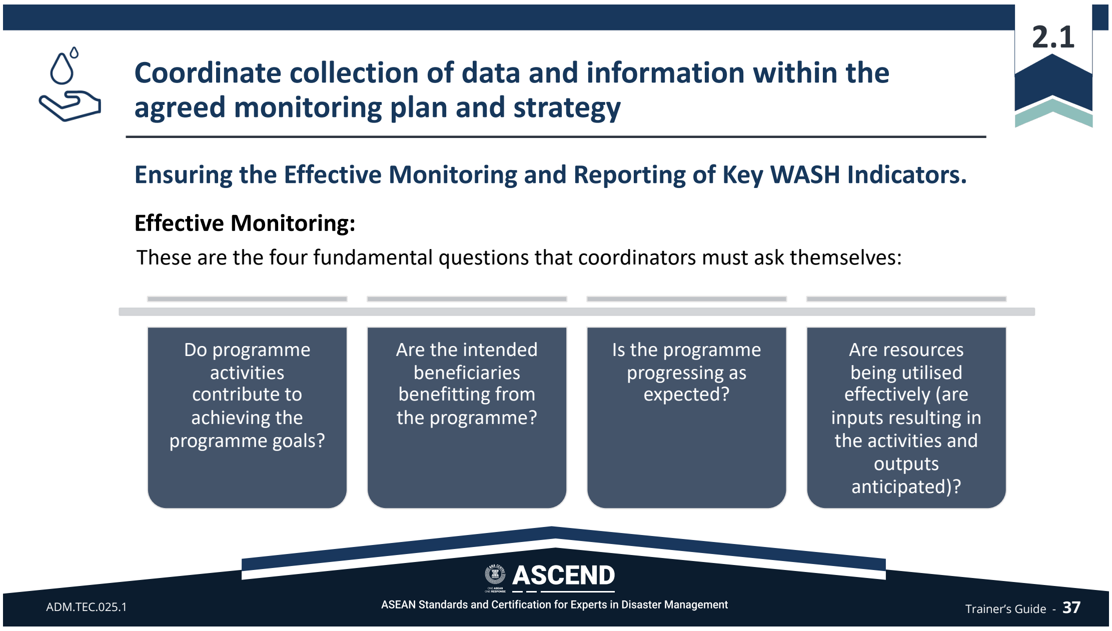


Slide No.	**36**

Trainer Notes

- Programme staff, to allow them to verify or challenge it, learn from it, and add to it if necessary.
- The affected community allows them to judge its accuracy and relevance and suggest further improvements, if appropriate.
- Staff from other implementing agencies help them understand the programme and lessons for their work.
- Coordinating, funding, and host-government agencies, to report on the programme and demonstrate the agency's achievements and openness to scrutiny.
- Fundraisers to communicate with the public about what has been or can be achieved with their support.
- Support staff within the agency, such as technical support or administrative support teams, to help them understand projects and improve institutional knowledge and support activities, including training.
- Researchers and trainers, to incorporate help lessons learned into the broader body of knowledge and improve practice concerning emergencies.

Image 37: *Slide 37*



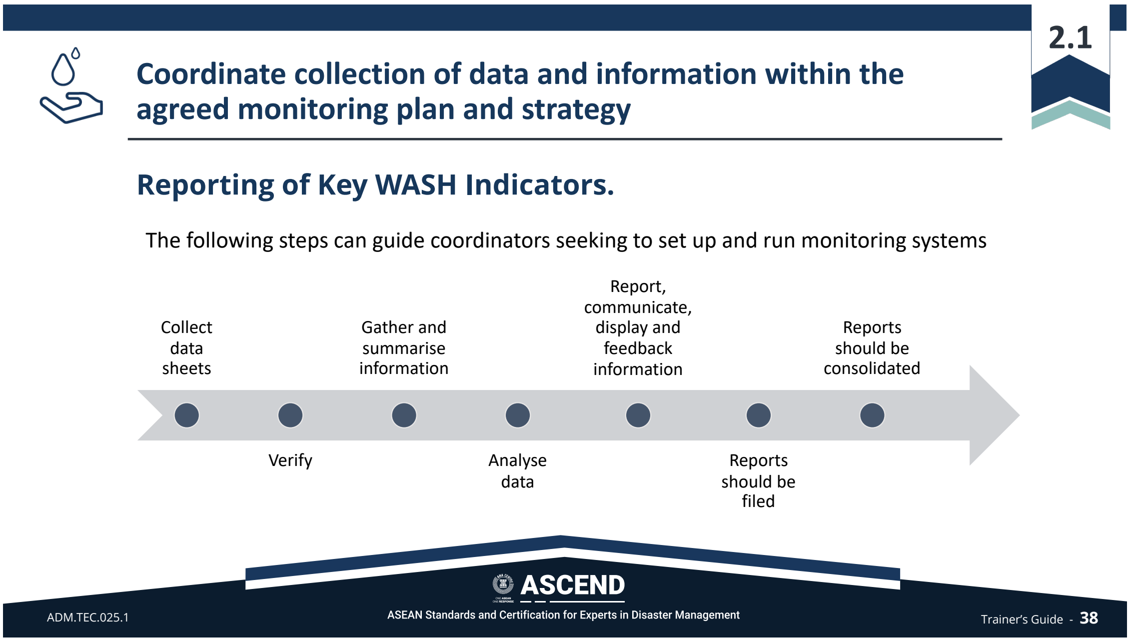
Slide No.	**37**

Trainer Notes

It is essential to consider what management information is required first and then use the appropriate indicators.

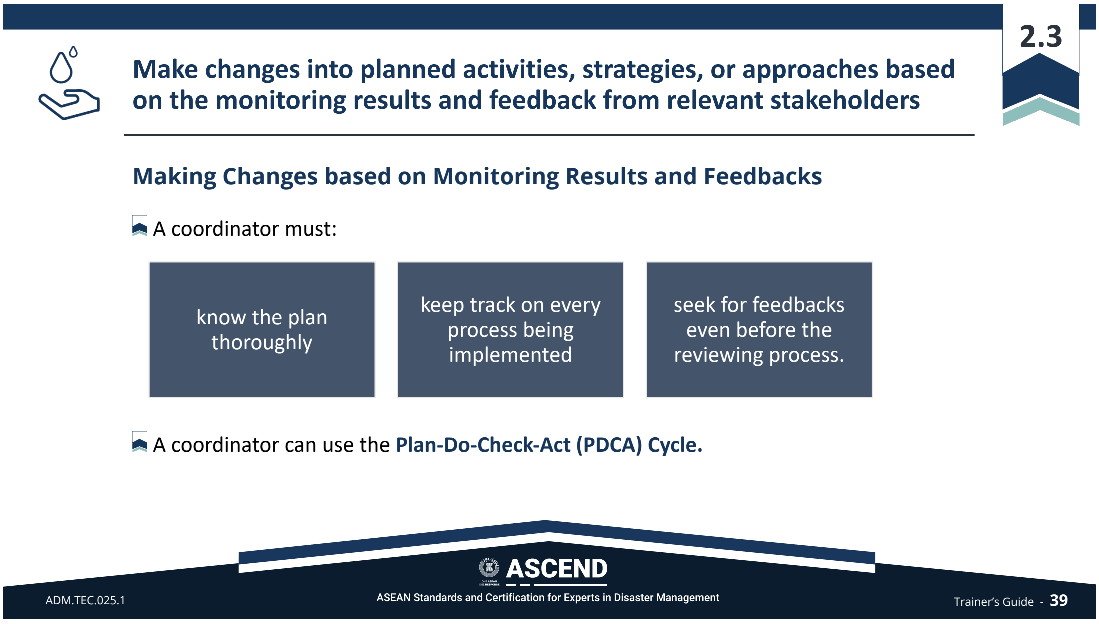
- **Objective:** Indicators can be quantitative or qualitative data, but they must be based on facts rather than assumptions, backed up by proof if necessary, and verifiable using the same measuring method
- **Relevant** to the aspect of the programme is measured.
- **Timely:** The indicator should generate information quickly enough to allow timely actions to remedy problems or adapt to new situations.
- **Builds on available data:** Monitoring indicators should rely on readily available data collected as part of the programme implementation.
- **Simple** enough for workers with little training to monitor and for non-specialists to understand.

Image 38: *Slide 38*



Slide No.	**38**
Trainer Notes	The following steps can guide coordinators seeking to set up and run monitoring systems: • Collect datasheets from project workers and other relevant sectors (such as health, administration, and shelter). • Verify, if necessary, through spot checks or cross-checking with other sources of information. • Gather and summarise information about indicators that have been chosen. • Analyse the data for patterns and occurrences, compare progress against plans, and search for connections between inputs, actions, outputs, and outcomes (if measured). • As needed, report, communicate display, and feedback information to project employees, the impacted population, and other sectoral personnel (especially health personnel). • Reports should be consolidated and filed to be retrieved and compared for future reference.

Image 39: Slide 39



Slide No. 39

Trainer Notes

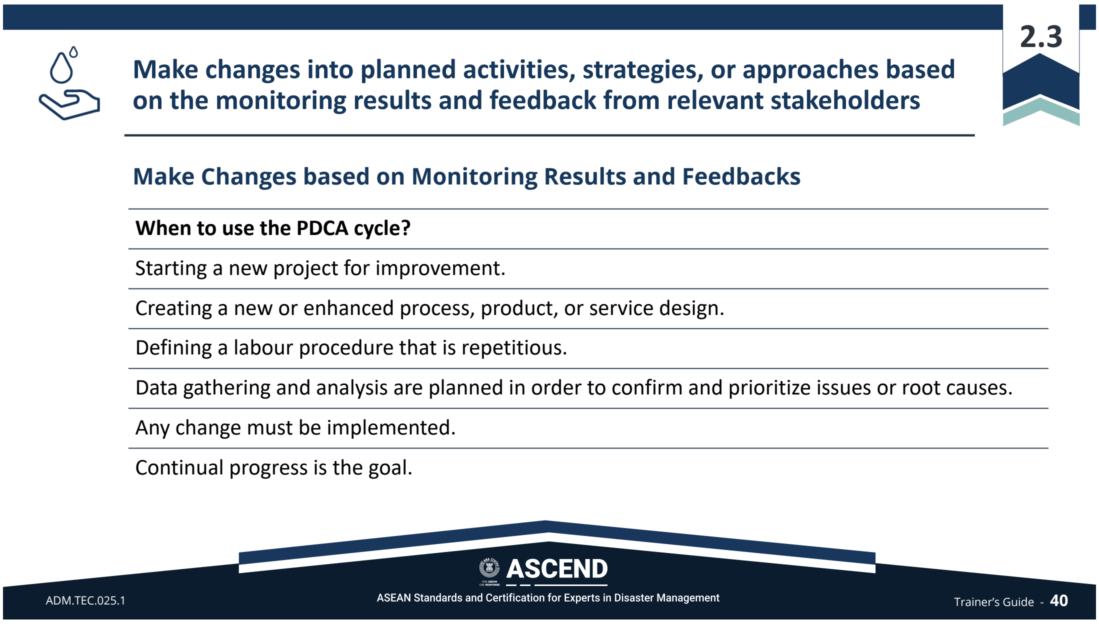
Even the best-laid plans can result in non-ideal results. The reason is plans have assumptions, and the actual situation and operating setting may differ from those assumptions.

For example, considering the easiest and fastest way on building latrines, an organisation has made a plan based on the general procedure and standards. But by the time the organisation has worked on it on the site, they gradually realise that the latrines built are not suitable for people with disabilities, or it happens to oppose a cultural belief.

A coordinator must oversee these problems and make changes based on the monitoring results and feedback from relevant stakeholders

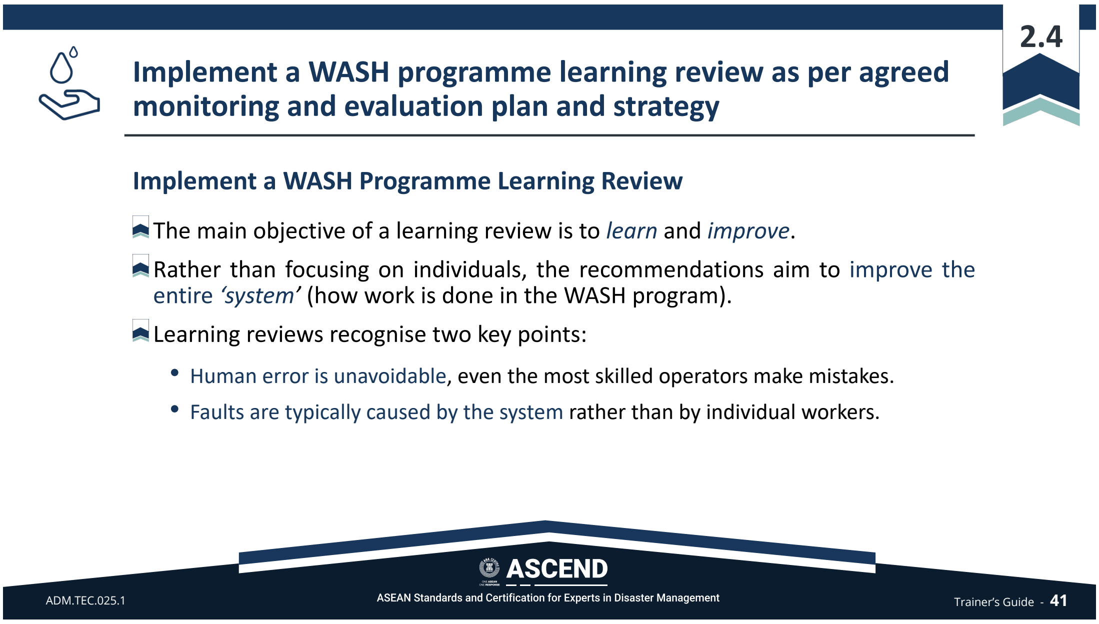
PDCA is a four-step paradigm **for implementing change** should be performed indefinitely for **continual improvement**.

Image 40: *Slide 40*



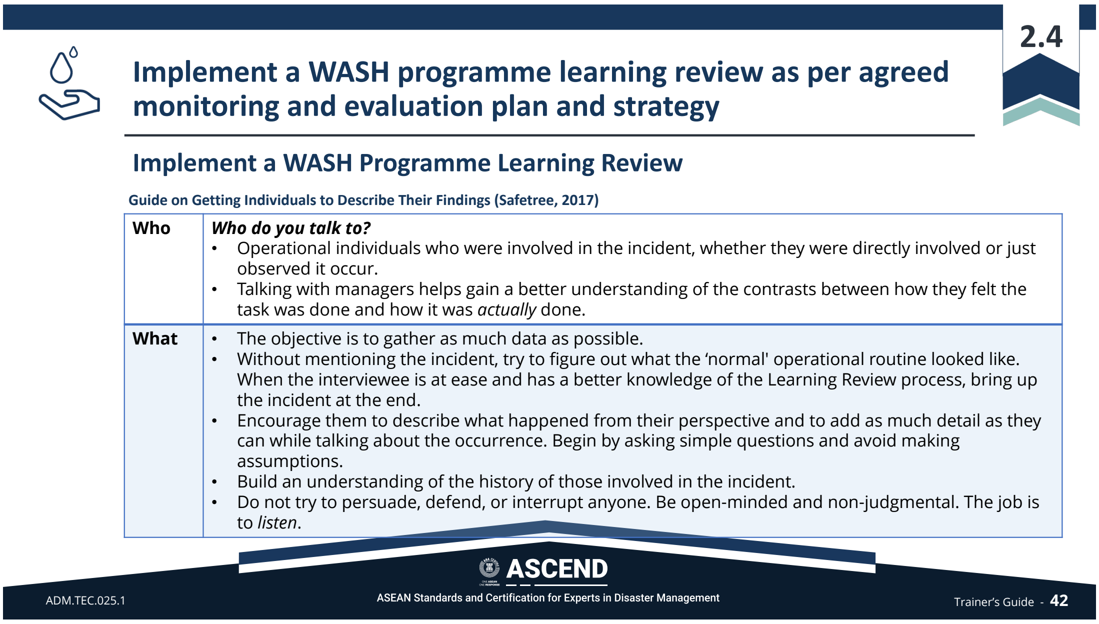
Slide No.	**40**
Trainer Notes	**Plan** Recognise an opportunity and make a plan to alter it. **Do** Put the change to the test. Conduct a small-scale investigation. **Check** Go over the test again, this time analysing the findings and figuring out what has been learnt. **Act** Take action based on the information gathered during the research phase. If the change does not work, repeat the process with a new strategy. If one happens to pass the test, one must apply what he/she has learned to more significant improvements. Restart the cycle by using what have been learned to plan new improvements. After applying the PDCA cycle, it is important to: • Incorporate changes with special attention to specific needs. • Specific needs may include the height of the door, the type of the toilet, toilet handlebars, and so on. • Do note that these specific needs will have to be adjusted to the specific needs of women, children, PWDs, and other cross-cutting areas, etc.

Image 41: *Slide 41*



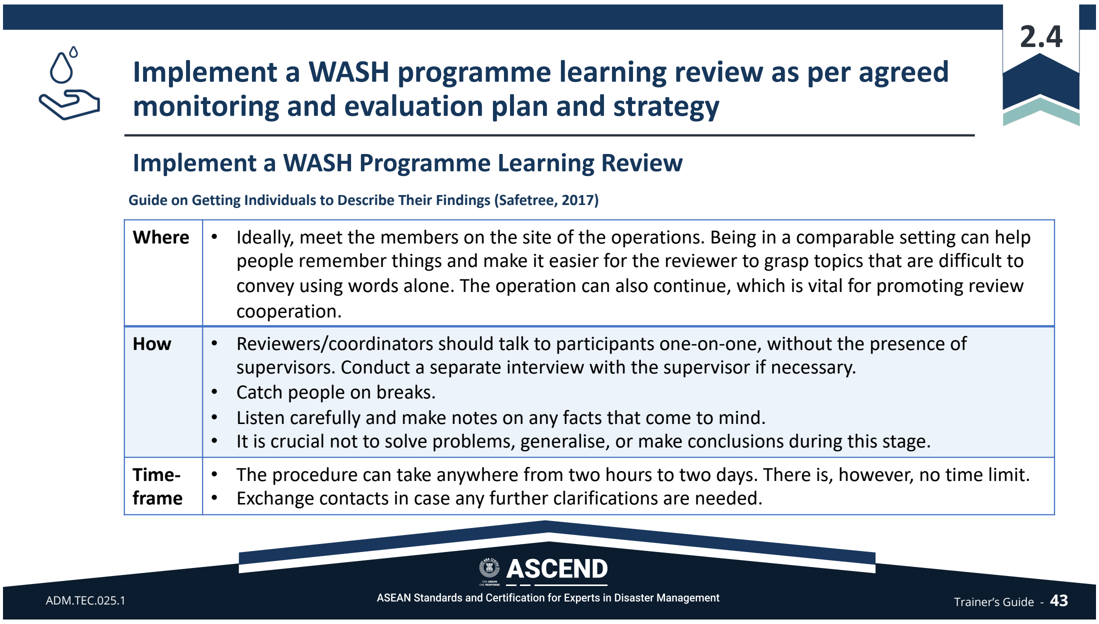
Slide No.	**41**
Trainer Notes	A review is important for an organisation to perform better. It helps understanding the actual situation deeper, maintaining the good progress, and resolving existing obstacles.

Image 42: Slide 42



Slide No.	**42**
Trainer Notes	Gathering information begins with a conversation to determine what the operation entails, how it is carried out, and what occurred on the day (Safetree 2017). It is all about getting individuals to tell their experiences - not explanations, but descriptions.

Image 43: *Slide 43*


2.4

Implement a WASH programme learning review as per agreed monitoring and evaluation plan and strategy

Implement a WASH Programme Learning Review

Guide on Getting Individuals to Describe Their Findings (Safetree, 2017)

Where	• Ideally, meet the members on the site of the operations. Being in a comparable setting can help people remember things and make it easier for the reviewer to grasp topics that are difficult to convey using words alone. The operation can also continue, which is vital for promoting review cooperation.
How	• Reviewers/coordinators should talk to participants one-on-one, without the presence of supervisors. Conduct a separate interview with the supervisor if necessary. • Catch people on breaks. • Listen carefully and make notes on any facts that come to mind. • It is crucial not to solve problems, generalise, or make conclusions during this stage.
Time-frame	• The procedure can take anywhere from two hours to two days. There is, however, no time limit. • Exchange contacts in case any further clarifications are needed.

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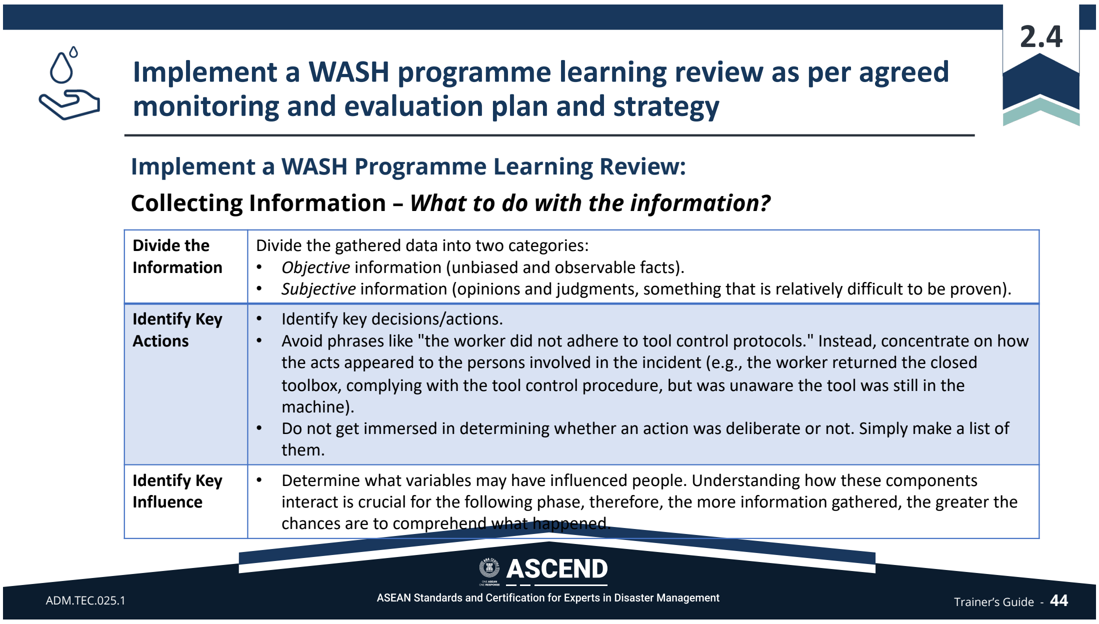
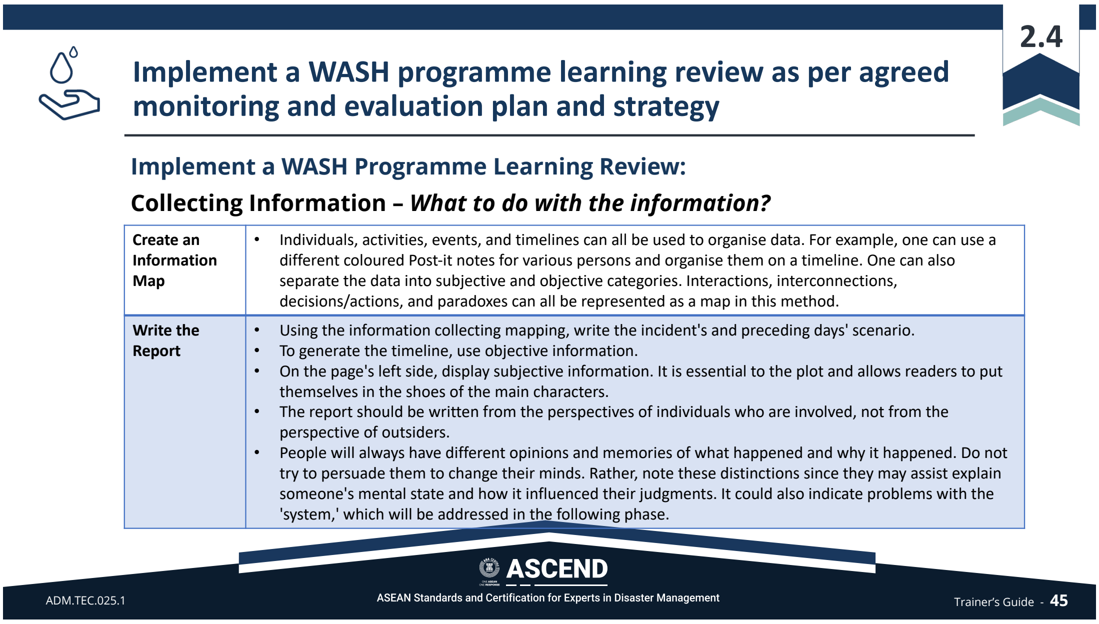
Slide No.	**43**
Trainer Notes	Trainer identifies the WASH Programme Learning Review → "where" ; "how" ; and "time-frame"

Image 44: *Slide 44*



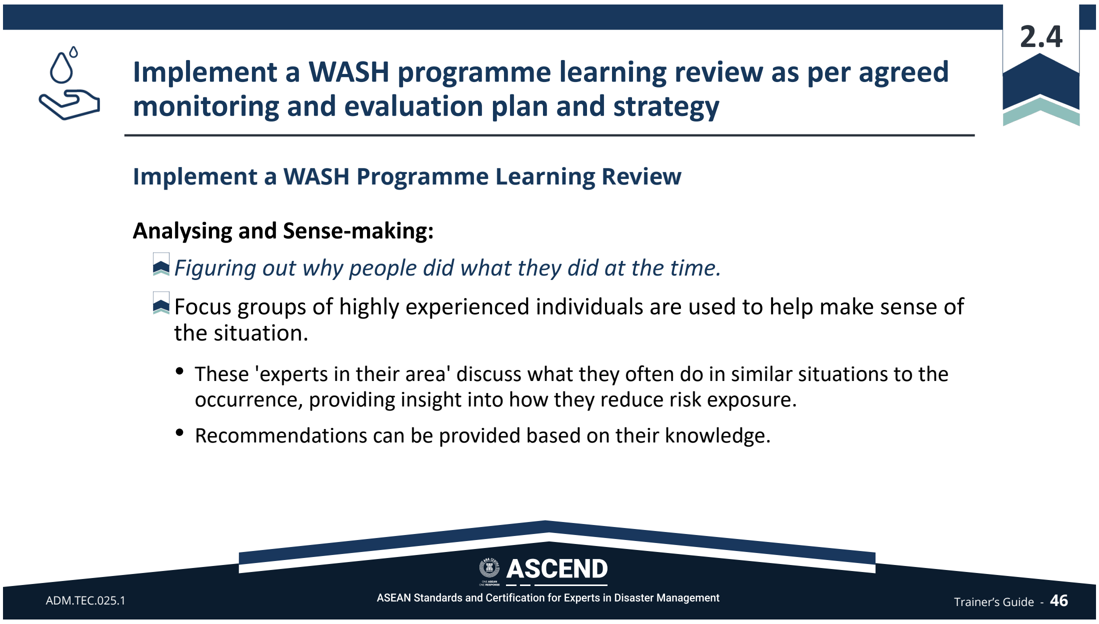
Slide No.	**44**
Trainer Notes	In collecting information, it is important to build a report based on the findings described by team members, so it will • Avoid attempting to reconcile conflicting reports into a cohesive view. • Allow persons who were engaged in the incident to review the draft story to ensure it accurately portrays their memories.

Image 45: Slide 45



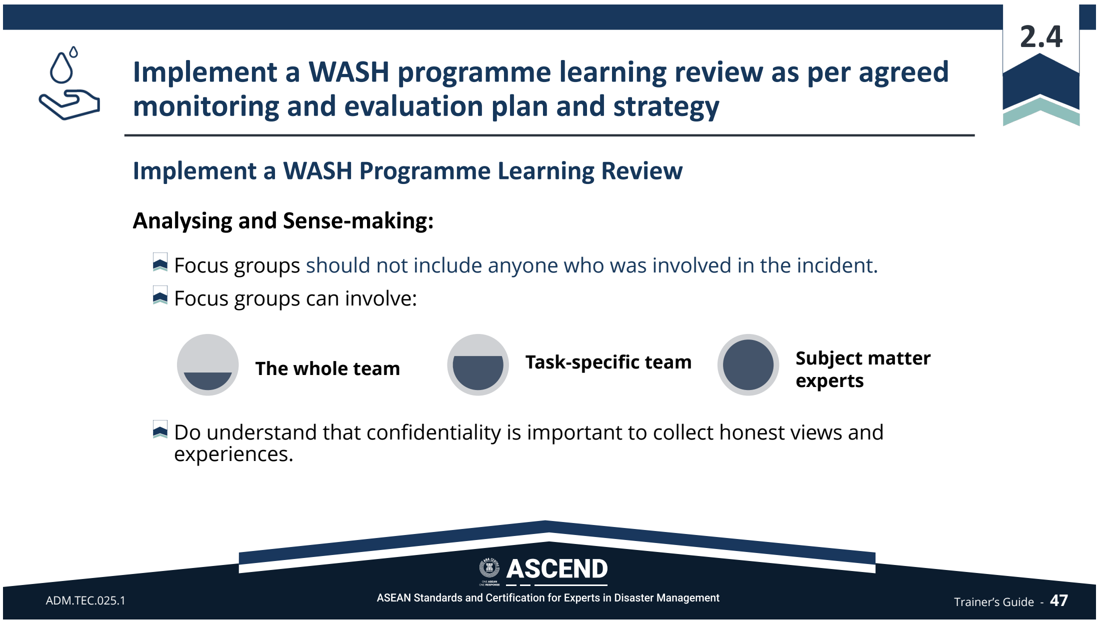
Slide No.	**45**
Trainer Notes	Trainer identifies the activities “create and information map” and “write the report” in WASH Programme Learning Review process

Image 46: *Slide 46*



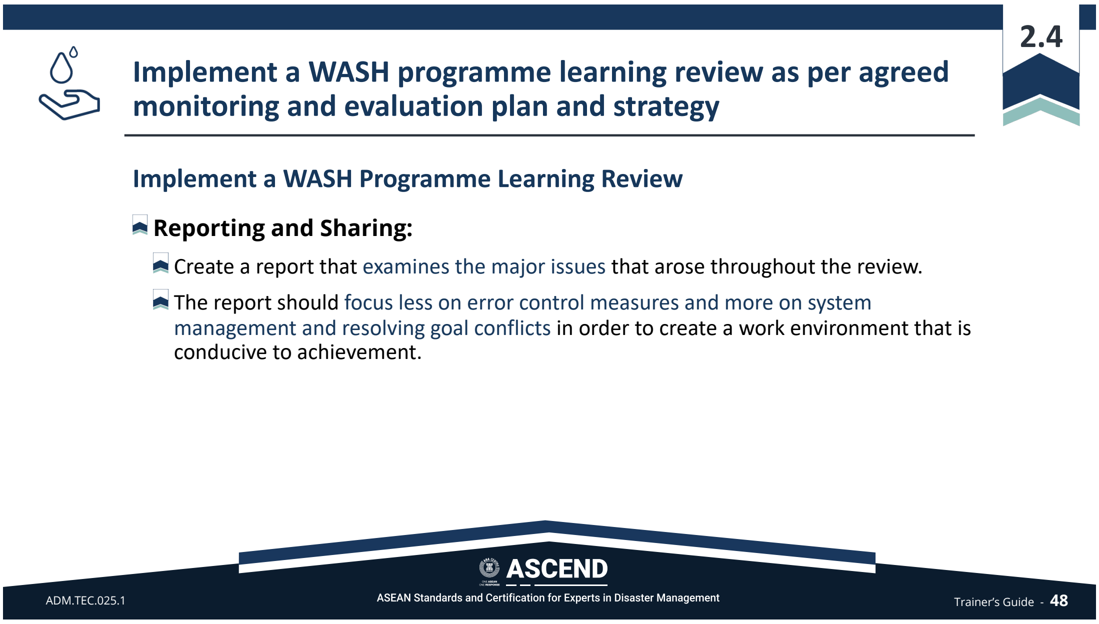
Slide No.	**46**
Trainer Notes	Sense-making is about figuring out why people did what they did at the time. It eliminates the distorting effects of hindsight, making it easier to say what people should have done during an event. After understanding why people did what they did, it is possible to make more effective improvements.

Image 47: *Slide 47*



Slide No.	**47**
Trainer Notes	**The whole team** The benefit of speaking with the entire team is that they are more likely to have worked in multiple roles and better understand the job. This requires fewer resources than bringing people from various teams together. **Task-specific team** Alternatively, go to various teams and speak with others who do the same job or bring together three or four workers from various teams, allowing these experts to share their knowledge and facilitate spontaneous problem-solving. **Subject matter experts** To get a different view of what happened and assist in crafting innovative solutions, speak with seasoned professionals or academic specialists.

Image 48: *Slide 48*



Slide No.	**48**
Trainer Notes	It should indicate system flaws that necessitate management involvement. Be sure to thank interviewees and focus group participants for their participation and demonstrate that any recommendations were implemented. It is crucial for future learning reviews to see how their ideas and commitment lead to changes.

Image 49: *Slide 49*

Slide No.	**49**
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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