

**TRAINER'S  
GUIDE**



**TECHNICAL COMPETENCY UNIT**



**ADM.TEC  
026.1**

Provide Technical Guidance to  
Partners and Stakeholders



**ASCEND**

ASEAN Standards and Certification  
for Experts in Disaster Management

## ASEAN Standards and Certification for Experts in Disaster Management

# PROVIDE TECHNICAL GUIDANCE TO PARTNERS AND STAKEHOLDERS

ADM.TEC.026.1

## Trainer's Guide



ONE ASEAN  
ONE RESPONSE



### Project Sponsors:



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

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

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The ASCEND Programme and  
Toolbox Development:

# Overview



**ASCEND**



## 1.1

# The ASCEND Programme

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

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

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

## 1.2

# The objectives of ASCEND

- To enhance the capacity of the ASEAN countries in the implementation of ASCEND.
- To establish regionally recognised Competency Standards and assessment processes covering five professions in disaster management.



- To improve the capacity of the AHA Centre to serve as the ASCEND Secretariat.
- To promote understanding of the ASCEND Framework among the ASEAN Member States (AMS) and other ASEAN sectors in preparation for the inclusion of ASCEND into the ASEAN Mutual Recognition Arrangement (MRA).

**1.3**

## Advantages and benefits of an ASCEND certification

### For ASEAN

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

### For AHA Centre

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

### For disaster management professionals

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

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



**1.4**

## The ASCEND Toolbox

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

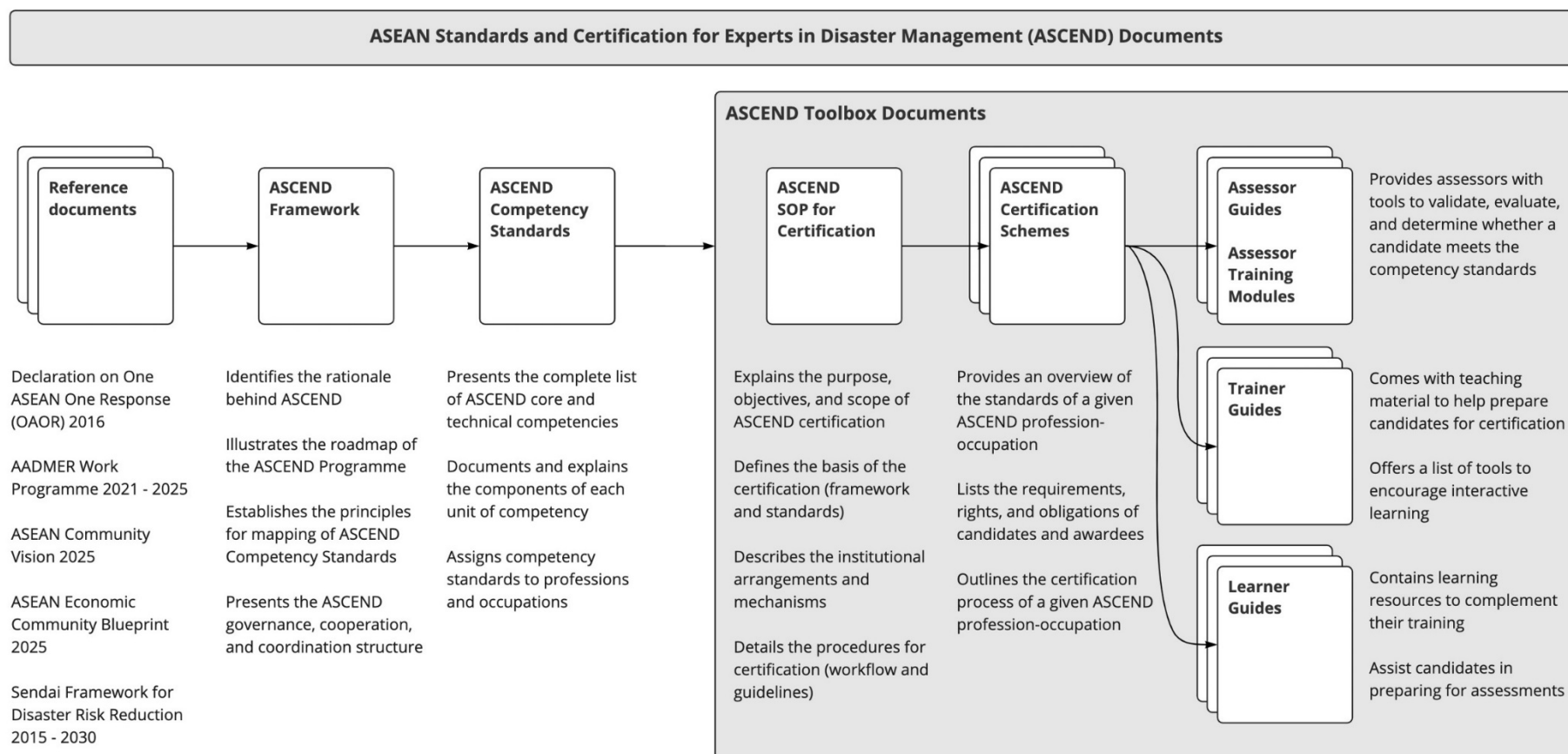
Another requirement is the development of an ASCEND Toolbox for five professions. These professions are Rapid Assessment, Humanitarian Logistics, Information Management, Water, Sanitation and Hygiene (WASH), and Shelter Management. The ASCEND Toolbox consists of an SOP, Certification Schemes, Assessor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

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

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



*Figure 1: Overview of ASCEND Toolbox Documents*





# Competency-based Training (CBT): Introduction for Trainers



**ASCEND**

**Important:** Training is not a mandatory activity of the ASCEND certification process. Applicants or prospective candidates are expected to prepare themselves before the assessment by self-studying the Learner Guides provided to them when accepted for ASCEND certification.

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

## Competency-based learning and assessment

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

**Table 1:** Competency areas and descriptions

Competency area	Description
<b>Experience</b>	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.
<b>Knowledge</b>	Refers to what the candidate needs to know to make informed decisions on how to perform the work effectively.
<b>Skills</b>	Refers to the ability of the candidate to apply knowledge to complete occupational tasks and produce work outcomes or results at the standard required.
<b>Attitudes</b>	Refers to associated beliefs, feelings, motivations, and values that influence a candidate to make decisions and act according to occupational standards and the professional work setting.



**Competency-based methods** help ensure that the ASCEND certification process is relevant, valid, acceptable, flexible, and traceable – in alignment with the ASEAN Guiding Principles.

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

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

## What do trainers do?

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

The role of trainers is to:

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



## Using the trainer's guide

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

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







# ASCEND Competency Standards



## ASCEND

## 3.1

## Competency standards

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

## 3.2

## ASCEND Competency Standards

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

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

The ASCEND Competency Standards and its derivative Toolbox documents will be reviewed and updated every five (5) years to ensure it reflects changes



in the disaster management profession and remains relevant. The Toolbox documents may also serve as a reference for ASEAN Member States' seeking to develop and implement national-level competency-based certification processes based on their respective capacities and needs. Table 2 describes its main components.

**Table 2:** Components of the ASCEND Competency Standards

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



<b>Critical aspects of assessment</b>	Lists the types of evidence or demonstrated abilities assessors need to observe to determine the candidate's competency.
<b>Context of assessment</b>	Notes the settings or situations in which candidates need to demonstrate their ability during ASCEND assessments.
<b>Resource implications</b>	Identifies the resources needed to conduct the assessment.
<b>Assessment methods</b>	Describes the different assessment methods to assess the competency of candidates in the specific unit.
<b>Key competencies</b>	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** : **Provide Technical Guidance to Partners and Stakeholders**

**Unit number** : ADM.TEC.026.1

**Unit description** : This unit deals with the knowledge and skills required to support implementing partners or field staff in a WASH project during emergencies.

ELEMENT AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
<p><b>Element 1.</b>  <b>Establish coordination internally and externally within the assigned activity area</b></p> <p>1.1 Represent in sub-national WASH coordination platform/sectoral cluster</p> <p>1.2 Support on the organisation's external communications and seek opportunities to advocate for WASH specific needs, including interaction with donors</p> <p>1.3 Promote community engagement in WASH programming, and as appropriate for participation</p> <p>1.4 Oversees stakeholder engagement and identifies emerging partnerships within the assigned activity area</p>	<p><b>Unit Variables</b></p> <p>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.</p> <p>This unit applies to leading and managing a project dealing with a wide range of issues related to public health and may include:</p> <p>External coordination may include:</p> <ul style="list-style-type: none"> <li>• The humanitarian coordination mechanism managed by the affected government (local, sub-nation, and/ or local level)</li> <li>• The ASEAN regional coordination mechanism as defined by SASOP</li> <li>• The international humanitarian coordination mechanism as guided the IASC</li> </ul> <p>Advocacy is a set of organised activities designed to influence the policies and actions of others to achieve positive changes for people's lives based on the experience and knowledge of working directly with the communities and the people who seek to assist them.</p> <p>Principles of advocacy are:</p> <ul style="list-style-type: none"> <li>• Best interest of the affected population</li> <li>• Evidence based</li> </ul>



**Element 2.**  
**Incorporate policy or  
 advocacy of WASH  
 issues into planning**

- 2.1 Contribute to the organisation's advocacy strategy and implementation
- 2.2 Lobbying key stakeholders at the sub-national level
- 2.3 Link issues between sub-national and national level

- Rights-based
- Partner focused
- Context specific

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

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

Capacity development measures may include:

- Classroom-based training
- On-the-job training
- Online learning/Computer-based training
- Tours, observational trips
- Conferences, workshops, and seminars
- Coaching and mentoring

**Element 3.**  
**Facilitate capacity  
 building measures on  
 WASH in emergencies**

- 2.1 Provide technical and policy advice for PHE and PHP officer as well as other sectors within the assigned activity area
- 2.2 Perform measures to ensure reaching target population with culturally appropriate and gender sensitive interventions
- 2.3 Identify gaps in training and knowledge and set goals and objectives for capacity development within the team

### Assessment Guide

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

- Ability to represent the organisation at the sub-national level
- Ability to coordinate advocacy and awareness raising within the assigned activity area
- Ability to work with key actors from other clusters and sectors at the sub-national level
- Ability to assess the most appropriate capacity development strategy required for WASH staff and partners

### Linkages to other Units

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



## Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to 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 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	<b>2</b>	Coordinate collection of data for monitoring purposes
Communicating ideas and information	<b>2</b>	Support other sectors for monitoring
Planning and organising activities	<b>2</b>	Supervise WASH programme
Working with others and in teams	<b>2</b>	Supervise WASH programme
Using mathematical ideas and techniques	<b>2</b>	Make changes to planned activities
Solving problems	<b>0</b>	n/a
Using technology	<b>2</b>	Coordinate collection of data for monitoring purposes







Preparing for Training Sessions:

# Equipment, Material, and Tools



ONE ASEAN  
ONE RESPONSE

## ASCEND

## 4.1

## Onsite training

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

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



## 4.2

## Online training

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

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

The list below recommends apps and tools that trainers may find 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
<b>Zoom</b>	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, developing, 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.

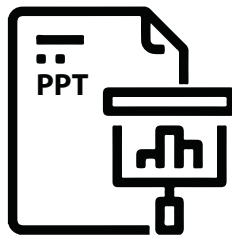
<https://www.google.com/forms/about/>

#### 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/>





# Power Point Slides and Presenter Notes



**ASCEND**

## 5.1

# Instructions for using PowerPoint presenter

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

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

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

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



## 5.2

## PowerPoint slides and presenter notes

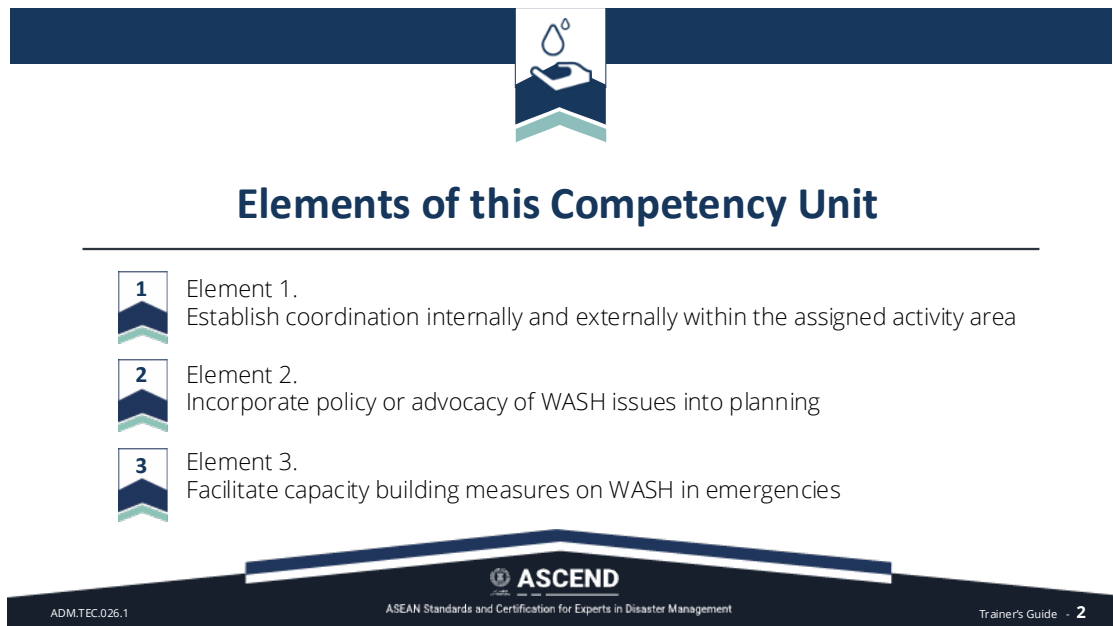
*Image 1: Slide 1*



**Slide No.** 1

**Trainer Notes** Trainer welcomes students to class.



*Image 2: Slide 2*


**Elements of this Competency Unit**

- 1** Element 1.  
Establish coordination internally and externally within the assigned activity area
- 2** Element 2.  
Incorporate policy or advocacy of WASH issues into planning
- 3** Element 3.  
Facilitate capacity building measures on WASH in emergencies

**ASCEND**  
ASEAN Standards and Certification for Experts in Disaster Management

ADM.TEC.026.1 Trainer's Guide - 2

**Slide No.**      **2**

### Trainer Notes

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

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





*Image 3: Slide 3***Element 1**

## Establish coordination internally and externally within the assigned activity area

**Performance Criteria**

- 1.1 Represent in sub-national WASH coordination platform/sectoral cluster
- 1.2 Support on the organisation's external communications and seek opportunities to advocate for WASH specific needs, including interaction with donors
- 1.3 Promote community engagement in WASH programming, and as appropriate, for participation
- 1.4 Oversees stakeholder engagement and identifies emerging partnerships within the assigned activity area

**Slide No. 3****Trainer Notes**

Trainer identifies for participants the Performance Criteria for this Element, as listed on the slide.



Image 4: Slide 4

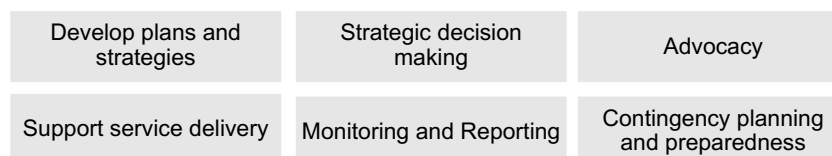


## Represent in sub-national WASH coordination platform/sectoral cluster

1.1

### WASH sub-national coordination platform

Typical functions and supporting structures of a WASH sub-national coordination platform:



**Slide No.** 4

### Trainer Notes

Strengthen engagement between national and sub-national coordination platforms with GWC is to build the capacity of national and sub-national coordination platforms to capture information, organise collective efforts, and share lessons during emergency response.

Sub-national level of WASH coordination platforms supports WASH programme planning and implementation by facilitating the assignment of roles and responsibilities, communications and information sharing, progress monitoring, and more.

Typical functions and supporting structures of a WASH sub-national coordination platform:

- Develop plans and strategies – Ensure that sectoral plans are made available and support the realisation of H.C. strategies priorities and WASH programme standards.
- Strategic decision making – Promote evidence-based and solution-oriented decision-making on recommendations of needs assessment and gap analysis. Lead discussion on funding requirements, prioritisation of resources, contributions of each sub-cluster, and more
- Advocacy – Identify advocacy concerns, including taking action on behalf of the affected population and WASH stakeholders.
- Support service delivery – Provide a platform to assure the service delivery is supported by strategic priorities and build up mechanisms to reduce duplication of service delivery.
- Monitoring and Reporting – Monitor and report on cluster activities and recommend corrective actions when necessary if activities are



not adhering to accepted principles, strategic priorities, cluster policies, and humanitarian standards.

- Contingency planning and preparedness – Address potential impacts of secondary hazards and make arrangements to address them if they occur.

Image 5: Slide 5



## Represent in sub-national WASH coordination platform/sectoral cluster

1.1

### WASH sub-national coordination platform

#### Other Supporting Structures

Sub-national WASH coordination platforms also offer support structures like:

Steering or advisory  
groups

Technical support  
teams

Technical working  
groups



**Slide No.** 5

#### Trainer Notes


#### Other Supporting Structures

Sub-national WASH coordination platforms also offer support structures like:

- Steering or advisory groups – Adjusting and developing strategic framework, priorities, and cluster activities
- Technical support teams – Help with specific tasks such as data management, logistic, administration, and resource mobilisation.
- Technical working groups – Working groups are task-oriented and time-bound. They are usually created on a need basis only, such as to develop appropriate plans and practices or to solve technical issues.



Image 6: Slide 6



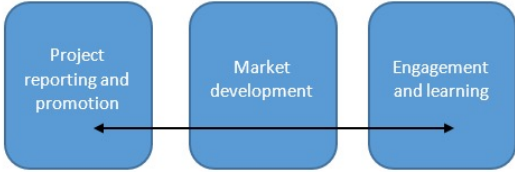
**Support on the organisation's external communications and seek opportunities to advocate for WASH specific needs, including interaction with donors**

**1.2**

---


**External communications**

Main areas of WASH external communications



**Key external audiences**

Each programme component has a specific external audience to target.



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**Slide No. 6**

**Trainer Notes**

External communications bring benefits such as:

- Increasing external knowledge and understanding of WASH issues and project objectives
- Enhancing the impact of project results by convincing key stakeholders to get involved in the project
- Promoting accountability, transparency and facilitating a continuous learning process

**Key external audiences**

- The key audience for sanitation marketing development is households and small businesses.
- For engagement and learning, the main audience includes government agencies, implementing partner organisations, and donors.
- Stakeholder mapping is a crucial tool that coordinators may use to understand who to engage for what and how to communicate with whom.



Image 7: Slide 7



**Support on the organisation's external communications and seek opportunities to advocate for WASH specific needs, including interaction with donors**

1.2

### Advocacy in WASH

Process of actively framing issues and shaping decisions within social, political, and economic systems

#### The components of advocacy message:

- **Broader statement** of what are you trying to do and how it aligns with your organisation's vision and mission
- The **immediate benefits to gain**
- **Long-term directions and impact**



**Slide No.** 7

### Trainer Notes


- In a humanitarian setting, advocacy efforts seek to raise awareness of the situation of affected communities, promote respect for humanitarian principles and practices, and help people obtain access to humanitarian assistance.
- The expected output of advocacy efforts includes building partnerships, securing funding, and facilitating sustainable programme outcomes.

Examples of WASH advocacy goals:

- Significant improvement in community access to latrines
- Increased access to and coverage of clean water supply



Image 8: Slide 8



## Promote community engagement in WASH programming, and as appropriate, for participation


1.3



### Promoting community engagement

Principles for community engagement:

Be aware of our own attitudes and behaviour	Encourage feedback on the quality and effectiveness of the response
Communities are diverse	Open communication
Recognise and build on local knowledge and skills	Support collaboration and coordination
Provide practical information in accessible language	Advocate for community concerns and priorities:
Find good translators	


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**Slide No.**      **8**

### Trainer Notes

- In the disaster context, community engagement brings about the active participation of affected communities in the overall response and recovery efforts.
- The key to community engagement is open communication and inclusive participation. It is essential to understand the perspectives on issues affecting the community members and build on their existing capacities and resources to overcome their challenges.

Some principles for community engagement are outlined below ([OXFAM, 2019](#)):

- Be aware of our own attitudes and behaviour:** People are influenced by cultural and social factors, so it is vital to understand the differences in thinking and reactions. One of the solutions is to find a local partner, a mediator who understands the community's culture and language well.
- Communities are diverse:** The dynamics and structures in every community are different. Understanding the dynamics and structures is essential to engage and engage them. Anthropologists and sociologists can help overcome this challenge.
- Recognise and build on local knowledge and skills:** Make opportunities for local participation in all work areas. Enable the local participants to make decisions and act on those decisions.
- Provide practical information in accessible language** – Share information with all relevant stakeholders to strengthen transparency and accountability.




- **Find good translators:** Overcome language barriers by seeking local translators who can communicate messages that affected communities understand.
- **Encourage feedback on the quality and effectiveness of the response** – Seek input from different community members, especially the marginalised and vulnerable groups
- **Open communication:** The communication should be a two-way process and use feedback to adapt your programme
- **Support collaboration and coordination:** The process should be integrated with a people-centred response. Share work and information to develop an appropriate working method with the community.
- **Advocate for community concerns and priorities:** Support community's interests and the long-term sustainability of programmes in their area





Image 9: Slide 9



### Promote community engagement in WASH programming, and as appropriate, for participation


## 1.3

Communicating with disaster-affected groups

Locally appropriate, engaging and consistent	Spread evidence-based information	Encourage practical and feasible solutions	Provide accurate details
--	-----------------------------------	--	--------------------------

Supporting community initiatives

Being present to help	Supporting plans for community organisation	Establishing links	Working alongside the community	Preventing new risks from emerging
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**Slide No.** 9

### Trainer Notes

#### Communicating with disaster-affected groups

- Must be based on a sound understanding of local cultures and beliefs and their impact on perceptions and behaviour.
- Communication should be culturally appropriate and socially acceptable to provide space for communities to continually raise questions and clarify things not clear to them, such as the purpose of WASH programmes.

Effective communication (WHO,2016):

- Locally appropriate, engaging and consistent
- Spread evidence-based information (e.g., dismisses rumours, warns against risky behaviour, addresses gaps in knowledge)
- Encourage practical and feasible solutions
- Provide accurate details about the needs and priorities of communities

#### Supporting community initiatives

Supporting community initiatives include working within the current social structures and mechanisms for decision-making, incorporating WASH activities in traditional community practices, and more.

WASH coordinators can support the community by (WHO,2016):

- Being present to help people and families who need support
- Supporting plans for community organisation
- Establishing links between the local community and trusted partners
- Working alongside the community in reducing future dependency on external sources
- Preventing new risks from emerging



Image 10: Slide 10



**Slide No.** 10

### Trainer Notes


An ideal stakeholder engagement process is an iterative process that involves planning, understanding stakeholder interests and needs, preparing, building trust, consulting, responding, monitoring, evaluation, and reporting.

An engagement process is built on shared vision and values. It involves:

- Diverse group of stakeholders
- Two-way communication
- Realistic goals
- Long term commitment




Image 11: Slide 11



## Oversees stakeholder engagement and identifies emerging partnerships within the assigned activity area


1.4



### 1. Plan

Some of example question that must be answered during this stage are as follow:

What do we want to reach?	What are the key issues?	What level of resources can be allocated?
What is the time scale? What is the timeframe for discussion and consultation?	Who are the affected communities, groups, or individual?	What are the obstacles?



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**Slide No.**      11

### Trainer Notes

Plan is when an organisation develops their understanding and clarifies why meaningful engagement is needed is essential. The organisation determines the objectives to achieve, the issues to solve, and the stakeholders to support it. It will depend on the organisation's nature, function, priorities, structure, and partnerships.



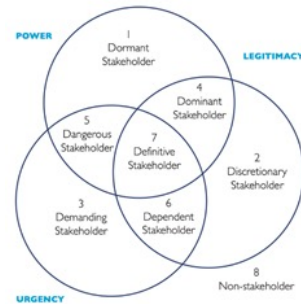
Image 12: Slide 12



## Oversees stakeholder engagement and identifies emerging partnerships within the assigned activity area

1.4

### 2. Understanding Stakeholders' Wants and Needs



Level of stakeholders' supports:

- 1. Influence:** the ability to raise public interest and mobilise them around an issue.
- 2. Interest:** the ability to a particular issue receptivity.
- 3. Salience:** the ability to be prominent, noticeable, and relevant.


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**Slide No.** 12

### Trainer Notes

The power of stakeholders may be in what and how they control resources. The legitimacy of stakeholders refers to the way they embody or demonstrate society's prevailing beliefs and opinions in their words or actions. The urgency relates to the time-window stakeholders decide and act on something or demand and need something from others.

Organisations seeking to engage stakeholders should understand their primary stakeholders' strategies to make connections and interactions with them. After categorising primary stakeholders, organisations can start to assess the level of their support



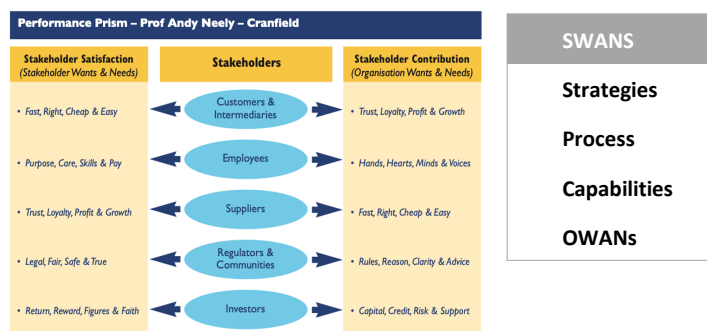
Image 13: Slide 13



## Oversees stakeholder engagement and identifies emerging partnerships within the assigned activity area

1.4

### 2. Understanding Stakeholders' Wants and Needs



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**Slide No.** 13

### Trainer Notes

*Performance prism*

#### SWANS

What are the desires and needs of the various stakeholders?

#### Strategies

What are the strategies to fulfil those wants and needs?

#### Process

What processes are needed to achieve the strategies?

#### Capabilities

What capabilities are needed to implement the processes?

#### OWANS

What do we need from stakeholders to make all of this happen?



Image 14: Slide 14



### Oversees stakeholder engagement and identifies emerging partnerships within the assigned activity area

1.4

#### 3. Internal Preparedness and Alignment with Stakeholders

- The interests of the stakeholder and WASH implementing organisation can **be aligned**. It doesn't mean that both of the parties will have identical objectives, but **common interest** can be achieved which will satisfy both parties.
- Establishing a **dedicated stakeholder management team** can help coordinate with external and internal actors.




**Slide No.** 14

#### Trainer Notes

- The different departments, units, and teams of an organisation have to support each other, or it may derail the external stakeholder engagement processes. Misalignment between H.Q. and field offices may also produce the same effect (Jeffery, 2009).
- Establishing a dedicated stakeholder management team can help coordinate with external and internal actors. Stakeholder engagement is a dynamic and complex process that require constant attention and quick responses



Image 15: Slide 15




## Oversees stakeholder engagement and identifies emerging partnerships within the assigned activity area

### 4. Building trust


Organisations can build trust with stakeholders by

- Consulting stakeholders
- Keeping stakeholders updated on the organisation's plans and activities
- Holding regular meetings and maintaining contact
- Finding commonalities and using appropriate language
- Do what you say you will do
- Establish mechanisms to strengthen accountability

1.4



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### Trainer Notes

Trust between stakeholders facilitates two-way communications and information sharing. Trust makes stakeholders willing to understand each other and find ways to help one another. It also speeds up decision-making and the implementation of activities. When building trust, the common challenges revolve around inequitable relationships, power differentiation, and culture and language barriers.




Image 16: Slide 16



## Oversees stakeholder engagement and identifies emerging partnerships within the assigned activity area

1.4




### 5. Consultation

Consultation should be:

Representative
Ensuring the representation of marginalised and vulnerable groups

Responsive
act on their word

Realistic
Consultation processes must consider and adapt to the historical, socio-cultural, political, and economic factors that shape the operating context.



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### Trainer Notes

Any consultation should be:

#### Representative

Segments of a population affected by a WASH programme need adequate representation in the consultation process. The success of a programme depends mainly on the extent it addresses the needs of affected communities. If community members are not well represented in consultation, then programme objectives may not be helpful. Ensuring the representation of marginalised and vulnerable groups gives them an avenue to voice out their concerns and build relationships.

#### Responsive

Organisations that act on their word can build trust with the affected communities faster.

#### Realistic

Consultation processes must consider and adapt to the historical, socio-cultural, political, and economic factors that shape the operating context. It should also be able to tackle and resolve trade-offs. Various stakeholders have different expectations driven by desires and interests. These expectations must be aligned, clearly communicated, agreed on, and managed carefully. Support for WASH programmes will continue as long as stakeholders can see or feel that they meet their expectations.





Image 17: Slide 17

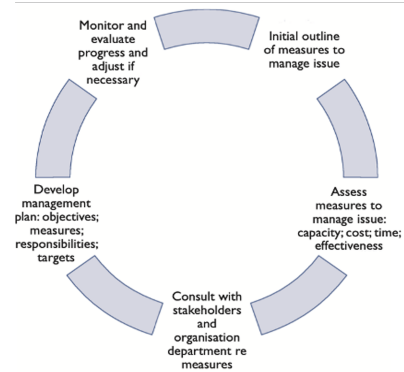


## Oversees stakeholder engagement and identifies emerging partnerships within the assigned activity area

1.4

### 6. Respond and Implement

After consultations, stakeholders will want to know which recommendations the programme will take on board and what issues it will address



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**Slide No.** 17

### Trainer Notes

Since no programme can address all needs simultaneously, WASH coordinators need to outline the priority of action, the scope of work, timeline, reporting, and other arrangements



Image 18: Slide 18




### Oversees stakeholder engagement and identifies emerging partnerships within the assigned activity area


#### 7. Monitoring, Evaluating, and Documenting

- **Monitoring processes** provide mechanisms for promoting transparency and giving feedback to stakeholders.
- **Evaluations** support accountability, learning from past performance, and allow stakeholders to re-shape the programme activities if needed.
- **Documentation** aids in knowledge management and sharing of information to other stakeholders that might benefit from the experience.

1.4



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### Trainer Notes

Ensuring the effectiveness of monitoring and evaluation can be done by employ their expertise and experience in knowledge management system and also outcomes and output got from other business operations in evaluation.

Recommendations for engaging with stakeholders when monitoring, evaluating and documenting (Jeffery, 2009):

- Consult the wants and needs of the stakeholder concerning reporting activities
- Determine the appropriate format, medium, method, and time to share the reports
- Request regular communication schedules with the stakeholder
- Ensure access to public reports is accessible to different members of the community



Image 19: Slide 19



## Oversees stakeholder engagement and identifies emerging partnerships within the assigned activity area

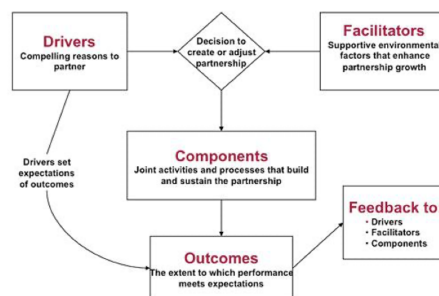
1.4

### 8. Emerging partnerships

Some outcomes relevant to WASH stakeholders include:

- Health
- WASH
- Education
- Corporate

### The Partnership Model



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### Trainer Notes

Emerging partnerships occur in all phases of a programme. Different stakeholders will want to get involved when they see that it is in their interest. Therefore, WASH programmes should invest in finding ways to clearly and regularly communicate the advantages and benefits of programme outcomes to community members.

The Partnership Model is a tool that WASH coordinators can use to develop and maintain new types of partnerships



*Image 20: Slide 20***Element 2****Incorporate policy or advocacy of WASH issues into planning****Performance Criteria**


- **2.1** Contribute to the organisation's advocacy strategy and implementation
- **2.2** Lobbying key stakeholders at the sub-national level
- **2.3** Link issues between sub-national and national level

**Slide No.** 20**Trainer Notes**

Trainer identifies for participants the Performance Criteria for this Element, as listed on the slide.



Image 21: Slide 21




## Contribute to the organisation's advocacy strategy and implementation

### Advocacy Strategy

The minimum requirements of a WASH advocacy activity are outlined by the Global WASH Cluster.

Core Function 6: To support robust advocacy by:	
Identifying concerns, and contributing key information and messages to higher-level messaging and action.  Undertaking advocacy on behalf of the cluster, cluster members and affected people.	<b>Minimum requirements</b> <ul style="list-style-type: none"> <li>Critical WASH issues are identified and brought to the attention of the relevant stakeholders.</li> <li>Advocacy initiatives are undertaken when required to communicate WASH issues to key stakeholders (donors, government, Pacific Humanitarian Team, etc.).</li> </ul>

2.1


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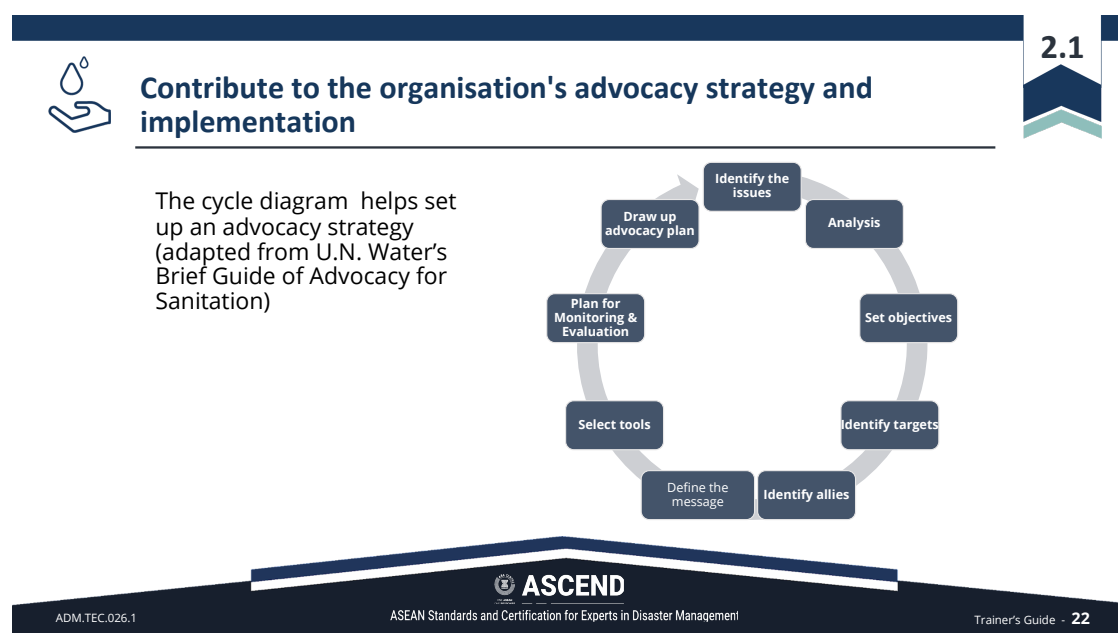
**Slide No.**      **21**

### Trainer Notes

- Advocacy is one of the tools that an organisation can use to tackle issues that increase vulnerabilities and intensify the risks a community faces.
- The advocacy strategy must be designed with local advocacy partners in line with the local context. It must also be communicated at various levels of advocacy work



Image 22: Slide 22



**Slide No.** 22

### Trainer Notes

The steps in the diagram need to be adjusted depending on the impact of the emergency on WASH. Any advocacy strategy must have the following features:

- Considers the best interest of the affected population
- Rights-based
- Context-specific
- Evidence-based
- Partner focused

Image 23: Slide 23



## Contribute to the organisation's advocacy strategy and implementation

2.1

Objective	Advocacy issue	Intervention / action	Target audience	Policy demands	Advocacy channels
<b>Increase household contribution to sanitation and hygiene</b>	Low prioritisation of household expenditure on sanitation and hygiene	Sanitation and hygiene prioritised by households	<ul style="list-style-type: none"> <li>Local leader</li> <li>Households</li> <li>Sanitation action groups</li> <li>Health communities</li> <li>Local authorities</li> </ul>	Prioritisation of sanitation and hygiene by households	<ul style="list-style-type: none"> <li>Community mobilisation meetings</li> <li>Meetings with local leader</li> <li>Meetings with coordination platform</li> <li>Health communities</li> </ul>



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### Trainer Notes

A matrix below shows how an organisation can concretise the agreed advocacy strategy, adapted from the Government of Zimbabwe's National Sanitation and Hygiene Advocacy Strategy 2016-2020



Image 24: Slide 24



## Contribute to the organisation's advocacy strategy and implementation

2.1

Objective #1: Advocacy capacity building					
Activities	Responsible Staff	Partners	Cost	Timeline	Indicators
Carrying out sector advocacy capacity needs assessment	John Doe	UNICEF	\$1000	1 Month	Capacity building needs identified
Developing sector advocacy capacity building plans					WASH sector capacity building plans by intervention area (human, material, etc.)
Building advocacy capacity of stakeholders					<ul style="list-style-type: none"> <li>WASH training needs assessment conducted</li> <li>WASH training plan developed</li> <li>WASH training conducted</li> <li>WASH capacity building equipment and materials supplied</li> </ul>



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### Trainer Notes

Creating an advocacy work plan based on the advocacy strategy matrix is allows for the coherent and structured implementation of advocacy efforts. The advocacy work plan is the primary tool of a WASH coordinator for monitoring and evaluating the impact of advocacy and whether goals are met. The sample advocacy work plan with indicators is shown in the table





*Image 25: Slide 25*

## Lobbying key stakeholders at the sub-national level

2.2

### Lobbying activities

- Lobbying is a **form of advocacy** that seeks to influence the decisions and activities of the decision-makers and policy-shapers.
- Lobbying is a **mode of advocacy action** that involves **targeted meetings**
- Lobbying also could lead to **negotiation**

**Slide No. 25**

### Trainer Notes

- Lobbying is a mode of advocacy action that involves targeted meetings with decision-makers, policy-shapers, and those who influence them to convince them to support particular advocacy goals.
- Lobbying also could lead to negotiation, which involves promoting an alternative viewpoint and engaging the opposition in debate. This mode of advocacy can be informal or formal. Additionally, a deep understanding of power dynamics between stakeholders is required.



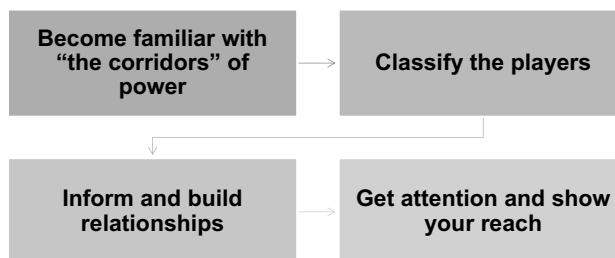
Image 26: Slide 26



## Lobbying key stakeholders at the sub-national level

2.2

Four key steps of lobbying strategy will help to advance to serious negotiation:



**Slide No.** 26

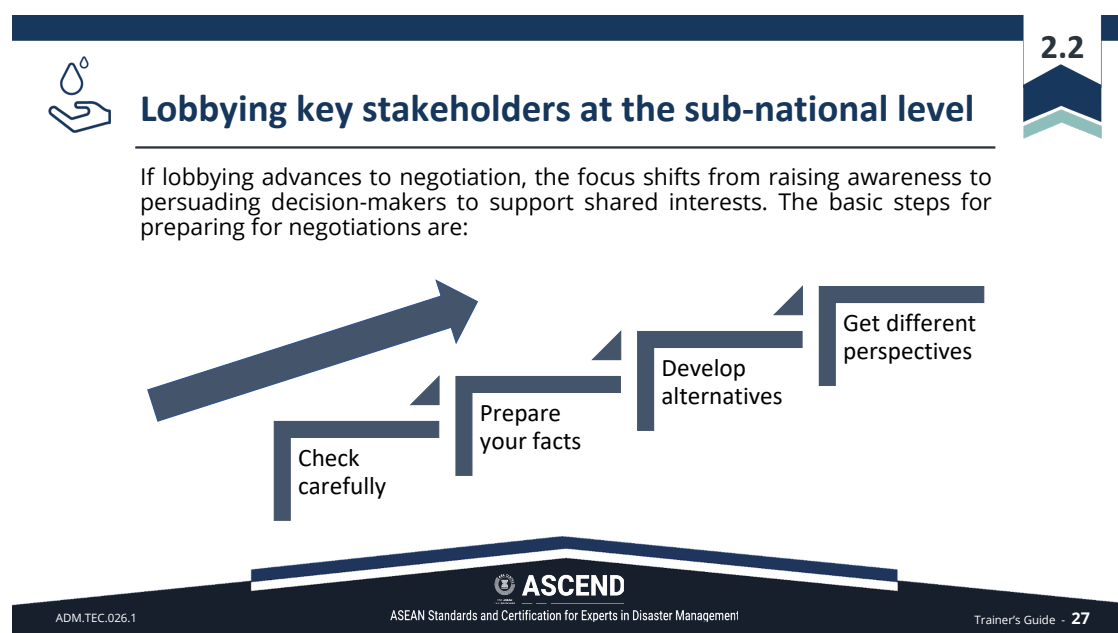
### Trainer Notes

Four critical steps to take when engaging in lobbying:

- **Become familiar with “the corridors” of power:** Learn about the system, procedures, timelines, and key leaders and players.
- **Classify the players:** Find out where they stand on the issue and how much influence they have as key decision-makers or in persuading others.
- **Inform and build relationships:** Help the target understand the issues through various meetings and visitations. Gain their trust as both a reliable source of quality analysis and representative of the stakeholders.
- **Get attention and show your reach:** Time media releases and outreach mobilisation activities so that decision-makers know the support behind your proposal.



Image 27: Slide 27



Slide No. 27

### Trainer Notes

The basic steps for preparing for negotiations are:

1. **Check carefully:** Do your homework. Look at the weaker parts of your proposal, then plan to overcome them.
2. **Prepare your facts:** A lack of information creates anxiety. Collect the facts that support your case, and learn as much as you can about the other group, their circumstances, perspectives and interests. Information and knowledge must be substantial enough to make reasonable demands. The decision-maker may have a valid point to address, and a coalition partner may not believe in everything you do on the specific matter. Find ways to understand and accommodate their concerns.
3. **Develop alternatives:** Use the information acquired to formulate alternatives and assess what the other party will do. It will help you decide whether to compromise under their terms or walk away.
4. **Get different perspectives:** Talking with others whose judgement you trust often helps you see the situation in a new light.

The most common area of lobbying in the WASH sector revolves around budget allocation for building WASH facilities because it takes political will to release large amounts of funds. Lobbying can convince key stakeholders that the design and delivery of WASH services are appropriate and necessary.



Image 28: Slide 28



## Lobbying key stakeholders at the sub-national level

### Lobbying targets at sub-national level

List of whom to engage in lobbying efforts:

Local (formal or informal) leaders

Government agencies from WASH and other sectors

Civil society organisations and NGOs

Private sector

Research institutions

Media outlets

At-risk groups

2.2


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### Trainer Notes

Lobbying efforts are generally aimed at decision-makers and stakeholders who have the power to influence political will. The most important actors are usually local leaders, influential actors (e.g., tribal elders, religious heads), and civil society organisations at the sub-national level.



*Image 29: Slide 29*

## Link issues between sub-national and national level

2.3

- WASH programmes should **operate within national policy frameworks and engage existing sub-national and local stakeholders** to contribute to long-term goals and capacity building.
- Linking sub-national and national issues early in the planning process creates **coherence across regions and sub-national structures**



**Slide No.** 29

### Trainer Notes

Gaining the support of key stakeholders at the national level is only feasible when they can see clear links between what is happening at the local level affects national affairs

This alignment also helps facilitate smoother budgeting and resource allocation processes. It also enables the consolidation of data and information. Ideally, this link between sub-national and national efforts can increase community involvement and representation and mitigate geographical and socio-economic inequalities.



Image 30: Slide 30



## Link issues between sub-national and national level

2.3

Activities of a WASH coordinator can initiate to strengthen the integration of sub-national and national WASH issues

Develop emergency preparedness and response capacity

Regularly highlight WASH issues and priorities

Support communities and local organisations

Encourage collaboration between humanitarian partners



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### Trainer Notes

List of activities a WASH coordinator can initiate to strengthen the integration of sub-national and national WASH issues:

- Develop emergency preparedness and response capacity with national and sub-national partners.
- Regularly highlight WASH issues and priorities in national and sub-national meetings.
- Support communities and local organisations as the frontline responders and their national counterparts as the future guardians of emergency response capacity.
- Encourage collaboration between humanitarian partners to strengthen the response capacity of national and sub-national stakeholders.



*Image 31: Slide 31***Element 3**

## Facilitate capacity building measures on WASH in emergencies

**Performance Criteria**

- **3.1** Provide technical and policy advice for PHE and PHP officer as well as other sectors within the assigned activity area
- **3.2** Perform measures to ensure reaching target population with culturally appropriate and gender sensitive interventions
- **3.3** Identify gaps in training and knowledge and set goals and objectives for capacity development within the team

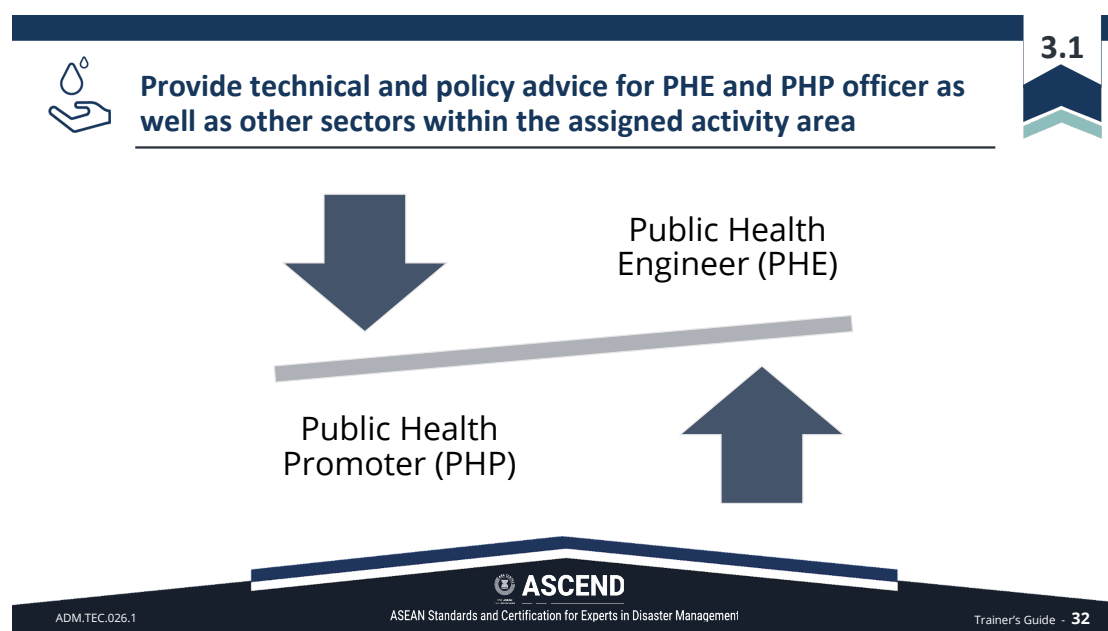


**Slide No.**      **31**

**Trainer  
Notes**

Trainer identifies for participants the Performance Criteria for this Element, as listed on the slide.



*Image 32: Slide 32*


**Slide No.** 32

**Trainer Notes**

The Public Health Engineer (PHE) and Public Health Promoter (PHP) implement WASH activities according to the agreed strategies and plans. WASH coordinators provide technical and policy guidance to PHEs and PHPs to ensure that their work contributes to the overall programme.




Image 33: Slide 33



### Provide technical and policy advice for PHE and PHP officer as well as other sectors within the assigned activity area


3.1



#### Provide Technical Advice

Four kinds of technical advice that WASH coordinators extend to PHEs and PHPs

Capacity building	Placement and design of WASH facilities	Operation and maintenance	Exit strategy
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**Slide No.**      33

#### Trainer Notes

There are key considerations to be aware of when intending to provide technical advice for both PHEs and PHPs.

##### Capacity building

It is the responsibility of WASH coordinators to **ensure that PHEs and PHPs contribute to building and strengthening the capacity of the affected communities they operate with.** WASH coordinators should ensure that the PHEs and PHPs are **qualified, competent, and trained for the job and match them to the appropriate activities.** WASH coordinators can assist PHEs in sourcing local building materials, equipment, and labour for WASH interventions and implementing transfers of technologies. WASH coordinators can also support PHPs in conducting capacity building efforts while promoting healthy practices.

##### Placement and design of WASH facilities

WASH infrastructure may be damaged or destroyed due to a disaster. In some cases, WASH infrastructure may have been damaged or destroyed because of improper use or maintenance before a disaster. One of the most practical approaches to ensuring facilities are available in the shortest timeframe is to work on existing structures and resources. WASH coordinators must provide technical advice to PHEs and PHPs on what to build, where to build, and how to build it based on following factors beyond the usual scope of engineering and public health: protection cross-cutting issues, socio-cultural context (e.g., understanding of the vulnerable and marginalised groups), political dynamics (e.g., working with local leaders), economic opportunities (e.g., revitalising local markets), and more.



**Operation and maintenance**

To ensure the long-term use of WASH facilities, WASH coordinators must develop operation and maintenance (O&M) systems and integrate the work of PHEs and PHPs into those systems. One critical component of O&M is standard operating procedures (SOPs). SOP reduces errors due to incorrect use or a lack of care. SOPs are made for but is not limited to using handwashing stations, refilling consumables such as soap, flushing boreholes, desludging, and general cleaning of other WASH facilities.

**Exit strategy**

**The exit strategy is another area where WASH coordinators provide technical advice to PHEs and PHPs.** WASH coordinators usually participate in strategic meetings with other stakeholders, giving them an insight into various plans. The long-term impact of the contributions of PHEs and PHPs largely depends on whether their work supports the exit strategy. WASH coordinators help link the work of PHEs and P.H.s to existing capacities, resources, O&M, and other mechanisms to promote the sustainability of WASH facilities and services



Image 34: Slide 34



### Provide technical and policy advice for PHE and PHP officer as well as other sectors within the assigned activity area

3.1

#### Provide Policy Advice

WASH coordinators should also provide policy advice to PHEs and PHPs by:

- Articulating the key policies and strategies
- Informing them about the advocacy and lobbying efforts
- Reminding about humanitarian principles, professional ethics, and minimum standards of work
- Briefing them on the local situation and what to do to mitigate and respond to operational risks
- Recommending good approaches and practices



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#### Trainer Notes

WASH coordinators should also provide policy advice to PHEs and PHPs by:

- Articulating the key policies and strategies that the WASH programme contributes to.
- Informing them about the advocacy and lobbying efforts at the local and national levels.
- Reminding them about humanitarian principles, professional ethics, and minimum standards of work.
- Briefing them on the local situation and what to do to mitigate and respond to operational risks in the field.
- Recommending good approaches and practices to engage local communities and stakeholders



*Image 35: Slide 35*

### Perform measures to ensure reaching target population with culturally appropriate and gender sensitive interventions

3.2

- Consider standards as a **baseline or minimum requirements** instead of a guideline for planning and implementing a programme.
- A WASH coordinator should know the **various ways to access and serve target populations** with **culturally appropriate and gender-sensitive interventions**.

#### Ensuring Culturally Appropriate and Gender Sensitive Interventions

- **Culturally appropriate initiatives:** those activities that accommodate and embrace local people's beliefs, practices, traditions, and viewpoints



**Slide No.** 35

#### Trainer Notes

Standards may make it easier for humanitarian workers to respond to a particular situation.  
Gender-sensitive interventions consider and respect individuals regardless of sex and seek to reduce barriers created by sexism.



Image 36: Slide 36



## Perform measures to ensure reaching target population with culturally appropriate and gender sensitive interventions

3.2

### Key indicators on gender equality WASH programming:

1. The specific water and sanitation needs of vulnerable groups are considered in WASH programs

Women, the elderly, people with disabilities and other vulnerable groups

All people can use water and sanitation facilities.

There is sufficient space to clean, dry, and dispose of sanitary items privately and professionally

Individuals or groups can use a system to voice their complaints



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### Trainer Notes

Several key indicators that WASH coordinators may use to promote culturally appropriate and gender-sensitive interventions

**The specific water and sanitation need of vulnerable groups are considered in WASH programs.**

- Women, the elderly, people with disabilities and other vulnerable groups such as ethnic minorities are represented on water and/or sanitation committees.
- All people, including women, children, the elderly, and those with disabilities, can use water and sanitation facilities.
- There is sufficient space for women to clean, dry, and dispose of sanitary items privately and professionally.
- Individuals or groups can use a system to voice their complaints concerning water and sanitation facilities.



Image 37: Slide 37



## Perform measures to ensure reaching target population with culturally appropriate and gender sensitive interventions

3.2

### Key indicators on gender equality WASH programming:

2. Water and sanitation programs provide affected populations with equitable access to water and sanitation facilities

Ensuring access to water and sanitation facilities is identified and supported where practicable.

Discrimination by community groups is observed and addressed

Representatives from various segments of the affected population

Water and sanitation facilities are in a secure location



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### Trainer Notes

Several key indicators that WASH coordinators may use to promote culturally appropriate and gender-sensitive interventions

#### Water and sanitation programs provide affected populations with equitable access to water and sanitation facilities

- The role of responsible government bodies in ensuring access to water and sanitation facilities is identified and supported where practicable.
- Discrimination by community groups in terms of access to water and sanitation services is observed and addressed.
- Representatives from various segments of the affected population, including women, monitor water and sanitation inputs.
- Water and sanitation facilities are in a secure location where all members of the community may access them and use them in a way that promotes both protection and privacy.



Image 38: Slide 38



## Perform measures to ensure reaching target population with culturally appropriate and gender sensitive interventions

3.2

### Key indicators on gender equality WASH programming:

3. Safety and dignity of the affected populations is a core consideration in water and sanitation programs.

Water stations are strategically placed	Separate interior lockable bathrooms and washing facilities are provided	The critical factors are safety and convenience of access
The community were consulted on the design and location of facilities	Pit latrines and shallow wells were built with kid safety	Disinfection goods are maintained in a secure location



**Slide No.** 38

### Trainer Notes

Several key indicators that WASH coordinators may use to promote culturally appropriate and gender-sensitive interventions

#### **Safety and dignity of the affected populations is a core consideration in water and sanitation programs.**

- Water stations are strategically placed to ensure the safety of vulnerable populations while also providing a clear vision of the surrounding region.
- For men and women, separate interior lockable bathrooms and washing facilities are provided. They should be placed in regions that are well-lit and visible.
- The critical factors in the design and placement of toilets and washing facilities are safety and convenience of access.
- The community, particularly women, children, and vulnerable groups, were consulted on the design and location of toilet and washing facilities and any safety or accessibility issues that may have been addressed.
- Pit latrines and shallow wells were built with kid safety in mind, both in design and access to the latrine and pit.
- When disinfection goods are provided, they are maintained in a secure location and prominently labelled as dangerous in the local language's written and graphic form. If they are ingested, the community understands what to do.



Image 39: Slide 39



## Perform measures to ensure reaching target population with culturally appropriate and gender sensitive interventions

3.2

### Key indicators on gender equality WASH programming:

4. Data on WASH programs for affected populations are routinely collected, analysed and reported on to inform program direction

The affected population is included in developing a monitoring plan.

Disaggregated baseline data on sex, age, and disability is collected

Monitoring systems keep track of the intended and unforeseen consequences of relief activities

Compliance with the CI Policy on the Prevention of Sexual Exploitation and Abuse is monitored



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### Trainer Notes

Several key indicators that WASH coordinators may use to promote culturally appropriate and gender-sensitive interventions

#### Data on WASH programs for affected populations are routinely collected, analysed and reported on to inform program direction

- The affected population, particularly women and vulnerable groups, is included in developing a monitoring plan.
- To quantify impacts and changes, disaggregated baseline data on sex, age, and disability is collected.
- Monitoring systems keep track of the intended and unforeseen consequences of relief activities for women, girls, boys, men, and other vulnerable populations, and program design is adjusted as needed.
- Compliance with the CI Policy on the Prevention of Sexual Exploitation and Abuse is monitored, and tools for detecting and reporting abuse are available





Image 40: Slide 40



## Perform measures to ensure reaching target population with culturally appropriate and gender sensitive interventions

3.2

### Ensuring Culturally Appropriate and Gender Sensitive Interventions

Other questions to tackle when designing gender-sensitive interventions

Hand gestures

“Visible Dirty” Hand concept

Alcohol-based hand-rubs (and alcohol prohibitions in religions)



**Slide No.** 40

#### Trainer Notes

##### Hand gestures

- The most widely known belief about hands is considering the left hand as “unclean” and reserved solely for “hygienic” reasons, such as in Hindu and Islam. It is considered proper to use the right hand for offering, receiving, eating, pointing at something, or gesturing. Meanwhile, washing hands in a clockwise motion are recommended by Buddha and correspond to the positive attitude of happy and auspicious occasions.

##### “Visibly Dirty” Hand concept

- It may become increasingly challenging to discover a consistent meaning of this term from a transcultural standpoint. In reality, the skin colour can make it more challenging to perceive dirt on hands. For example, a spot of blood or other proteinaceous material is more difficult to discern on very dark skin. Furthermore, in some extreme heat and humid conditions, the desire to wash hands with fresh water may be prompted by a sensation of sticky or humid skin
- Some cultures may find it challenging to train PHPs to limit handwashing with soap and water to only a few situations. According to some religions, the concept of dirt is not strictly visual but rather reflects a broader meaning that refers to both interior and exterior purity. External and internal cleanliness, for example, is a scripturally enjoined value in Hinduism and is consistently listed among the cardinal virtues in authoritative Hindu texts. In the Jewish religion, the custom of washing hands immediately after waking up in the morning refers to the fact that hands may have touched an impure



site during the night, considered one-sixtieth of death. It thus implies that dirt can be invisible to the naked eye.

**Alcohol-based hand-rubs (and alcohol prohibitions in religions)**

- Alcohol use is prohibited or considered an offence requiring penance in some religions because it is thought to cause mental impairment (Sikhism, Hinduism, Islam). As a result, the use of alcohol-based formulations as the gold standard for hand hygiene may be inappropriate for some PHPs, either due to aversion to alcohol or concern about alcohol ingestion or absorption through the skin. Even the simple designation of the product as an “alcohol-based formulation” could pose a significant barrier to implementation.
- Alcohol prohibition is interpreted differently in different religions and even within the same religious affiliation. On the other hand, some other faiths believe that the problem does not exist



Image 41: Slide 41

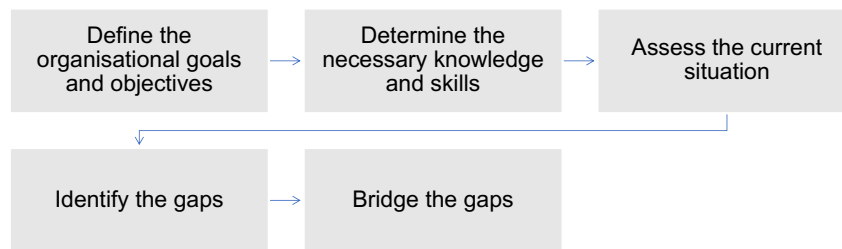


## Identify gaps in training and knowledge and set goals and objectives for capacity development within the team

3.3

### Training and Knowledge Gaps

Guide for identifying training and knowledge gaps:



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### Trainer Notes

Identifying gaps in training and knowledge and setting goals and objectives for capacity development within the team is crucial to improving the team's performance during humanitarian response.

#### Define the organisational goals and objectives

Begin by writing down your organisational goals and objectives.

- What is there to achieve?
- What are the significant changes to consider?
- How can the organisation successfully adapt to those changes?

#### Determine the necessary knowledge and skills

Note that when thinking about the future, it is crucial to think about the present and how to get from one to the other.

- What critical knowledge and skills are needed to achieve goals and objectives?
- Will this also require adopting new approaches or using cutting-edge technologies?

#### Assess the current situation

Now is the time to assess the current situation. KPIs, according to experts, are one of the best sources for evaluating the knowledge skills gap analysis.

- To obtain an overall performance trend, one should conduct an in-depth analysis of the KPIs. Employee competency-based assessments, group discussions, 360-degree reviews, and on-the-job shadowing and observation techniques are also options.



- The goal is to map your employees' current knowledge and skills accurately. Make sure to keep the results separate from the long-term goals.

**Identify the gaps**

Once the data are gathered and analysed:

- What knowledge and skills are missing, and what kind of training is needed?

**Bridge the gaps**

After having done all of the above, start acting on it. It is also essential to keep in mind that training is not the only option. A well-rounded strategy may include hiring and maximising your internal resources through mentoring, coaching, or shadowing programs, if possible.



Image 42: Slide 42



### Identify gaps in training and knowledge and set goals and objectives for capacity development within the team

3.3



#### Training and Knowledge Gaps

Human resource challenges in the areas of water and sanitation usually come from:

Inability to attract and retain staff

Lack of adequate training

Failure to implement recommendations of institutional and organisational studies


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#### Trainer Notes

Human resource challenges in the areas of water and sanitation usually come from:

##### **Inability to attract and retain staff as a result of:**

- Inadequate budgets and salaries.
- Limited opportunities for trained professionals.
- Poor incentives for staff retention.
- Insecurity in some areas.
- Perception that WASH is not an attractive area of work.

##### **Lack of adequate training.**

**Failure to implement recommendations of institutional and organisational studies**



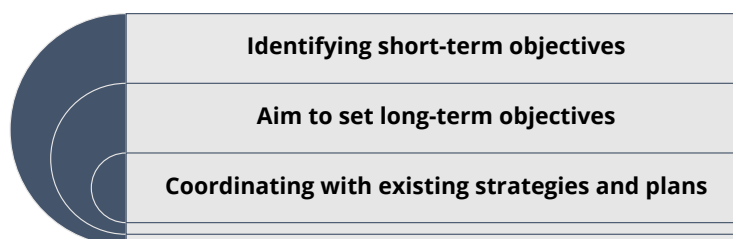
Image 43: Slide 43



### Identify gaps in training and knowledge and set goals and objectives for capacity development within the team

3.3

#### Set goals and objectives for capacity development



**Slide No.** 43

#### Trainer Notes

##### Identifying short-term objectives:

Scheduling and planning short-term objectives in the capacity development plan are critical to building confidence, gaining experience, and demonstrating results and value. These goals can be used to guide subsequent interventions.

##### Aim to set long-term objectives:

Capacity development is a change process that frequently involves multiple activities. Long-term objectives and milestones should be incorporated into WASH programmes.

##### Linking with existing strategies and plans:

Capacity development efforts should not be implemented in isolation but rather as part of existing national strategies and plans.

Capacity development activities include:

- Classroom-based training
- On-the-job training
- Online learning/computer-based training
- Tours and observational trips
- Conferences, workshops, and seminars
- Coaching and mentoring



*Image 44: Slide 44*

**Slide No.** 44

**Trainer Notes**

This remarks the end of the training.

Trainer may advise learners with additional materials references or gives a sharing session related to the training materials.  
Trainer gives closing statements.





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