TECHNICAL COMPETENCY UNIT

ADM.TEC 029.1

Capable to Work with the Affected Community for WASH Programme

ASCEND

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

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

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

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

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Overview
1.1 The ASCEND Programme

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

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

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

1.2 The objectives of ASCEND

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

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

1.3 Advantages and benefits of an ASCEND certification

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

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

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

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

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

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

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

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

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

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

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

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

**ASCEND Toolbox Documents**

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

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

- **Assessor Guides**
  - Provides assessors with tools to validate, evaluate, and determine whether a candidate meets the competency standards

- **Assessor Training Modules**
  - Comes with teaching material to help prepare candidates for certification
  - Offers a list of tools to encourage interactive learning

- **Trainer Guides**
  - Contains learning resources to complement their training

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

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

Competency-based learning and assessment

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

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

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

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

What do trainers do?

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

The role of trainers is to:

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

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

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

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

3.2 ASCEND Competency Standards

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

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

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

Table 2: Components of the ASCEND Competency Standards

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

**Unit title**: Capable to Work with the Affected Community for WASH Programme  
**Unit number**: ADM.TEC.029.1  
**Unit description**: This unit deals with the skills and knowledge required to understand the specific needs of the affected community especially with the most at-risk groups or the most vulnerable groups in a WASH project during emergencies.

<table>
<thead>
<tr>
<th>ELEMENT AND PERFORMANCE CRITERIA</th>
<th>UNIT VARIABLE AND ASSESSMENT GUIDE</th>
</tr>
</thead>
</table>
| **Element 1.**  
Perform community-based participatory planning and implementation for WASH programme |
| **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:

Community-based approach suggests that local people should be supported to be included as key partners in developing strategies related to their assistance and protection and, if appropriate, participate during all stages of the programme cycle according to their needs, priorities, and local context. The extent to which people participate and how they do so will be determined by how recently the disaster occurred and by the physical, social and political circumstances (Sphere, 2011; UNHCR, 2008).

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

- Local (formal and/or informal) leaders, e.g., village heads, religious leaders

1.1 Select appropriate community engagement tools based on the situation, location, and context
1.2 Facilitate dialogue between communities, partners and programme staff during emergencies
1.3 Lobby for changes and improvement in humanitarian situation locally
1.4 Coordinate with key stakeholders related
Element 2.
Identify issues related to WASH on affected community

2.1 Identify and prioritise the most vulnerable in specific context

2.2 Identify specific needs of different at-risk groups in emergencies

2.3 Identify different types of modalities to encourage participation of different at-risk and vulnerable groups

- At-risk groups, e.g., women/mother, children, elders, people with disabilities, HIV/AIDS groups
- Workers association groups, e.g., farmers, fisheries, SME groups
- Government agencies from WASH sector or other relevant sectors
- NGOs
- Private sector
- Research institution
- Media agencies

At-risk groups or the most vulnerable are groups or individuals that are more vulnerable compared to others due to individual factors such as their age (particularly the very young and very old), illness (especially people with chronic illness), gender, as well as social factors and culture and many others. But individual factors alone do not automatically increase risk. Assess the social and contextual factors that contribute to vulnerability, such as discrimination and marginalisation (e.g., low status and power of women and girls); social isolation; environmental degradation; climate variability; poverty; lack of land tenure; poor governance; ethnicity; class or caste; and religious or political affiliations.

In most disaster situations, at-risk groups or the most vulnerable groups may include:

- Children (boys and girls), especially young children
- Women, especially pregnant and lactating mothers
- Elders
- People with disabilities
- People with chronic illness (e.g., people living with HIV/AIDS, TBC, cancer)

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

Inclusive approach means that the design of the programme recognises and values diversity, so that the different needs and preferences of individuals are identified and met.

There are eight types of participation, see Arnstein (1969), whereas at the lowest level, forms of non-participation are used by powerful actors to impose their agendas. Participation as tokenism occurs when participants hear
about interventions and may say something about them, which power holders denote as ‘input’. However, the voices of participants will not have any effect on the intervention; thus, participation does not lead to change. At the higher level, participation is about citizens having more power to negotiate and change the status quo. Their voices are heard and responded to.

Assessment Guide

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

- Ability to facilitate activities at the community level and promote meaningful community participation, in all stages of implementation
- Ability to coordinate with local stakeholders related to WASH and public health
- Knowledge of specific needs of different at-risk groups in emergencies
- Ability to facilitate at-risk groups and capture their views, concerns, and suggestions

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 facilitate activities at the community level and promote meaningful community participation, in all stages of implementation
- Demonstrated ability to coordinate with local stakeholders related to WASH and public health
- Understanding of specific needs of different at-risk groups in emergencies
- Demonstrated ability to facilitate at-risk groups and capture their views, concerns, and suggestions
Context of Assessment

This unit may be assessed on/off the job:

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

Resource Implications

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

Assessment Methods

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

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

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

<table>
<thead>
<tr>
<th>Key Competencies</th>
<th>Level</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting, organising, and analysing information</td>
<td>2</td>
<td>Identifying issues in the community</td>
</tr>
<tr>
<td>Communicating ideas and information</td>
<td>2</td>
<td>Communicating solutions to the affected community</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>2</td>
<td>Mobilising community to support WASH programme</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>1</td>
<td>Working together with the community, workers, and other stakeholders</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>0</td>
<td>n/a</td>
</tr>
<tr>
<td>Solving problems</td>
<td>2</td>
<td>Identifying the most appropriate solutions for problems in the community</td>
</tr>
<tr>
<td>Using technology</td>
<td>0</td>
<td>n/a</td>
</tr>
</tbody>
</table>
Preparing for Training Sessions:

Equipment, Material, and Tools
# Onsite training

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

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

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

<table>
<thead>
<tr>
<th>Checklist</th>
<th>Training resource requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tick box (✓) when completed</td>
<td>Equipment and material</td>
</tr>
</tbody>
</table>

- 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.

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

https://zoom.us/

For collaboration, group exercises, lectures, and demonstrations.

<table>
<thead>
<tr>
<th>App</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lucidspark</td>
<td>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.</td>
</tr>
<tr>
<td>Ziteboard</td>
<td>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).</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>App</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kahoot</td>
<td>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.</td>
</tr>
<tr>
<td>Quiz It! Live</td>
<td>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.</td>
</tr>
</tbody>
</table>

For gathering feedback, ideas, or responses

<table>
<thead>
<tr>
<th>App</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Google Forms</td>
<td>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.</td>
</tr>
<tr>
<td>Survey Monkey</td>
<td>Survey Monkey is the world’s most popular free online survey tool. Similar to Google Forms, users can create, send, and edit questionnaires.</td>
</tr>
</tbody>
</table>
PowerPoint Slides and Presenter Notes
5.1 Instructions for using PowerPoint presenter

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

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

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

A video tutorial is available here: 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.
Elements of this Competency Unit

1. Perform community-based participatory planning and implementation for WASH programme
2. Identify issues related to WASH in affected community

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

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

Performance Criteria
- 1.1 Select appropriate community engagement tools based on the situation, location, and context
- 1.2 Facilitate dialogue between communities, partners, and programme staff during emergencies
- 1.3 Lobby for changes and improvement in humanitarian situation locally
- 1.4 Coordinate with key stakeholders related to WASH and public health

Trainer Notes
Trainer identifies the Performance Criteria for this Element for participants, as listed on the slide.
The community can play a huge role in determining whether a programme is successful. Through community engagement, an organisation can implement the program with confidence that the community will operate and sustain the programme. But it is not easy to engage a community. They may have knowledge and understanding gaps, skill gaps, financial gaps, and many more that an organisation must be well-prepared when making attempts to engage them.
It is best practice to hold separate focus groups for men and women and other minority groups if possible. This will encourage them to express themselves openly.

If time is an issue, you can have a mixed one (half male and half female). Make an effort to include vulnerable groups such as people with disabilities, migrants, and the elderly, and consider holding separate focus groups with them.
A facilitator should:
- Be well-versed in the FGD questionnaire and WASH key messages.
- Be an active listener and show empathy for the participants.
- Avoid asking leading questions, remain neutral, and do not react to participant responses to avoid biasing the session.
- Ask them in a respectful and culturally appropriate manner as some of the questions are quite sensitive.

A note-taker should:
- Possess strong listening and writing abilities.
- Understand the list of questions as well as the topic of investigation.
- Take thorough notes, but do not take them literally.
- Keep an eye on things while remaining objective.
- With the facilitator’s permission, ask a participant to repeat their response if they did not hear it the first time.
1. Community Engagement Tools

Focus Group Discussions (FGDs)

<table>
<thead>
<tr>
<th>Before</th>
<th>During</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan the objective, discussion guide, participant recruitment, consent, time and place</td>
<td>Introduce each other</td>
<td>At the end, allow time for people to ask their own questions and explain again what happens with the data collected</td>
</tr>
<tr>
<td>Inform relevant community leaders/authorities that you are conducting the FGD</td>
<td>Explain who you are, the role of the your organisation, the organisation’s fundamental principles and the objective and duration of the FGD</td>
<td>Do not make promises about what comes next or help people may receive</td>
</tr>
<tr>
<td>Ensure the space is accessible, and private and participants feel safe</td>
<td>Ask permission to take notes and explain that confidentiality will be maintained throughout and how you will use the collected data</td>
<td>Debrief together (facilitator, note taker and if applicable interpreter) and write up any additional information as soon as possible so that it is not forgotten</td>
</tr>
<tr>
<td>Consider providing participants with water and snacks</td>
<td>Explain participants that they can leave the FGD at any time if they feel uncomfortable</td>
<td>Explain clearly what support the participants will get after joining the FGD, if any</td>
</tr>
<tr>
<td>Test the questions of the discussion guide with a local member of the staff to make sure that they are understood.</td>
<td>Thank everyone for taking part</td>
<td></td>
</tr>
</tbody>
</table>

The guide for FGD’s flow in community engagement
Select appropriate community engagement tools based on the situation, location, and context

**Community Mapping**

Community mapping can:

- Assist people in seeing and understanding their community in new ways
- Stimulate discussion
- Foster a sense of community ownership

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**Trainer Notes**

- Maps and photographs of a specific area or location are used to illustrate how people perceive their surroundings: what they like and dislike, and what improvements they would like to see.
- Small group discussions generate ideas, which are then recorded on ‘post-its’ or pre-prepared cards.
- Discussions should be facilitated to assist people in exploring issues, reaching consensus, or identifying areas of contention.
- To create a snapshot of an area, a variety of aspects such as land use, community assets, facilities, and transportation options can be mapped.
- Depending on the situation, mapping can be done with a variety of materials ranging from chalk to sand.
Select appropriate community engagement tools based on the situation, location, and context

**Spider grams**
Visual tools used to show how and why change occurs within a programme. It is also used to track changes to the baseline.

**Indicators**
- Listening and Adapting
- Information and Communication
- Ownership
- Inclusion
- Contextual appropriateness
- Specific gender-related needs addressed

**Listening and Adapting:** The extent to which the WASH program has been modified in response to community feedback.

**Indicators:**
- **Information and Communication:** Satisfaction of the community with the clarity and reach of program information.
- **Ownership:** The extent to which communities believe they can manage WASH resources.
- **Inclusion:** Marginalised groups’ level of satisfaction with the design and location of WASH facilities.
- **Contextual appropriateness:** The degree to which important cultural and religious beliefs influenced the program.
- **Specific gender-related needs addressed:** Women’s satisfaction with access to latrines, privacy, safety, and dignity.
Select appropriate community engagement tools based on the situation, location, and context

**Community Engagement Tools**

**Spider grams**

Spider grams example on community satisfaction. (OXFAM, 2019)

**Indicators**

- Diverse community members
- Marginalised groups and individuals
- Programme team identifies and works
- Communities describe how their cultural norms and practices
- Diverse community members

---

**Diverse community members** are involved in the design, implementation, and monitoring of programs

**Marginalised groups and individuals** are a part of feedback and complaint mechanisms

**The programme team identifies and works** with individuals, groups, and organisations that aid and influence affected communities

**Communities describe how their cultural norms and practices** have had an impact on the design and implementation of the program

**Diverse community members** are involved in developing solutions to the high-priority problems they have identified
Select appropriate community engagement tools based on the situation, location, and context

Community Engagement Tools

Venn Diagram

Example of Venn diagram to show community interactions (OXFAM, 2019)

Trainer Notes

Venn Diagram

Uses circles to show how individuals, institutions, and groups interact with one another. The varying sizes of the circles can indicate the importance of various stakeholders to the community in terms of power, dependency, or the potential for collaboration.
The checklist above will assist you in considering tools and techniques that will assist you in delivering a successful community engagement process that meets your objectives.

It contains different tools and techniques to choose from as you consider these questions.
Select appropriate community engagement tools based on the situation, location, and context

### Selecting Community Engagement Tools

#### Considerations when selecting engagement tools

<table>
<thead>
<tr>
<th>Community engagement critical success factor</th>
<th>What to consider when choosing an engagement tool</th>
</tr>
</thead>
</table>
| Community-focused                           | • Choose tools that allow the community to become involved  
• Choose tools that enable community members to explore, discuss and understand planning concepts. |
| Interactive                                  | • Choose tools that inform and provide comprehensible background information and allow community members to deliberate about planning challenges and collaboratively create potential solutions.  
• Choose tools that provide opportunities for community members to discuss the big picture with planners. |
| Flexible                                     | • Choose tools that use a variety of different tools and techniques  
• Choose a different combination of tools if the tools chosen initially are not delivering a successful engagement process. |
| Cost-effective                               | • Consider resources that are available, both budget and staff time, to deliver the engagement tools and techniques. |

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**Slide No. 13**

**Trainer Notes**

The checklist above will assist you in considering tools and techniques that will assist you in delivering a successful community engagement process that meets your objectives.

It contains different tools and techniques to choose from as you consider these questions.
Facilitate dialogue between communities, partners and programme staff during emergencies

- During an emergency or disaster, information is the most valuable commodity.
- It is what everyone requires in order to make decisions.
- It is a critical factor in a company's ability to gain (or lose) visibility and credibility.
- Humanitarian responders will realise the importance to communicate with communities and therefore their dialogue must be facilitated.

Information is the most valuable commodity during an emergency or disaster. It is what everyone requires to make decisions. It is a critical factor in a company's ability to gain (or lose) visibility and credibility. Dialogue allows humanitarian responders to obtain and communicate information to affected communities.
### Ensure Effective Dialogue between Stakeholders

1. Effective communication is the most vital component of any emergency response.
2. Streamlined, efficient communication can help reduce fatalities and keep first responders safe.
3. Be sure of having a tried-and-true communication strategy and system in place.
4. In the context of an emergency response, putting CwC at the centre will ensure that dialogue between responders and the affected community is facilitated.

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**Slide No.** 15

**Trainer Notes**

Effective communication is the most vital component of any emergency response. Streamlined, efficient communication can help reduce fatalities and keep first responders safe. CwC is Communication with Communities. It refers to exchanging information to save lives and reduce risks in the disaster-affected community. It helps foster accountability in humanitarian organisations and facilitates a response based on community needs.
Along with food, water, and safety, having the right information at the right time enables the affected community to mitigate their risks and distress during the disaster. They can make informed decisions to keep themselves and their loved ones safe and actively participate in building resilience to such disasters.

When people are given the opportunity to express themselves and provide feedback, it improves their sense of well-being, helps them mitigate the challenges they face, and allows them to play a more active role in their own recovery.
Facilitate dialogue between communities, partners and programme staff during emergencies

Ensure Effective Dialogue between Stakeholders

CwC


• Organise roundtable discussions and dialogues with key stakeholders.
• When approaching donors, include criteria for incorporating CwC into project proposals.
• Share evidence of how CwC improves the effectiveness of relief efforts, ultimately leading to recovery (audio-visual).
• Encourage the incorporation of CwC into government policy.
• Include communication needs assessments in the Joint Needs Assessment led by the government.
• Increase the capacity of community leaders to speak up for their own needs.
• Sensitise policymakers to the importance of communicating with the community.
• Involve the media (print, electronic, and traditional) to get a broader perspective on CwC issues.
• Ensure active participation of local government representatives in CwC events.
• Ensure that CwC is on the agenda of all emergency response meetings and discussions.
Lobby for changes and improvement in humanitarian situation locally

- Lobbying is an important tool for effective management.
- Without it, an organisation would struggle to sort out its citizens’ many, many competing interests.
- Lobbying allows individuals to gain access to government legislators, serves as an educational tool, and allows individual interests to gain power in numbers.

To lobby means to influence. Lobbying is an essential tool for effective humanitarian action. Without it, an organisation would struggle to sort out the many competing interests of stakeholders involved. Lobbying allows individuals to access government legislators and serves as an educational tool. This section provides several examples of lobbying activities that can help to improve the humanitarian situation.
Lobby for changes and improvement in humanitarian situation locally

Lobbying Activities

1.3 Lobbying Activities

- Implementing humanitarian partners
- Consistency in the contents of hygiene kits
- Improved services
- Discretionary terms for financing hygiene promotion and sanitation

Slide No. 19

Trainer Notes

- Lobby for implementing humanitarian partners (including UNICEF) to address the gaps.
- Lobby for consistency in the contents of hygiene kits to avoid duplication and to identify opportunities for large-scale procurement and gaps in NFI provision.
- Lobby for improved services for women, men, and children, as well as support public-sector efforts to improve gender and social development skills.
- Lobby for discretionary terms for financing hygiene promotion and sanitation from external support agencies.
Lobby for changes and improvement in humanitarian situation locally

**Lobbying Activities**

- To set policies that favour the affected populations
- For sanitation and hygiene promotion programs
- To gain fund public-good aspects of sanitation
- To devise novel approaches

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**Slide No. 20**

**Trainer Notes**

- Lobby the government to set policies that favour the affected populations, including the vulnerable and marginalised groups or to deliver on existing policies.
- Lobbying local governments for sanitation and hygiene promotion programs
- Offering expertise and support – particularly for social mobilisation and hygiene promotion; determining what local people truly want and ensuring that the government is aware of it; and demonstrating to the government what it is like to live without access to sanitation.
- Lobby the national government to gain fund public-good aspects of sanitation
- Create incentives for local governments to reduce water consumption through reuse and responsible planning and management finance research into environmentally friendly technologies and methods; finance water quality surveillance and environmental monitoring; establish the framework and procedures for health impact assessment (HIA) of development projects, with sanitation as a key safeguard; and provide adequate funds to environmental regulators to ensure their capacity to make sound judgments about the balance of local and wider environmental sanitation needs.
- Lobby local governments to devise novel approaches to balancing and delivering local sanitation and environmental management
- Create incentives for communities and industries to improve local water source protection; and establish mechanisms to fund and implement wastewater treatment.
Lobby communities and civil society to help improving the monitoring and evaluation by providing skills and support to public monitoring processes; recognising that many governments are unaccustomed to working with the public in participatory monitoring and evaluation and assisting them in their learning process; actively publicising and making information available to both government and communities; and, where public systems are failing, advocate for their improvement and, if possible, provide alternative data.

Lobby communities and civil society can participate with various partners to implement sanitation and hygiene projects; disseminate sanitation and hygiene information to communities and households; create libraries or information resource centres with sanitation and hygiene information.
Entrepreneurs:
Lobby entrepreneurs to lobby governments for the right to provide sanitation services; find out what kind of sanitation services people want and begin developing products; offer financial terms to help people make the necessary investments; and inform the government about what is going on at the local level.

Humanitarian Agencies:
Lobby other Humanitarian Agencies to consider their role in monitoring and reporting grave violations of human rights. Ensure that they also consider advocating for affected populations’ rights with relevant authorities and actors, reminding them of their responsibilities.

Households:
Lobby households to participate in monitoring efforts by providing information to data collectors.
This section discusses how to coordinate the different phases of a WASH programme, including exit strategies.
The exigencies of an emergency situation, such as great uncertainty; sudden and unexpected events; the risk of mass casualties; high levels of time pressure and urgency; severe resource shortages; large-scale impact and damage.

The disruption of infrastructure support for coordination, such as electricity, telecommunications, and transportation.

Factors such as infrastructure interdependence, multi-authority and massive personal involvement, conflict of interest, and the high demand for timely information complicate matters.
Coordinate with key stakeholders related to WASH and public health

Coordination

**Coordination in Pre-Incident Response**

- The level of operational capacity and overall readiness for resilience during emergency response is established during pre-event coordination.
- A typical disaster includes several invariants, which are defined as those factors that are unaffected by changing emergency conditions, such as dealing with an increase in hospital admissions; working with reduced capacity; maintaining law and order; and arranging evacuation across geographic boundaries.

These issues are addressed through coordinated planning and training exercises involving stakeholders, which results in the creation of Standard Operating Procedures (SOP).
Operational capacity and overall readiness for resilience during emergency response are established during pre-event coordination. These issues are addressed through coordinated planning and training exercises involving stakeholders, which results in the creation of Standard Operating Procedures (SOP). Planning also addresses issues such as establishing contractual agreements with commercial entities to provide supplies during an incident and establishing infrastructure to deal with first and second responder issues (including effect and behaviour). Training and exercises before emergencies occur help build understanding among different players (whether from the same or different agencies) and catalyses smoother interaction between them during an actual incident. Coordination is also required when setting up such training activities and tabletop exercises. Therefore, coordination is a key issue in pre-incident activities.
**Coordination during Incident Response**

- Has an impact on both the short- and long-term outcomes.
- A plan-based approach to emergency response is heavily reliant on pre-incident preparation, which can lead to response rigidity in the face of unexpected events.
- Uncertainties are managed through improvisations, prioritisation, and the dynamic sourcing of capacities from other communities and external agencies such as neighbouring counties, state, and federal agencies.

**Trainee Notes**

- Responders must make rapid coordination decisions to support fast response during complex incidents. But this also limits their ability to comprehensively analyse coordination problems and explore solutions.
- Coordination in civilian structures is improved by fostering common understanding. This is achieved by developing a common operating picture that outlines the incident commander's intent and strategies. Efficient communication is critical to developing and spreading shared understanding and buy-in.
- Dividing coordination tasks and responsibilities enables the matching of expertise to task requirements.
Coordination during Incident Response

“Mini-Second Coordination Cycle.”
- Responders must make rapid coordination decisions to support fast response during complex incidents, which limits their ability to analyse coordination problems and explore the solution domain.

“Many-Second Coordination Cycle.”
- Actions are motivated as a reaction to incidents from the immediate scene when there is a lack of a proper understanding of the big picture.

Mini-Second Coordination Cycle: Disaster response can be thought of as having an onsite response coordinating entity and a remote management entity, such as an Emergency Operations Centre (EOC). Onsite response is usually reactive and the time window for coordination is small. It is usually distinguished by working with the local picture resulting from the local scenario.

Many-Second Coordination Cycle: Coordination in civilian structures is improved by fostering common understanding, which is achieved by developing a common operating global view that outlines the commander's intent and strategies. Efficient communication is critical to the development and spread of shared understanding and buy-in. A supervisory structure, such as an EOC, deals with more strategic issues and works with a larger picture, leveraging external resources to assist with on-site response. The EOC's actions are based on a more reflective and proactive posture, and EOC commanders typically work with a large time window.
This division of coordination tasks and responsibilities allows for better matching of coordinator expertise to task requirements. Frontline response teams are trained to excel at domain-specific tasks (such as firefighting and rescue) as well as task coordination. Remote commanders are concerned with global issues like inter-agency coordination, overall logistics, and regulatory compliance.
Coordinate with key stakeholders related to WASH and public health

Coordination in Post-Incident Response

- **Effective response and recovery** are critical to the affected region's economic health as well as its citizens' mental health.
- **Recovery** focuses on the affected region's and people's return to normalcy.

**Slide No. 30**

**Trainer Notes**

- It is also a phase for debriefing and pondering the details of the effected response in order to positively impact the building of resiliency to better deal with future incidents.
- It is also a good time to replenish consumable supplies and get the response capacity ready for any future incidents.
- Unless properly coordinated, recovery may introduce new "disasters" for incident victims while also having a tangible impact on the budget.
### Coordinate with key stakeholders related to WASH and public health

**Coordination**

- Stakeholders and partners must be kept informed at all times.
- Occur at all administrative levels.
- Financial incentives may not be the most effective way to keep people involved.
- It is worthwhile to invest in someone to oversee this coordination.
- It is critical not to give up at the first hurdle.
- Existing health, sanitation, hygiene, and education activities can be bolstered by developing a coordinated health promotion agenda that includes rising disease awareness.
- Key Stakeholders: local leaders; at-risk groups; government agencies; research institution, emergency medical teams, etc.

### Trainer Notes

- Stakeholders and partners must be kept informed at all times.
- To accomplish this, existing structures (task forces, coordination committees, and government roles) can be used and reinforced, avoiding the need to add more meetings to already overburdened schedules.
- This should occur at all administrative levels – national, regional, district, and so on.
- Remember that financial incentives, such as per diems, may not be the most effective way to keep people involved – the prospect of meeting program objectives may provide even more motivation.
- It is worthwhile to invest in someone to oversee this coordination.
- It is critical not to give up at the first hurdle; if participation drops off after the initial meetings, try to identify and address the root causes of the lack of engagement.
- Existing health, sanitation, hygiene, and education activities can be bolstered by developing a coordinated health promotion agenda that includes rising disease awareness.
- Key Stakeholders: local leaders; at-risk groups; government agencies; research institution, emergency medical teams, etc.
Element 2
Identify issues related to WASH on affected community

Performance Criteria
- **2.1** Identify and prioritise the most vulnerable in specific context
- **2.2** Identify specific needs of different at-risk groups in emergencies
- **2.3** Identify different types of modalities to encourage participation of different at-risk and vulnerable groups

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**Slide No.** 32

**Trainer Notes**
Trainer identifies for participants the Performance Criteria for this Element, as listed on the slide.
During humanitarian action, identifying vulnerable population has purpose to identifying potential beneficiaries in require of the services and items of certain program. Vulnerable population depend on metrics and definition used.

During crisis, to identify the vulnerable groups is not only by single step process. While categorising vulnerable operationally and technically precarious, target groups or individual should be identified and prioritised for assistance on substantive scale or timescale.
People with disabilities (physical and mental)
Individuals with physical disabilities have special needs. For example, people with hearing difficulties will not understand evacuation orders instructed in shelters. Instruction using visual displays such as televisions monitors or on paper, people with visual impairments might not get the information. There also can be a lack of accessibility for those using wheelchairs.

People with mental disabilities also face difficulties during emergencies. Their evacuation is sometimes mismanaged by emergency team members who do not understand their condition. People with these disabilities sometimes receive rough treatment or are inappropriately institutionalised. After Hurricane Katrina, people with mental health means were not supported to live independently even though they were capable. For instance, they didn’t receive adequate assistance filling out complex housing applications. They were underserved and suffered poor outcomes.

Elderly person
This included people at least sixty-five years who are more likely to suffer from chronic diseases such as diabetes, hypertension, heart diseases, etc. Most people at this age at least suffer from one chronic illness. Others suffer some form of sensory, mobility, cognitive, social and economic limitations. They tend to be more traumatised, agitated, or overwhelmed. Their health could deteriorate during emergencies due to lack of nutrition, exposure to infection, emotional stress or inadequate medical treatment.
Pregnant woman
During emergencies, risks related to pregnant women include underweight infants, premature birth, and infant mortality. Pregnant women risk being evacuated without their medical records, which contain essential information related to their and their infant’s condition. They may lose access to hospital care for baby’s deliveries and prenatal vitamins and medication. Pregnant women may also be involved in mass vaccinations that can create contradictions during pregnancy.

Children
Children are considered vulnerable due to their lack of independence to take care of themselves and their susceptibility to harm - physically and psychologically. Children can develop malnutrition, dehydration, and exhaustion during emergencies. They are also susceptible to certain infectious diseases and illnesses.

Treatment for children is also different from adult treatments as they require different medication dosages. There is often not enough paediatric hospital beds and medical expertise for children. Children also need special procedures and attention during the relief stage. For example, children need pandemic influenza vaccines early on.

Prisoners
Prisoners are highly reliant on government authorities because they can’t evacuate their own. Their medicine, food, supplies need to be provided by the authorities. The chaos that ensues during emergencies also can trigger panic and attacks.
Trainer’s Guide - Technical 60

Image 36: Slide 36

2.1 Identify and prioritise the most vulnerable in specific context

List of Vulnerable Groups

- Minorities that are economically disadvantaged
  - Lack of support and adequate support system
  - Social rejection

- Illegal Workers
  - Social pressure / mistreat
  - Scared for prosecution due to immigration violence

- People with language barriers
  - Communication disruption
  - Lack of access and skills to operate computer

**Slide No. 36**

**Trainer Notes**

**Minorities that are economically disadvantaged**
During Hurricane Katrina, around 21,000 black households needed to be evacuated because they had no car for evacuation. This group disproportionately suffers disaster impacts because of a lack of resources and adequate support systems. Also, their lack of access to insurance may delay their recovery.

**Illegal workers**
After Hurricane Katrina, thousand undocumented workers moved to New Orleans. Employers housed them in poor houses, asked them to do highly hazardous work, and refused to pay them. These workers faced significant health risks and were not have adequate training or protective gear. Many of them hesitate to ask the authorities for any help at all because they do not like to be deported.

**People with language barriers**
People with limited local language skills will face problems because they won’t understand government-issued communications in the local language.
**Utilitarianism**

- Should be identical and impacted all individuals which reach maximum overall benefit. Based on triage context, the policy will be translated into a policy to save greatest number of lives and direct treatment who are most likely get benefit from it.
- For example, in a hospital, health care providers may keep medical resources from individual which may have no significant impact for their health. This in order to save other people who are require less treatment so multiple patients can be saved. This principle in emergency against prioritising care for the disadvantaged if they required a greater number of resources.

**Equal chances**

- Other approach to distribute justice is equal chances approach.
- This means regardless their needed on intensive care or limited treatment, people who arrives while the resources still available would be given same priority. As an alternative, lottery system could be established. The equal chances theory does not support vulnerable group over other disaster victims.

**The best outcome for at least well off**

- The least advantaged would get the maximum benefits so the worst outcomes can be avoided.
- The last principle is support prioritising the need of vulnerable population over others. This is because of there is disproportionate harm for disadvantaged members. The factors because of disabilities, poverty, isolation, and lack of resources for recovering and surviving.
Identify and prioritise the most vulnerable in specific context

- Besides these three approaches, other approach is by using ethical theories. This theories provide no clear and single answer on how the emergency planners plan to prioritise the needs of various population and whom resources should be allocated. So, the optimal approach is to minimise need for difficult ethical choices.

- In the context of disaster, many commentators stated that the resources should be investing for vulnerable individuals such as the poor, institutionalised, and disabled. This due to of their inability to withstand the hardship because of catastrophic events.

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In the extreme scarcity condition, do not distribute resources disproportionately to the vulnerable and let the rest suffer greater deprivation. Society should give significant attention on vulnerable during emergency planning process, while there is no pressures of time, extreme resources scarcity, and chaotic condition for the planner. The goal of emergency planning is to minimise complicated and unanticipated allocation of resources especially involving the vulnerable population. Advanced planning and preparedness, the best outcome will be reached because they can react appropriately during emergencies and allocate the resources will be available for the disadvantaged.
One of the best ways to identify the specific needs of different at-risk groups in emergencies is to involve them in the planning and implementing WASH programmes whenever possible.
### Identify specific needs of different at-risk groups in emergencies

#### Path

<table>
<thead>
<tr>
<th>Construction</th>
<th>Advantages</th>
<th>Disadvantages</th>
<th>Improvement</th>
<th>Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guide string (From house to sanitation facilities)</td>
<td>Easy to build, Simple maintenance, Suitable for people with visual disabilities</td>
<td>Regular maintenance, String should be carefully positioned</td>
<td>Path can be painted</td>
<td>Low</td>
</tr>
<tr>
<td>Landmark Posts made using local materials</td>
<td>Budget-friendly, Easy to built, Suitable for people with visual disabilities</td>
<td>Posts must be firm to avoid hazard to other people, Regular maintenance</td>
<td>Path can be painted with bright color, Use alternative materials</td>
<td>Low to medium</td>
</tr>
<tr>
<td>Level Path lined with rock</td>
<td>Budget-friendly, Easy to built, Suitable for people with visual disabilities</td>
<td>Rock easy dislodged, potentially trip hazard, Regular maintenance</td>
<td>Path can be painted with bright color</td>
<td>Low</td>
</tr>
</tbody>
</table>
For Engineering purpose, it is important to determine the gradients and level of ease for different users. Gradient is change in height over a distance. Here are some examples:

- Very steep slope (1 in 8) only suitable when helper always available
- Fairly steep slope (1 in 12)
- Gentle steep slope (1 in 20), this is ideal but needs a lot of space, 1 in 15 is reasonable compromise

How gradient is measured

Example, gradient 1 in 8, this slope rises one unit over eights unites of distance. For example, if the distance is 8 m, the slope should be raised 1 m. The slope is the same, whether the distance is 8 feet, 8 cm, 8 m or 80 m.
**Identify specific needs of different at-risk groups in emergencies**

### Steps

<table>
<thead>
<tr>
<th>Construction</th>
<th>Advantages</th>
<th>Disadvantages</th>
<th>Improvement</th>
<th>Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommended steps, dimension</td>
<td>Needs less space than ramp Users can use it properly especially when handrail is available</td>
<td>Users who has mobility devices can’t use the steps</td>
<td>Handrail can be painted to increase visibility</td>
<td></td>
</tr>
<tr>
<td>Low concrete steps equipped with cross-hatching pattern</td>
<td>Cross hatching is easy to construct</td>
<td>No edge protection especially for people with visually disabilities</td>
<td>Steps should be consistent height</td>
<td>Low</td>
</tr>
<tr>
<td>Steps with handrail</td>
<td>Useful for all users Prevent injury from slipping</td>
<td>Maintenance needed for handrail</td>
<td>Handrail can be painted to increase visibility</td>
<td>Medium</td>
</tr>
</tbody>
</table>

**Trainer Notes**

The design of steps is appropriate where space is limited and users without physical disabilities and mobility limitations.
Identify specific needs of different at-risk groups in emergencies

Movement Aids

<table>
<thead>
<tr>
<th>Construction</th>
<th>Advantages</th>
<th>Disadvantages</th>
<th>Improvement</th>
<th>Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wooden hand walkers</td>
<td>Reduce cuts of hands</td>
<td>If using lightweight wood should be replaced and maintained regularly</td>
<td>Weight of wood can be selected</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>Durable</td>
<td></td>
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<tr>
<td></td>
<td>Easy to clean</td>
<td></td>
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<tr>
<td></td>
<td>Locally available material</td>
<td></td>
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<td></td>
<td></td>
<td>If using lightweight wood should be replaced and maintained regularly</td>
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<tr>
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<td></td>
<td>If using lightweight wood should be replaced and maintained regularly</td>
<td>Weight of wood can be selected</td>
<td></td>
</tr>
<tr>
<td>Rubber kneepads</td>
<td>Reduce cuts of knees</td>
<td>Demonstration needed</td>
<td>Suitable design for leg stumps is available</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>Easy to clean</td>
<td>Regular maintenance and cleaning needed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Durable</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Suitable for people with physical disabilities that limit mobility
### Identify specific needs of different at-risk groups in emergencies

#### Superstructure

<table>
<thead>
<tr>
<th>Construction</th>
<th>Advantages</th>
<th>Disadvantages</th>
<th>Improvements</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wooden poles attached by grass walls; without roof; with curtain</td>
<td>Material locally available</td>
<td>Low durability</td>
<td>Low privacy</td>
<td>Difficult to use when raining due to no roof</td>
</tr>
<tr>
<td>Plastic sheeting for walls attached to wooden poles, no roof, mat for curtain</td>
<td>Material locally available</td>
<td>Easy and quick to construct</td>
<td>Mat for privacy</td>
<td>Wide entrance good for users</td>
</tr>
<tr>
<td>Rammed earth structure with attached roof</td>
<td>Durable</td>
<td>Material locally available</td>
<td>Strong to attach handrails to the wall</td>
<td>Difficult to allow enough light without reducing privacy</td>
</tr>
</tbody>
</table>

---

**For Siting**

Latrines should not exceed 15 m from the household

**Superstructure**

Suitable for people with physical disabilities that limit mobility.
Identify specific needs of different at-risk groups in emergencies

### Entrances

<table>
<thead>
<tr>
<th>Construction</th>
<th>Advantages</th>
<th>Disadvantages</th>
<th>Improvements</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wide and level to allow wheelchair access</td>
<td>Ease of access for all users</td>
<td>Low privacy due to no door</td>
<td>Install a door</td>
<td>Low to medium</td>
</tr>
<tr>
<td>Level concrete threshold with levelling up of the cement</td>
<td>The floor are same inside and outside latrine</td>
<td>Level flooring can be done by any type of material</td>
<td>Medium to high</td>
<td></td>
</tr>
<tr>
<td>Latrine with level concrete entrance</td>
<td>Reduces water inflow</td>
<td>Flooding</td>
<td></td>
<td>Medium</td>
</tr>
</tbody>
</table>

Trainer Notes

Entrances

Entrance must be broad enough (+20 cm from wheelchair width) with ample space inside for moving around in a wheelchair.
### Identify specific needs of different at-risk groups in emergencies

#### Doors

<table>
<thead>
<tr>
<th>Construction</th>
<th>Advantages</th>
<th>Disadvantages</th>
<th>Improvements</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latrine with curtain for privacy</td>
<td>Easy to close and open, Does not hamper internal space, Only short-term solution</td>
<td>Can be damaged easily, Lack of privacy</td>
<td>Spiral shaped entrance for better privacy</td>
<td>Low</td>
</tr>
<tr>
<td>Wooden frame tin door with outward-opening</td>
<td>Does not hamper internal space, To close the door, wooden struts can be grasped</td>
<td>Pulling is harder than pushing to open, Need a wide, level area to open the door</td>
<td>Equip with horizontal handrail</td>
<td>Medium</td>
</tr>
<tr>
<td>Wooden double door with a latch</td>
<td>Easier to close, Less obstructive due to narrow door</td>
<td>Higher cost, Difficult to use for some users</td>
<td>Paint to reduce risk of termite, Put the bolt inside</td>
<td>High</td>
</tr>
</tbody>
</table>

**Trainer Notes**

Suitable for people with mobility disabilities, a helper, people carrying child, and overweight people.
### Doors handles and mechanisms

<table>
<thead>
<tr>
<th>Construction</th>
<th>Advantages</th>
<th>Disadvantages</th>
<th>Improvements</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horizontal handrail</td>
<td>Easy to reach</td>
<td>Door must be strong enough to fix the rail</td>
<td>Rail can be made of wood</td>
<td>Medium</td>
</tr>
<tr>
<td>with the size as</td>
<td>Increase privacy because</td>
<td>Need monitoring to ensure it securely fixed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>width of the door</td>
<td>door can be bolted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Large, easy to operate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carved wooden</td>
<td>Easy to use</td>
<td>Does not keep the door closed</td>
<td>Add hook to fasten the door closed</td>
<td>Low</td>
</tr>
<tr>
<td>nailed inside the door</td>
<td>Material can be found locally</td>
<td></td>
<td>Handle could also fixed to the door frame</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Easy to build</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metal hook and eye</td>
<td>Ensure privacy</td>
<td>Too fiddly for some users</td>
<td>Wire can be looped over bent nail</td>
<td>Low to</td>
</tr>
<tr>
<td>inside the door</td>
<td>Easy to install</td>
<td></td>
<td></td>
<td>medium</td>
</tr>
<tr>
<td></td>
<td>Material can be found locally</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Suitable for all users, especially women and girls
Think about: who and how people will use the toilet, think also the space needed

Level 1: Space for blind users and who need to stand using support rails
Level 2: Extra space for carer, to use sticks or to park wheelchair
Level 3: Space for people who use wheelchair to enter, close the door and turn around
2.2 Floor Finishes

<table>
<thead>
<tr>
<th>Construction</th>
<th>Advantage</th>
<th>Disadvantage</th>
<th>Improvements</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cement slab, with earth floor &amp;</td>
<td>Can be produced locally</td>
<td>Can be slippery when wet</td>
<td>Ensure water drainage away from user</td>
<td>Low</td>
</tr>
<tr>
<td>installed level</td>
<td>Durable</td>
<td>Need maintenance to keep surrounding floor level</td>
<td>Rough floor suitable for people using sticks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Easy to keep</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rammed earth floor consist of</td>
<td>Materials can be found locally</td>
<td>Hard to get right floor texture</td>
<td></td>
<td>Low to</td>
</tr>
<tr>
<td>marram &amp; sand</td>
<td>Wipeable and sweepable</td>
<td>Easier to keep clan</td>
<td></td>
<td>medium</td>
</tr>
<tr>
<td></td>
<td>Repels urine</td>
<td>Needs maintenance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rammed earth floor without marram</td>
<td>Materials can be found locally</td>
<td>Hard to get right floor texture</td>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Sweepable only</td>
<td>Not really hygienic, floor dusty</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not easy to clean</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ensure water drainage away from user</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rough floor suitable for people using sticks</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Slide No.** 49

**Trainer Notes**

Think about balance between safety and hygiene. Floors must be smooth enough to be swept and washed.
### Handrails and Support

<table>
<thead>
<tr>
<th>Construction</th>
<th>Advantage</th>
<th>Disadvantage</th>
<th>Improvements</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bricks protruding from wall</td>
<td>Materials can be found locally Easy to build</td>
<td>Wall must be strong to hold user’s weight Can’t be added after construction Need regular maintenance</td>
<td>Provide mini- ledges as user’s holder</td>
<td>Low</td>
</tr>
<tr>
<td>Wooden/bamboo fixed to floor</td>
<td>Materials can be found locally Easy to build and maintain Allow users to transfer to toilet from other side Position and height of rail can be adjusted to the user’s needs</td>
<td>Rail must be strong to hold user’s weight Can’t fix in a concrete floor or slab Hard to keep it clean</td>
<td>Painting to avoid termite damaging Use longer vertical poles for children use purposes Pipe rails should be cemented Put several bars in different height</td>
<td>Low</td>
</tr>
<tr>
<td>Metal bars fixed to side walls of latrine</td>
<td>Durable Can be added to existing facility and adjusted due to user’s needs Easy to clean</td>
<td>Wall must be strong to hold the bars Wall must be close to the user’s position</td>
<td>Paint to prevent corrosion and increase the durability Put several bars in different height</td>
<td>Medium to High</td>
</tr>
</tbody>
</table>

**Trainer Notes**
Suitable for people unable to walk, stand, or squat
2.2 Fixed Seat Pan

<table>
<thead>
<tr>
<th>Construction</th>
<th>Advantage</th>
<th>Disadvantage</th>
<th>Improvements</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twin cement-plastered bricks sitting blocks</td>
<td>More comfortable Anal cleansing is easier because of gap More hygienic</td>
<td>Could be uncomfortable if the size of the gap is not proportional Need to be careful while installing because blocks are less stable than the seat</td>
<td>Paint block to repel urine Install blocks at certain angles for different users</td>
<td>Low</td>
</tr>
<tr>
<td>Brick seat with cement screed</td>
<td>Comfortable Durable</td>
<td>Hard to use hygienically due to narrow drop hole Inner walls hard to clean</td>
<td>Paint seat to repel urine Wider drop hole</td>
<td>Low to Medium</td>
</tr>
<tr>
<td>Cement bowl from mould</td>
<td>Comfortable Durable Hygienic</td>
<td>More difficult to construct Heavy</td>
<td>Paint block to repel urine</td>
<td>High</td>
</tr>
</tbody>
</table>

Suitable for people who have problems with squatting, including obese people, older people, disabled people and pregnant women
Identify specific needs of different at-risk groups in emergencies

### Moveable Seat

<table>
<thead>
<tr>
<th>Construction</th>
<th>Advantage</th>
<th>Disadvantage</th>
<th>Improvements</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bamboo toilet or low wooden placed over toilet hole</td>
<td>Material can be found locally Easy to construct Height can be adjusted based on user’s height Light and easy to carry Can be moved</td>
<td>Terminate damage potentially Need enough space inside latrine to move it way when its not needed</td>
<td>Painting or varnishing so it more hygienic, durable and easier to clean</td>
<td>Low</td>
</tr>
<tr>
<td>Wooden chair with hole cut in the seat</td>
<td>Positioning should be as accurate as possible to reduce splashing or soiling Extra space is needed Heavy</td>
<td>Add splashguard Add horizontal bar to distribute the weight floor, reduce damage</td>
<td></td>
<td>Low</td>
</tr>
</tbody>
</table>

**Slide No.**  52

**Trainer Notes**

**Moveable seat**

Suitable for people who have problems with squatting, including obese people, older people, disabled people and pregnant women
Identify specific needs of different at-risk groups in emergencies

Commode Seat

<table>
<thead>
<tr>
<th>Construction</th>
<th>Advantage</th>
<th>Disadvantage</th>
<th>Improvements</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wooden chair with potty inserted in hole in seat</td>
<td>Can be putted in the most convenient place; fabric straps support people with balance problem</td>
<td>Need to empty and clean the container after single use; need separate private toilet; regular painting for wood</td>
<td>Adding padding for extra comfort; seat could be used without potty; a bucket can substitute the potty</td>
<td>Low to medium</td>
</tr>
<tr>
<td>Metal commode chair with plastic inset toilet pan</td>
<td>Durable and easy to clean; can be putted in the most convenient place</td>
<td>Need to empty and clean the container after single use; need separate private toilet; metal can be uncomfortable for some users; extra support can be gained by adding plank and waist belt</td>
<td>Adding car tire as cushion</td>
<td>Medium to high</td>
</tr>
</tbody>
</table>

 Trainer Notes

Commode seats

Suitable for small children and people who cannot reach latrine
### Identify specific needs of different at-risk groups in emergencies

#### Water Provision

<table>
<thead>
<tr>
<th>Construction</th>
<th>Advantage</th>
<th>Disadvantage</th>
<th>Improvements</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elevated large water storage jar with tap to smaller jar placed next to it</td>
<td>No need to carry water</td>
<td>Space and maintenance needed</td>
<td>Bathing screen can be placed around bathing area</td>
<td>Medium to high</td>
</tr>
<tr>
<td>Plastic water container high with pulling rope</td>
<td>No need to carry water</td>
<td>Need to be filled regularly</td>
<td>Toilet can also be installed</td>
<td>Medium</td>
</tr>
<tr>
<td>Bowl placed on wooden table with raised height</td>
<td>Low maintenance and low cost</td>
<td>Depend on others for each refill</td>
<td>Basin could be put on large, flat, or wooden stand</td>
<td>Low</td>
</tr>
</tbody>
</table>

**Water provision**

Suitable for people who have difficulty carrying water and who prefer to sit while washing.
### Identify specific needs of different at-risk groups in emergencies

#### Seats

<table>
<thead>
<tr>
<th>Construction</th>
<th>Advantage</th>
<th>Disadvantage</th>
<th>Improvements</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stone seat</td>
<td>Material can be found locally</td>
<td>Heavy, hard to move</td>
<td>To make smooth, user bricks plaster with cement Inner tube can be placed on rock</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>Durable</td>
<td>Rough and uncomfortable</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Easy to clean</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Repels water</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wooden stool or chair</td>
<td>Seat can be made or bought locally</td>
<td>Lacks drainage</td>
<td>To make it waterproof, pain the seal wood</td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wood will deteriorate faster due to unfinished wood</td>
<td>Change solid seat to slats to improve drainage</td>
<td></td>
</tr>
<tr>
<td>Woven seat with metal framed bathing bench</td>
<td>Comfortable</td>
<td>Its hard to get up without support because user sinks into seat</td>
<td>Install wood frame</td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Repels water</td>
<td>With extent use, it may start to sag</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provides good drainage</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Trainer Notes**

Suitable for people who have a problem standing up while bathing
Identify specific needs of different at-risk groups in emergencies

### Bathing Equipment

<table>
<thead>
<tr>
<th>Construction</th>
<th>Advantage</th>
<th>Disadvantage</th>
<th>Improvements</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hanging string</td>
<td>Material can be found locally</td>
<td>Height can be adjusted</td>
<td>Rope or wooden pole can be used</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Curtain can be also hang for privacy curtain</td>
<td></td>
</tr>
<tr>
<td>Towel with a loop or handle at each hand</td>
<td>Material can be found locally</td>
<td></td>
<td>One loop can be held with food if longer towel is used</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>For helping people with no hands, both end should be fixed</td>
<td></td>
</tr>
<tr>
<td>Bathing sponge made of old fishing net wrapped around a stick</td>
<td>Material can be found locally</td>
<td>Less durable</td>
<td>All soft material can be used</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Can be adjusted for anal cleansing</td>
<td></td>
</tr>
</tbody>
</table>

**Trainer Notes**

*Design options for bathing equipment*
Identify specific needs of different at-risk groups in emergencies

### Apron Layout

<table>
<thead>
<tr>
<th>Construction</th>
<th>Advantage</th>
<th>Disadvantage</th>
<th>Improvements</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borehole apron with pedestal for container and wide circulation area</td>
<td>Offers choices so people can stand or sit while operating pump handle. Pedestal container near the water spout. Drainage channel is in opposite direction of the user.</td>
<td>Layout is not suitable for handpump. Only on one side user can reach a tap.</td>
<td>By using concrete ramp instead of gravel can improve the access.</td>
<td>Medium</td>
</tr>
<tr>
<td>Tap stand with wide entrance and large circulation area, the edges is raised</td>
<td>People can enter and turn easily due to ample space. Avoid wheelchair from rolling of because of raised edges.</td>
<td>Raised edge not allowed to put and retrieve water container.</td>
<td>Can be added to existing borehole structure.</td>
<td>Medium</td>
</tr>
<tr>
<td>Borehole with wide circulation area with raised edge</td>
<td>Wider space allow person with a mobility device to chosen position. Water avoided to be resting due to raised edge round handpump.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Identify specific needs of different at-risk groups in emergencies

Apron access via concrete ramps

<table>
<thead>
<tr>
<th>Construction</th>
<th>Advantage</th>
<th>Disadvantage</th>
<th>Improvements</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concrete ramp toward borehole apron</td>
<td>Independent access for wheelchair users</td>
<td>Maintenance needed to ensure the ground level same at the end of the ramp</td>
<td>Paint the raised sides with bright color to increase visibility</td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Improve access for all users</td>
<td>To keep ramp dry, drainage must be located in opposite direction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concrete ramp toward handpump apron</td>
<td>Need more space</td>
<td>Monitoring of the gradient to reduce cost</td>
<td>Do cross-hatching on ramp to reduce slippery surface</td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Suitable for people with mobility limitations (e.g., walking sticks, wheelchair)
## Identify specific needs of different at-risk groups in emergencies

### Pump handles

<table>
<thead>
<tr>
<th>Construction</th>
<th>Advantage</th>
<th>Disadvantage</th>
<th>Improvements</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bent T bar with tube which slips over the end of</td>
<td>Pumping easier due to extra leverage</td>
<td>Invalidate pump warranty</td>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td>a standard pump</td>
<td>Two options of operation: front or side</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P-handle with a hollow pipe that slides over</td>
<td>No need new handle</td>
<td>Not applicable for other handpump</td>
<td></td>
<td>High due to initially training needed</td>
</tr>
<tr>
<td></td>
<td>Local people can be trained to make such handle</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two options of operation: front or side</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Design options for pump handles**

**Notes**
**Identify specific needs of different at-risk groups in emergencies**

### Lifting water containers

<table>
<thead>
<tr>
<th>Construction</th>
<th>Advantage</th>
<th>Disadvantage</th>
<th>Improvements</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borehole enclosure wall used as a midpoint for resting water container</td>
<td>Resting the container midway can be done while lifting the container from floor to head</td>
<td>Wall must be hard enough to support heavy container</td>
<td></td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>User can rest the container</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pedestal made of bricks plastered</td>
<td>Resting the container midway can be done while lifting the container from floor to head</td>
<td></td>
<td>Height decided by user feedback</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>Easier for children due to lower stand</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pedestal made of bricks plastered with cement screed</td>
<td>Resting the container midway can be done while lifting the container from floor to head</td>
<td></td>
<td>Height decided by user feedback</td>
<td>Low</td>
</tr>
</tbody>
</table>

**Slide No.**  60

**Trainer Notes**

Lifting water containers

Suitable for all users, especially people with limited strength
## Identify specific needs of different at-risk groups in emergencies

### Transporting Water

<table>
<thead>
<tr>
<th>Construction</th>
<th>Advantage</th>
<th>Disadvantage</th>
<th>Improvements</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrying 20 L jerrycan of water on wheelchair footrest</td>
<td>Easy to access position</td>
<td>To prevent tipping the chair, jerrycan can only part-filled</td>
<td>Reduces the space for feet</td>
<td>Low</td>
</tr>
<tr>
<td>Carrying 20 L jerrycan of water on rack under the seat of tricycle</td>
<td>Weight is low, no risk of tipping the chair</td>
<td>Harder to access</td>
<td></td>
<td>High (tricycle price)</td>
</tr>
<tr>
<td>Small jerrycan carried using a hook attached to the crossbar of a crutch</td>
<td>Help to avoid holding crutch and container at the same time</td>
<td>Very difficult to lift only using one crutch</td>
<td>Jerrycan better to be putted in the head or back instead</td>
<td>Low</td>
</tr>
</tbody>
</table>

---

**Slide No.** 61

**Trainer Notes**

*Design options for transporting water*
### Accessing stored water

<table>
<thead>
<tr>
<th>Construction</th>
<th>Advantage</th>
<th>Disadvantage</th>
<th>Improvements</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water stored in bucket accessed via a tap near the bottom</td>
<td>Tap could controlled flow</td>
<td>Self locally</td>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td>Tin can used to draw and tip water from a covered</td>
<td>Can is easy to find</td>
<td>Water contamination from dipping can</td>
<td>Add handle to prevent contamination</td>
<td>Low</td>
</tr>
<tr>
<td>Jerry can tipper made of iron tubing, square light gauge,</td>
<td>People can easily pour water from a Jerry can</td>
<td></td>
<td>Tapper can be constructed for a bucket</td>
<td>Medium</td>
</tr>
</tbody>
</table>

**Trainer Notes**

Suitable for people with limited strength, people who have a hard time lifting or bending, or can use only one arm.
### 2.2 Handwashing

#### Identify specific needs of different at-risk groups in emergencies

**Design options for handwashing**

<table>
<thead>
<tr>
<th>Construction</th>
<th>Advantage</th>
<th>Disadvantage</th>
<th>Improvements</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>5L jerrycan with hole pierced near the top, hung from a rail.</td>
<td>Easy to build</td>
<td>If the person cannot use their feet, it difficult to use</td>
<td>Need regular refilling</td>
<td>Low</td>
</tr>
<tr>
<td>Plastic bottle with ballpoint pen casing inserted via hole near the bottom</td>
<td>Easy to make with local materials Can be operated by hand instead of feet</td>
<td>Need regular refilling Difficult to refill Bottle tap easily get lost</td>
<td>Jerry can can be a substitute of bottle</td>
<td>Low</td>
</tr>
<tr>
<td>Cut-away jerrycan; water taken out by a ladle made of plastic</td>
<td>Can be made using local materials Can be operated by hand instead of feet</td>
<td>Potentially contamination</td>
<td>Put lid to cover the top</td>
<td>Low</td>
</tr>
<tr>
<td>Suspended gourd large hole for filling, small hole for pouring</td>
<td>Easy to make Can be made using local materials</td>
<td>Not durable</td>
<td>Need regular refilling</td>
<td>Low</td>
</tr>
</tbody>
</table>
Identify different types of modalities to encourage participation of different at-risk and vulnerable groups

Using the suitable modality for engaging community members can result in more local participation.

WASH actors need to know what type of modality suits the affected community they serve. There are three types of modalities: visual, auditory, and kinesthetic.

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Trainer Notes

Trainer identifies the modality in at-risk and vulnerable groups
Identify different types of modalities to encourage participation of different at-risk and vulnerable groups

**Types of Modalities to Encourage Participation**

| Visual Modality | Auditory Modality | Kinesthetic Modality |

Reasons why people may be willing to participate in a programme:
- Sense of community and realise the benefit of their involvement
- Religious, social, traditional obligations
- Genuine community participation
- Remuneration in the form of money or other kinds of goods

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**Trainer Notes**

**Visual modality:** This is used when communicating information, showing evidence, and demonstrating associations or correlations between ideas. It may be written text, presentation slides, posters with images, and more. The goal is to catch the attention of community members and use visual aids.

**Auditory modality:** Examples include conducting consultations, dialogues, discussions, Q&As, and more. The aim is to engage community members by creating a channel to voice out their concerns and be heard.

**Kinesthetic modality:** This modality uses action or participatory learning where participants think and learn by doing. For instance, it is used to facilitate problem solving and decision-making. It is also used to teach the community members how things are run in a programme, like leading coordination meetings, to pass the responsibility to local actors eventually. Meaningful participation: It is flexible, inclusive, collaborative, and bringing local and perspective and resources, it allows community to shape the program so it works for them. Owning the responsibility of the program, involve in problem solving, planning, and decision making.
Other issues such as food, water, and health care are usually prioritised over sanitation in disaster-affected communities. This is often because of a lack of understanding between sanitation and health. It is important to raise the level of their awareness through hygiene promotion.

Facilitating
Increasing local participation often requires several things: a diverse group of people contribute to the programme, ensuring that vulnerable and marginalised groups are included, and more. This requires facilitation skills that create an open and collaborative environment conducive to developing shared objectives and joint efforts.

Capacity Building
WASH actors will eventually have to exit or hand over programmes to local actors. Capacity building is needed to ensure that programme gains are sustained. For instance, community members will not use WASH facilities for long if they do not adequately maintain them. Maintenance of such facilities requires technical knowledge and skills, which WASH actors should pass to the affected community. One effective way to do this is to include affected community members as early as the design phase and involve them in the implementation. This increases ownership, but they also learn by doing.
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.