1st Edition

LEARNER'S GUIDE

TECHNICAL COMPETENCY UNIT

ADM.TEC 030.1

Monitor an Ongoing WASH Programme

ASCEND

ASEAN Standards and Certification for Experts in Disaster Management

ASEAN Standards and Certification for Experts in Disaster Management

MONITOR AN ONGOING WASH PROGRAM

ADM.TEC.030.1

Learner's Guide

ONE ASEAN
ONE RESPONSE

Project Sponsors:

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

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

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

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

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1.1 The ASCEND Programme

Southeast Asian governments, through the ASEAN Committee on Disaster Management (ACDM), continue to invest in strengthening disaster management systems for a more secure and resilient region. However, the compounding 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 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 organizations 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

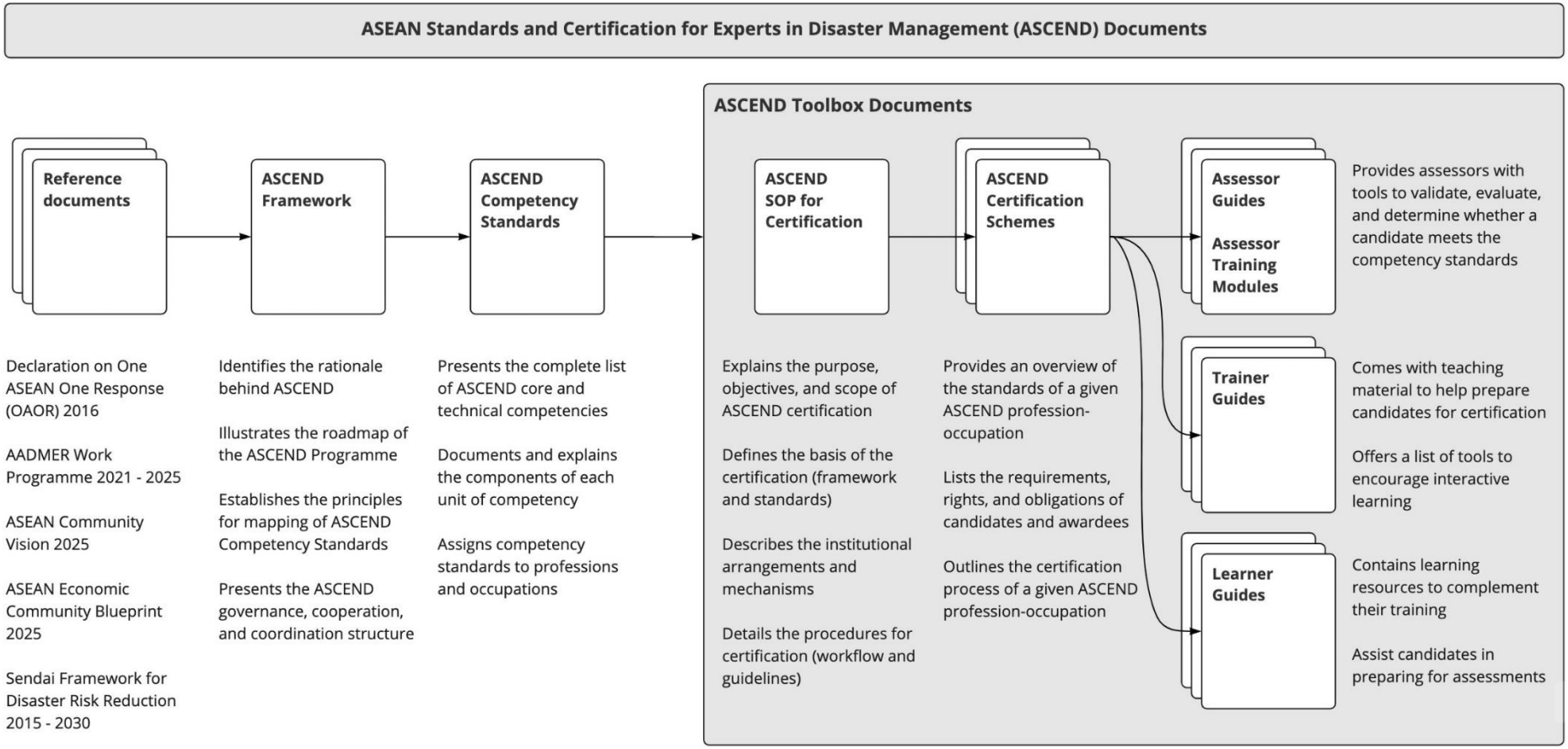
A set of technical requirements must exist before it is possible to implement the ASCEND programme in participating ASEAN Member States. The first requirement is the ASCEND Competency Standards, containing forty-three (43) regionally recognised core and technical competencies in selected disaster management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



Learner's Guide

Introduction for Candidates

ASCEND

Welcome and thank you for your interest in pursuing an ASCEND certification. This Learner Guide is for you to read. It contains learning resources and helps you prepare for the required assessments: oral interviews, written tests, and observation checklists.

Competency-based learning and assessment

Competency is the attitude and ability to use or apply one's experience, knowledge, and skills-sets to perform critical job functions in a defined work setting.

Table 1: Competency areas and descriptions

Competency area	Description
Experience	Refers to the qualifications of the candidate that make them eligible to pursue certification. It includes the candidate's formal education, work experience, professional training, and job-relevant life experiences.
Knowledge	Refers to what the candidate needs to know to make informed decisions on how to perform the work effectively.
Skills	Refers to the ability of the candidate to apply knowledge to complete occupational tasks and produce work outcomes or results at the standard required.
Attitudes	Refers to associated beliefs, feelings, motivations, and values that influence a candidate to make decisions and act according to occupational standards and the professional work setting.

There is one Learner Guide for each unit of competency. The Competency Standards and Unit Descriptor section of this document outlines the content you will be studying – broken down into elements and performance criteria that will be covered during training and assessed using competency-based

methods. This guide contains a glossary of terms, a list of abbreviations, readings and activities, a self-assessment checklist, and information about the oral interviews and written tests.

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 assessment (CBA) is the process for evaluating whether a professional is qualified and competent to perform in a particular occupation. CBA is used to determine if the candidate's experience, knowledge, skills, and attitudes meet the standards and performance criteria defined in a unit of competency.

ASCEND Competency Standards and Unit Descriptor

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3.1 Competency standards

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

3.2 ASCEND Competency Standards

The ASCEND Competency Standards identify 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. Only 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 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. 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. Table 2 describes its main components.

Table 2: Components of the ASCEND Competency Standards

Component	Description
Unit title	Describes the critical work function to be performed in an occupation
Unit number	A coding system to organise the units of competency. It also indicates the types of competency standards. ▪ ADM.**COR**.000.0 are core competencies. These are general professional knowledge and skills related to international humanitarian principles and disaster management standards, including ASEAN mechanisms and procedures. ▪ ADM.**TEC**.000.0 are technical competencies. These are specific knowledge and skills needed to perform effectively in work areas under their chosen disaster management profession and occupation.
Unit description	Provides information about the critical work function covered by the unit.
Elements	Presents the occupational tasks required to perform the critical work function in the unit.
Performance criteria	Lists the expected outcomes or results from the occupational tasks to perform and the standard required.

3.3 Unit descriptor

Unit title : **Monitor an Ongoing WASH Program**
Unit number : ADM.TEC.030.1

Unit description : This unit deals with the skills and knowledge required to conduct monitoring process of a WASH project during emergencies.

Element 1.
Lead the implementation of WASH programme at the field level

Performance Criteria

1.1 Carry out stand-alone or joint WASH assessments
1.2 Use assessment and monitoring data to adjust WASH interventions as appropriate for the local context and culture
1.3 Integrate implementation of PHE and PHP into a comprehensive WASH programme
1.4 Work collaboratively with other sectors to implement an effective WASH programme

Element 2.
Monitor WASH programme implementation according to the agreed monitoring plan and strategy

Performance Criteria

2.1 Collect, record, and interpret qualitative and quantitative data
2.2 Supervise others to monitor and report against key WASH indicators
2.3 Implement Post Distribution Monitoring according to agreed sampling frame
2.4 Perform feedback mechanism
2.5 Contribute to WASH learning review based on experience in the field

Element 3.
Supervise field teams

Performance Criteria

3.1 Assign task to field staff, partner's staff, and community volunteers
3.2 Communicate effectively on programme designs, strategies, and plans, including technical documents, to field staff, partner's staff and community volunteers
3.3 Develop work plan
3.4 Monitor and evaluate performance against the target objectives and deliverables

3.4 Glossary of Terms and List of Abbreviations

Terms and abbreviations	Descriptions
AADMER	ASEAN Agreement on Disaster Management and Emergency Response
ACDM	ASEAN Committee on Disaster Management
AGP	ASEAN Guiding Principles
AHA Centre	ASEAN Coordinating Centre for Humanitarian Assistance on disaster management
AMS	ASEAN Member States
AQRF	ASEAN Qualifications Reference Framework
ASCEND	ASEAN Standards and Certification for Experts in disaster management
ASEAN	Association of Southeast Asian Nations
CBA	Competency-Based Assessment
CTP	Cash Transfer Programmes
EPI-INFO	Is a suite of public domain computer programs for public health professionals developed by the Centres for Disease Control and Prevention (CDC).
FGD	Focus Group Discussions
HIV/AIDS	Human Immunodeficiency Virus/ Acquired Immunodeficiency Syndrome
IFRC	The International Federation of Red Cross and Red Crescent Societies

KNFA	Korean National Fire Agency
MHM	Menstrual Hygiene Management
MIRA	Multi-cluster/sector initial rapid needs assessment
MRA	Mutual Recognition Arrangement
NFI	Non-Food Items
NGOs	Non-Governmental Organisation
OAOR	One ASEAN One Response
PDM	Post-Distribution Monitoring
PHE	Public Health Engineers
PHP	Public Health Promoters
PLA	Participatory Learning and Action
PM&E	Participatory Monitoring and Evaluation
SMART	Specific, Measurable, Achievable, Realistic, and Timely.
SOP	Standards Operating Procedures
SPSS	Statistical Package for Social Scientists
SWOT	Strengths, Weaknesses, Opportunities and Threats
UNHCR	United Nations High Commissioner for Refugees
UNOCHA	United Nation's Office for the Coordination of Humanitarian Affairs.
WASH	Water, Sanitation and Hygiene
WHO	World Health Organisation

Unit Readings and Activities

ASCEND

4.1

Element 1. Lead the implementation of the WASH programme at the field level

1.1 Carry out stand-alone or joint WASH assessments

A. Introduction

The effectiveness of the WASH response depends on how relevant and appropriate it is to the affected community being served. Properly carrying out assessments help ensure that water supply, sanitation, and hygiene interventions suit the needs and preferences of community members. WASH assessment is essential to humanitarian response programming. It also provides the evidence and information needed to make decisions during implementation.

B. Coherent programming

An immediate rapid assessment should be done within the first three days of emergency response to obtain a quick overview of the situation, including the scope and priorities of humanitarian intervention. Afterwards, a more in-depth assessment should be carried out within the first month, using the same principles, methodologies, and indicators but more comprehensively and over a more extended period.

WASH assessment types include:

- Initial rapid assessment
- Multi-cluster/sector initial rapid need assessment
- In-depth assessment

Initial rapid WASH assessment

The goal of conducting a rapid WASH assessment is to determine and prioritise lifesaving needs over medium or longer-term needs. The initial rapid WASH assessment should be done within the first three days of an emergency to identify needs and resources. The result should provide information about the estimation of the number of people affected, quantification of immediate needs, availability of local resources, and external resources.

Sectoral technical experts should assess with appropriate qualifications and relevant experience. Identifying initial rapid WASH assessments include the quantity and quality of available water resources and distribution systems and

present soil conditions regarding soil types and infiltration rate. A joint assessment with site planning is recommended to coordinate the WASH planning intervention approach and agree on technical findings (i.e., flooded prone areas, drainage, and sanitation).

The objectives of an initial rapid WASH assessment are:

- To identify available water sources (yield estimation, flow, seasonal variations, recharge, taboos, water quality and potential pollution risks) and soil conditions in the affected area (primary data collection).
- To assess ground conditions and environmental factors (e.g., presence of rocky ground, high groundwater table) which may affect decisions on appropriate sanitation options.
- To assess key hygiene practices regarding water needs and sanitation habits (secondary data, key informants).
- To identify cultural habits among the affected population that might affect their hygiene/sanitation preferences. For example, do they sit or squat and whether they would practice anal cleansing with water or with dry material (secondary data, key informants).
- To identify specific vulnerabilities. For example, looking into people with disabilities to tailor WASH services accordingly (secondary data, key informants).
- To assess national and local capacity to lead or support the response (key informants, observation).

A typical checklist of secondary data to be retrieved when carrying out initial rapid WASH assessments would include:

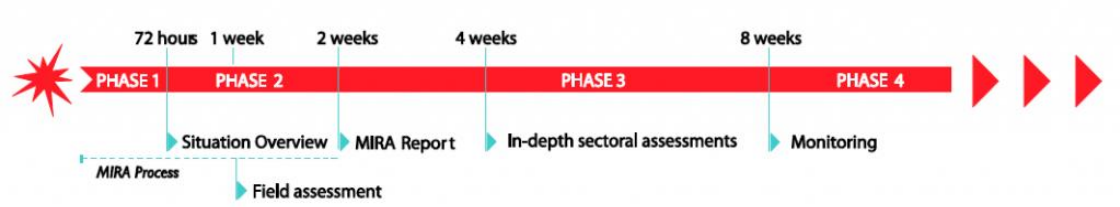
- Procurement and studying of local maps, aerial photos, satellite imagery, and more to determine topography, geological context, hydrogeological features and water sources
- Consolidation of regional details on land use (e.g., urban, industrial, agricultural, protected areas), climate, security, access roads, etc.
- Details of prominent actors and agencies working in the area and local government structures and policy
- Current typical water consumption and sanitation practices in the area
- Logistics and supply possibilities in the area (including the availability of local building material)
- Legal issues in the area as well as ownership rights
- Operational costs and maintenance requirements

Multi-cluster/sector initial rapid needs assessment

Multi-cluster/sector initial rapid needs assessment (MIRA) is an inter-agency needs assessment, and analysis needs assessment and analysis process from which a joint strategic plan for emergency response is developed. The

MIRA approach is particularly suitable for sudden-onset disasters. But it can be contextualized in any emergency setting. The goal of MIRA is to generate a situational analysis during the first three days of the crisis. This is followed by a MIRA report issued no later than two weeks after the emergency began. UN OCHA administers this type of assessment.

Figure 2: Using the MIRA tool is the first step of the Assessment and Monitoring Framework within 72 hours of a crisis.



Source: Pakistan Shelter & NFI Working Group, 2014

In-depth WASH assessment

The initial rapid assessment is a rough estimate that will help determine the scope and type of WASH intervention. However, an in-depth WASH assessment should be conducted to provide a more detailed picture that will aid in adjusting the WASH intervention program no later than 3-6 months. In-depth WASH assessments are also used to monitor the progress and impact of current WASH programmes and get a sense of any remaining gaps in WASH service provision.

In order to get a further view of the WASH situation, the in-depth evaluation should include not only the issues addressed during the initial rapid assessment but also the following:

- WASH management arrangements: Refers to who owns, who pays and who does what, where, when and how in the process of managing, operating and maintaining each component of the WASH system (water supply, excreta management, solid waste management, drainage/wastewater, hygiene and vector control).
- Existing WASH legislation: Once the emergency has passed, it is important to understand the existing WASH legislation and check its adherence.
- Institutional capacity: Refers to the capacity of water and waste (solid and liquid) service providers and local authorities to carry out their roles during a humanitarian crisis. Typical institutional supports include technical advice, additional staffing, training, operational resources, and funds. Of particular interest are the most urgent support needs.

Some key actions when conducting WASH assessments:

- Conduct an initial rapid WASH assessment within the first three days of the emergency's onset.
- The initial rapid WASH assessment should be coordinated and supervised by an experienced WASH professional and jointly undertaken with WASH actors already present in the area and local actors.
- Health, nutrition, shelter, site planning and WASH are interlinked. Ensure these sectors coordinate closely at all levels.
- Initial assessments should be multi-sectoral. Teams should include experts in public health, nutrition, WASH and shelter/site planning.

Essential WASH assessment questions for promoters in emergency

Below are the essential assessment questions developed by UNHCR for promoters in emergency settings. The list of questions is not extensive and is only meant to serve as an example. Additional questions should be addressed depending on the data gathered and the setting.

General questions

- How many women, men, children and families are displaced?
- Is the number of affected populations increasing, staying the same, or decreasing?

Hygiene

- Is soap available for handwashing and laundering?
- How and where are children's faeces disposed of?
- What is the condition of water storage containers? Is water stored safely?
- Is food stored and prepared safely?
- Are there areas for bathing, clothes laundering and airing? Are they segregated?
- Do current facilities offer sufficient levels of privacy and security?
- Do women have a place to soak/wash/dry/dispose of MHM materials with dignity?
- Would people be willing to share bathing facilities?

Vector control

- Are there problems with flies, lice, fleas, ticks, rodents or mosquitoes?
- Is household waste covered daily with at least 20cm soil cover?
- Are there problems with stagnant water or blocked ditches?

C. Significance of WASH assessment

Advantages

- WASH assessments contribute to determining current levels of WASH interventions, existing infrastructure and services, their present state, and what has to be done to satisfy the agreement in the emergency response framework.
- WASH assessments support stakeholders in building a common understanding of the humanitarian situation and a shared vision of WASH needs and priorities.
- WASH assessments serve as a foundation for WASH planning and strategy development.
- Initial rapid assessments support early strategic response decisions that align with priority needs.

Constraints

- Time pressure, lack of security and safe access, lack of interviewers' skills, and resource shortage can cause WASH assessments to rely on only incomplete and subjective reports.
- Precision of the collected data may be compromised due to time restrictions.
- The presence of the assessment personnel in the field that does not provide direct assistance may raise expectations among the affected population and can create hostility against the working organisations if expectations are not met.
- WASH needs assessments can be particularly challenging in urban areas because it may be difficult to differentiate the relevant geographic areas and the target populations. Urban communities are more mobile and tend to spread across different locations.
- Possible challenges in rural settings relate to the dispersion of the affected population across large areas and distances. Remote areas may also be inaccessible.

D. Summary

- WASH assessment types include: initial rapid assessment, multi-cluster/sector initial rapid need assessment, and in-depth assessment
- Properly carrying out assessments help ensure that water supply, sanitation, and hygiene interventions suit the needs and preferences of community members.

1.2 Use assessment and monitoring data to adjust WASH interventions as appropriate for the local context and culture

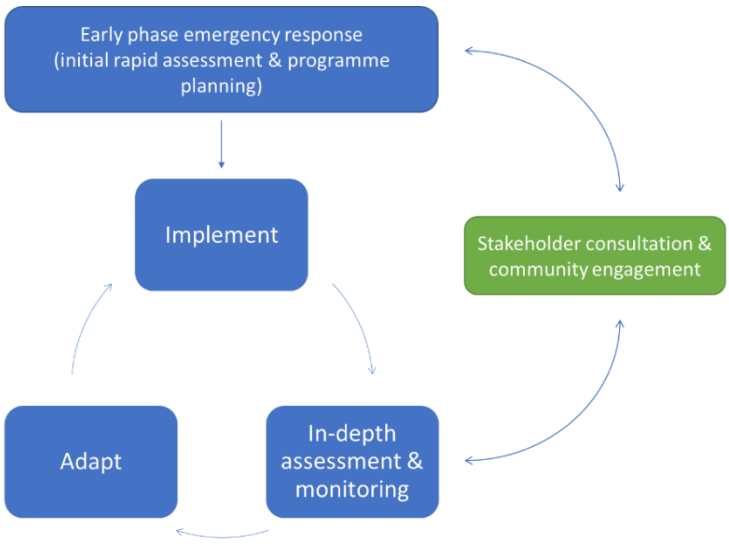
A. Introduction

One of the core humanitarian standards is providing appropriate and relevant humanitarian assistance to affected communities. The WASH sector, one of the humanitarian clusters, must deliver programmes and interventions acceptable to the affected community.

B. Align WASH interventions to the local context and culture

There is no single approach to WASH programmes that can be applied to all emergency settings. Each programme is embedded in broader and more complex social, political, environmental, institutional and technical systems. The interplay between these systems and their stakeholders affects the sustainability, scalability, inclusiveness, and impact of WASH programmes.

Figure 3: Adaptive management in emergency response



Adapted from WaterAid, 2020

Concentrating on a specific goal is essential, but remaining flexible to change the operating environment. As time goes on, plans and strategies considered relevant at the start of a project may no longer be relevant, prompting the creation of new plans and strategies to address new difficulties. Adaptive management emphasizes learning as a means of better understanding the systems we seek to influence by trying new approaches, failing, and adapting.

It requires the willingness to adjust programmes in response to new learning, which can be acquired from community engagement.

Community engagement and stakeholder consultation during assessment and monitoring can help WASH actors to adapt to changes and adjust the programme. The process of community engagement and stakeholder consultation should occur continuously from the beginning of an emergency response to the later phase. The local community can be consulted on a range of matters, including the design and management of facilities.

C. Summary

- One of the core humanitarian standards is providing appropriate and relevant humanitarian assistance to affected communities.
- There is no single approach to WASH programmes that can be applied to all emergency settings. Each programme is embedded in wider and more complex social, political, environmental, institutional and technical systems.
- Community engagement and stakeholder consultation during assessment and monitoring can help WASH actors to adapt to changes and adjust the programme.

1.3 Integrate implementation of PHE and PHP into a comprehensive WASH programme

A. Introduction

Public Health Engineers and Public Health Promoters focus on different aspects of WASH. But both roles play an essential role in the success of the overall WASH Programme. For instance, WASH interventions usually involve building concrete infrastructures and public health promotion to improve the health and well-being of affected communities after an emergency.

B. Links between the implementation of Public Health Engineering and Public Health Promotion for a comprehensive WASH programme

Public Health Engineers (PHEs) and Public Health Promoters (PHPs) work together and with communities to create an environment where public health risks are reduced and the safety and dignity of emergency-affected communities are improved. Public health humanitarian programmes often encompass a broad range of strategies and activities, which may interlink with other sectors such as nutrition, camp and shelter management.

Oxfam has developed the minimum requirements for implementing PHE and PHP and integrated them into a single 'WASH Team'. The section below describes the minimum requirements, shared responsibilities, and other actions to implement comprehensive WASH programmes.

Minimum requirements

- For PHEs and PHPs to work together effectively, there should be:
  - Joint needs assessments and analysis cover software and hardware issues, activity planning, and logistics (e.g. efficient transport planning).
  - Regularly scheduled (weekly or more frequently) joint meetings to encourage effective collaboration and communication.
  - Co-ordinated presence in the field – avoid having multiple meetings with the same communities on the same day.
  - Community meetings that involve both PHE and PHP inputs.
  - A joint monitoring plan and joint analysis of monitoring data to identify implications for both PHE and PHP.
- WASH staff working in different locations (e.g., different villages or camps) within the same overall programme should avoid contradiction or duplication between locations (e.g., agree on technical specifications and hygiene approaches for the whole programme). Where possible, don't submit multiple material orders to logistics).
- At the planning stages of new programmes, the requirements for both PHE and PHP activities should always be considered: avoid programmes that are solely engineering or hygiene promotion unless justified.

Shared roles and responsibilities between PHE and PHP

All WASH staff are expected to:

- Consult with the community on appropriate design and siting of WASH facilities and other activities
- Enable the participation of affected communities and organise group activities.
- Ensure that cross-cutting issues such as gender, protection and HIV are appropriately addressed.

- Identify context-specific advocacy issues and contribute to programme advocacy strategy.
- Make people and communities aware that they have the right to give feedback (and complain), explain how to do it, and how it may be resolved
- Ensure adequate monitoring systems are in place to monitor, inform and adapt programme implementation.
- Organize and facilitate capacity building and training for project staff and partners
- Monitor health data to guide timely project interventions

PHE roles and responsibilities

In addition to all of the minimum requirements, PHEs should, in collaboration with PHPs:

- Assess technical options for the provision of water, sanitation and emergency shelters
- Create designs based on technical feasibility and community feedback.
- Organise, supervise and monitor construction, emphasising inclusive and representative community engagement and participation.
- Ensure that the facilities constructed are of good quality and are maintained at that standard for the project duration.

PHP roles and responsibilities

In addition to all of the minimum requirements, PHPs should, in collaboration with PHEs:

- Find out what women and men, girls and boys affected by emergencies know, do and think about water, sanitation and hygiene, and involve stakeholders, including the most vulnerable, in planning solutions to identified public health risks.
- Build awareness within affected communities of health issues around WASH by providing appropriate information on preventive measures to reduce WASH risks and disseminate the information by using creative, culturally appropriate and effective communication methods easily understood by different community members.
- Mobilise and train women and men amongst the affected communities to work/volunteer as mobilisers and health/hygiene promoters in their communities.
- Support PHEs in designing culturally acceptable facilities and ensure effective use and maintenance of such facilities.
- Collect community-based health data

Working with WASH partners

- WASH programmes should be flexible about modes of working with partners because the options (partner-led, cluster-managed, semi-operational, etc.) may differ according to humanitarian need, country context, country partnership strategy, stage of an emergency, etc.
- It is preferable to identify and build partners' capacity during non-acute-emergency phases because of humanitarian WASH partners' technical skills and competencies. WASH programmes should be realistic about the (limited) opportunities for capacity building during emergency response.
- Whichever method is chosen depends on the capacity of the partner and the primary objective of the programme (For example, is it a rapid emergency response or longer-term capacity building?), what is acceptable to the local partner, and ultimately, what is the most effective way for the project to deliver for the affected communities.
- When identifying partners, consider whether they have a shared vision and agree on the terms of partnerships, including what capacity building is available and possible.

Working with Finance, Logistics and other Programme Support Functions

The Humanitarian Handbook Details Minimum Requirements for Programme Support Functions. In addition to this, WASH staff should:

- Be briefed on the functions of Finance, Logistics, HR and other Programme Support teams, and understand how they interact with WASH programmes.
- Receive a briefing on the overall programme budget, particularly the WASH activity budget, donors/sources of funds, and budget codes and how to use them.
- Obtain regular updates on budget expenditure and forecasts
- Seek guidance from Programme Support teams on activities such as market assessments, managing the risk of corruption, planning NFI distributions or delivery of construction materials (Logistics), impact on the environment, and cash payments (Finance).
- Minimise waste and use resources effectively and ethically, balancing quality, cost, and timeliness

C. Summary

- Public Health Engineers and Public Health Promoters focus on different aspects of WASH. But both roles play an essential role in the success of the overall WASH Programme.
- Public Health Engineers (PHEs) and Public Health Promoters (PHPs) work together and with communities to create an environment where

public health risks are reduced, and the safety and dignity of emergency-affected communities are improved.

1.4 Work collaboratively with other sectors to implement an effective WASH programme

A. Introduction

Collaboration in WASH programmes is crucial for reducing public health risks and improving affected communities' well-being in an emergency. Cross-sector collaboration facilitates the achievement of multiple outcomes and impacts.

B. Collaboration during WASH programme implementation

The key to initiating any sustainable collaboration efforts is to determine and develop common objectives across partners. Collaborations work when partners commit and assume shared accountability and responsibility and conduct joint efforts to achieve mutual goals.

Building successful collaboration efforts involve:

1. Cultivating a shared vision right from the start
2. Taking care to involve the correct associations between stakeholders and decision-makers
3. Sustaining the momentum and keeping a focus on progress and results
4. Engaging different perspectives and addressing the needs of various stakeholder group
5. Ensuring that each partner agency's individual and institutional self-interests are served by both the process and products of the collaboration, to the greatest extent possible
6. Every meeting should be efficient and productive. Management must be lean and driven.
7. Developing clear roles and responsibilities for cluster partners and rotating these roles regularly to facilitate involvement
8. Securing commitment from partners so that the same people regularly attend each meeting
9. Maintaining regular communication with decision-makers and stakeholders to ensure that decisions are made quickly

WASH actors usually collaborate with actors from the following sectors on WASH programmes:

- Rapid Assessment
- Emergency Operation Centre (including Information Management)
- Logistics
- Shelter and Non-Food Item
- Food Security and Nutrition
- Education
- Protection (including protection of women and children)
- Camp Coordination and Management
- Health

C. Summary

- The key to initiating any sustainable collaboration efforts is to determine and develop common objectives across partners.
- Collaborations work when partners commit and assume shared accountability and responsibility and conduct joint efforts to achieve mutual goals.

4.2 Element 2. Design an effective and efficient WASH monitoring strategy and plan

2.1 Collect, record, and interpret qualitative and quantitative data

A. Introduction

Data is the basis of good monitoring and evaluation. There are various ways to collect, record, and interpret data. This section covers data collecting techniques, including definitions, strengths, and limitations. It also covers data collection instruments applicable to qualitative and quantitative data.

B. Collecting qualitative and quantitative data

WASH programme staff must correctly distinguish what they need for monitoring and evaluation - qualitative data, quantitative data, or both. Using both quantitative and qualitative methods is acceptable if there is a need. Such methods are not mutually exclusive and even can strengthen each other.

Qualitative data collection

Qualitative data collection uses semi-structured or open-ended approaches to generate detailed and descriptive data. Most of the data needed by promoters are qualitative data because health-related behaviours are closely related to individual and collective habits in the community. Focus group discussions, case studies, in-depth interviews, and Participatory Learning Action (PLA) techniques are standard qualitative methods. The table below shows examples of qualitative data collection methods.

Table 3: Collecting qualitative data

Method	Definition and use	Advantages	Disadvantages
Case studies	Collect data to create a narrative that may be descriptive or explanatory and can help to answer the question "what" and "how."	• Can carry out a wide range of evidence, including papers, interviews, and observation • When the focus is on institutions, procedures, programs, decisions, and events, it can enhance the explanatory power	• It is challenging to come up with sound case studies • To be rigorous, specific research and writing abilities are required • The findings do not apply to the broader population • It takes a long time and is difficult to duplicate
Focus group discussions (FGD)	Have topic-specific discussions with members of the target audience who are familiar with the topic. Uses a series of structured or semi-structured questions. One of the goals for conducting a focus	• Effective when the aim is to learn about something specific about a particular group in the community • It is a good technique to spot hierarchical effects	• Expensive • Time-consuming • Not applicable to conduct in all situations

	group discussion is to compare the viewpoints of the beneficiaries to the general findings of an assessment.		
Interviews	Have a session with interviewer that asks one or more people questions and keeps track of their responses. Interviews can be official or casual, conducted in person or over the phone, and can be closed or open-ended.	• People and organisations can describe their experiences on their terms based on their perspective • Flexible enough to allow the interviewer to explore unexpected lines of inquiry and dig further into topics	• Expensive • Time-consuming • Interviewer can negatively influence the conduct of the interview
Observation	Observe and document the incident in a journal or log that covers who is involved, what happens, when, where, and how events occur. There are two types: direct observation (the observer watches and records) and participation observation (the observer takes part in the activities for a specific time)	Describes the situation and other developments that people may not be aware of, cannot articulate, or avoid talking about.	• The writing ability of the observer affects the quality of data • Findings can be interpreted in various ways.
Written document analysis	Examining records, administrative databases, training materials, and communications, among other documents	Can highlight issues that need further examination. Useful for collecting evidence for action, change, and validating	• Time-consuming

	respondents' statements.

Source: IRFC (2007)

Quantitative data collection

Quantitative data collection focuses on gathering numerical data to aid decision-making. Surveys, questionnaires, and polls are commonly used tools to collect quantitative data.

C. Recording qualitative and quantitative data

Table 4: Tools for recording qualitative and quantitative data

Tools to record	Function
Two-bar chart or Gantt Chart	Track programme activities, compare actual and planned progress
Daily monitoring tools	Track daily programme activities
Progress/update/annual reports	Basis for assessing performance in achieving outputs and outcomes
Field visit checklist	Assessment of progress, results and problems
Focus group discussions	Capture general perception of a sample of community members towards certain projects
Observation guide	Detects certain behaviours in the community
Household interview guide	Enable people in each household to explain the problem in their own words in their chosen setting
SWOT analysis	Provide a framework for group analysis and encourage participation from all stakeholders
Problem trees	Analyse the relationship between different causes of key problems, the changes in the community, and environmental factors
Stories	For sharing and passing knowledge within the community

Outcome mapping	Assesses people's change in behaviour, relationships, and activities of the people, groups or organisations. Used as basis for future planning

Source: IRFC (2007)

Participatory Learning and Action (PLA)
Community members can use participatory learning and action activities to analyse what is going on in their lives and develop answers to problems they have identified. These exercises have shown to be effective in many areas around the world. They are now frequently included in manuals and used to guide the development of new programs. WASH promoters can use this method to analyse community behaviours and conditions.

D. Interpret qualitative and quantitative data

The three primary tasks of data analysis are data cleaning and coding, data visualization, and making conclusions based on the data/verification. It is essential to document the steps taken during data analysis so that readers may see how the findings were reached. Readers can verify the findings or re-conduct the study to understand what happened during data analysis.

The list below from the International Federation of Red Cross and Red Crescent Societies (2007) offers a guide for WASH actors doing data analysis:

- **Think** as you go through the analysis process;
- Be **concise** – state your point, but support it with facts and necessary details;
- Be **objective** – present facts and be able to support your claims;
- Be **analytical** – summarise, mention trends and patterns; and
- Know the **purpose** of the reports as data analysis feeds into report writing.

Qualitative data interpretation
Data cleaning and coding refers to the continual summarization or categorisation of large amounts of data into smaller amounts of information that are useful. It entails choosing, concentrating, converting, and simplifying raw material from field notes or transcriptions into written summaries organized around themes or patterns following the evaluation's original purposes. The most common way to present qualitative data is through a narrative. Matrices, graphs, networks, and charts can show data in compact formats that program managers can understand.

Quantitative data interpretation

Quantitative data is easier to reduce and draw conclusions from than qualitative data because there are standardized ways of tabulating and running statistical tests. Quantitative data may be analysed using computer programs such as EPI-INFO, SPSS, ACCESS, and MS-Excel. A multivariate analysis may be used to examine different variables at a time. A frequency distribution can display the numbers and percentages relating to different individuals or things.

E. Summary

- Data is the basis of good monitoring and evaluation. There are various ways to collect, record, and interpret data.
- WASH programme staff must correctly distinguish what they need for monitoring and evaluation - qualitative data, quantitative data, or both.
- Using both quantitative and qualitative methods is acceptable if there is a need. Such methods are not mutually exclusive and even can strengthen each other.
- Qualitative data collection uses semi-structured or open-ended approaches to generate detailed and descriptive data. Qualitative methods are focus group discussions, case studies, in-depth interviews, and Participatory Leaning Action (PLA) techniques.
- Quantitative data collection focuses on gathering numerical data to aid decision-making. Surveys, questionnaires, and polls are commonly used tools to collect quantitative data.

2.2 Identify appropriate means of verification and assessment of data source

A. Introduction

Reporting can be defined as the systematic and timely transmission of vital information regularly. Reports are the basis of most monitoring and assessment activities. Formal progress reports, special studies, and informal briefings are examples of monitoring and assessment reports.

B. Supervise monitoring of key WASH indicators

Why monitor?

Regular monitoring is essential to ensure the technical integrity of WASH interventions and the achievement of health and protection-related objectives. The right to access adequate water and sanitation is one of the universal human rights necessary for existence and living with dignity. State and non-state actors both have obligations to fulfil this right. WASH actors uphold these rights through frequent, systematic, and thorough monitoring.

When to monitor?

The goal is to integrate programme monitoring into the government's routine monitoring of development targets as early as feasible. Routine monitoring of key WASH indicators should begin immediately during the emergency period and continue even after establishing long-term solutions. WASH programs should also track the rate of change of crucial WASH indicators to ensure that the goal values are met on time.

Where to monitor?

WASH actors must keep a close eye on access to and usage of WASH services in the community and at the household level. WASH facilities and services in health care and education establishments, marketplaces and other public areas should be monitored. WASH actors are also tasked with ensuring the safety and well-being of those in need, particularly the most vulnerable community members, such as women, children, the elderly, disabled, people with special needs, and other marginalized groups.

What is monitored?

Key WASH indicators should be monitored regularly. There may be other indicators based on the country and setting. UNHCR has 18 key indicators at the community and household level, with 22 additional indicators to ensure that WASH services in education and health institutions are conducted properly.

C. Summary

- Reports are the basis of most monitoring and assessment activities. Reporting can be defined as the systematic and timely transmission of vital information regularly.
- Regular monitoring is essential to ensure the technical integrity of WASH interventions and the achievement of health and protection-related objectives.

2.3 Implement Post Distribution Monitoring according to the agreed sampling frame

A. Introduction

Post-Distribution Monitoring (PDM) is a mechanism to collect and understand community feedback on the quality, sufficiency, utilization, and effectiveness of their assistance. PDMs is developed and widely used by UNHCR teams, especially for cash transfer programmes. The section below provides information to help WASH actors seek to implement PDM in their programmes.

B. Post Distribution Monitoring (PDM)

What is PDM?

PDM (Post Distribution Monitoring) is a system that seeks to gather and analyse project data systematically. It offers management teams data that they can use to evaluate the efficiency of the project's different inputs and the project's performance in terms of reaching the specified objectives. It offers a wide range of information, including targeting, registration, getting information on cash transfer modalities, and the use of Community Help Desk at distribution sites. It also measures the beneficiary's satisfaction with the registration and distribution processes.

Interviews with individual (or groups of) beneficiaries are conducted using a sample survey format. PDM's findings are primarily quantitative, and they show general tendencies to help programmers make decisions. The result of a PDM feeds back into the project cycle to enhance how assistance is designed and provided, making it more responsive to beneficiaries' preferences, possible protection risks, and market distortions that cash support might create.

Why PDM should be used?

- **Strengthens accountability**
  PDM is useful to verify whether the intended beneficiaries have received the agreed-upon aid and whether cash has been diverted or redistributed. PDMs also collect beneficiary feedback about the whole system so that implementing actors can take corrective action.

- **Improves the programme**

PDM is used to determine if certain kinds of aid are the most suitable form of help or whether they should be changed. PDM surveys recipients on the value of the aid received regarding the programme's intended output. PDMs also audit the actual use of aid. For example, if cash is distributed, was it:

1) Used as intended or was diverted to other needs;
2) Kept/saved;
3) Shared/re-distributed; and
4) Used for debt payment

- **Optimises the cash payment methods**
  PDMs analyse the present system's strengths and weaknesses compared to other types of aids. For instance, in terms of cash payments, PDM can be used to improve future Cash Transfer Programmes (CTP). PDM verifies if beneficiaries received correct and timely information, the length of time they queued/waited to collect their cash, and inquiries about the payment's organisation.

- **Identifies and prevents protection risks**
  PDMs can monitor the consequences of providing certain kinds of aid. Cash distributions, for example, can generate additional protection risks for the beneficiaries. PDM inquires whether recipients' safety was threatened before, during, or after receiving cash payments. It inquires if indirect expropriation (e.g., by warlords) occurred, as well as market price increases on essential items.

How to use PDM?

- **Location and time frame**
  PDM monitoring should take location and the time frame into account. For instance, cash transfer programs should consider how long it will take beneficiaries to use the money once they receive it. If the cash is for immediate needs, the PDM should be completed as soon as possible, at least two to three weeks following the cash distribution. If the cash transfers are intended to assist beneficiaries in creating livelihoods, such as starting a business, the PDM may be carried out for a more extended period. This allows beneficiaries enough time to spend the money before the post-distribution process begins.

- **Sampling selection**
  In most situations, surveying every beneficiary during a PDM operation is unfeasible due to cost and time constraints. As a result, a sample must be picked. Sampling is the process of gathering data from a

subset of the population that is typical of the entire population (in this example, a few beneficiaries from a given area/village/location). Data collectors can use a combination of random and purposeful sampling techniques to obtain information from respondents within the operating regions during the exercise. Purposive sampling guarantees that particular factors that shape the findings are considered, whereas random sampling ensures that information received from beneficiaries within the purposively targeted regions is free of bias.

The sample size must be taken into account. The sample size must be large enough to represent the majority of the population, yet small enough to avoid misleading programs through erroneous interpolation and correlations. It's important to remember that the PDM survey is designed to offer a sense of what happened after the cash was distributed.

- **Data collection tools**
  There are many methods for gathering data. One of which is the rapid evaluation method which relies on focused conversations with cash transfer programming recipients. Data can also be collected using structured surveys. Focus Group Discussions (FGDs) can be conducted with beneficiaries based on sex, age, occupation, or a combination of these factors.

- **Data collectors**
  When choosing a data collector, it's important to think about skills like communication and their ability to get along with the community (e.g., speaking the local language). Gender is another consideration. In some contexts, women may not be free to converse with men or be uncomfortable being interviewed by males.

  Moreover, never presume that everyone understands how to use a questionnaire. It is worthwhile to invest time to train respondents on using data collection tools. This allows everyone to become familiar with the tool and guarantee that the data collected is high quality.

- **Data entry and analysis**
  There are tools such as MS Excel spreadsheet or Statistical Package for Social Scientists (SPSS) that can organise and analyse large amounts of data.

What to consider when using PDM?

- **Ensure the integrity of PDM results**
  Beneficiaries and other essential project stakeholders should be informed about the PDM's objective. Consider doing this during the project kick-off meeting or the stakeholders and community orientation workshops.

- **Decrease the security risks to programme staff and beneficiaries**
  Before each payment, the responsible agency's office should undertake a situational and stakeholder analysis, including clan identities, political connections, and relative power of stakeholders. Such an analysis may aid an agency's decision-making on whether payments may pose a security risk to WASH actors and recipients that can prevent or disrupt monitoring processes.

- **Increase the accountability to recipients and donors**
  Provide the correct information to recipients on how much they should get before and during payment. This is an important approach to increase beneficiary transparency while simultaneously lowering the risk of fraud. Moreover, the findings of PDM should be communicated to the recipients and allow them to provide feedback. Donors should also be given regular updates on PDM outcomes and access to all relevant data.

C. Summary

- Post-Distribution Monitoring (PDM) is a system that seeks to gather and analyse project data systematically. It offers management teams data that they can use to evaluate the efficiency of the project's different inputs and the project's performance in terms of reaching the specified objectives.
- PDM is useful for strengthening accountability, improving the programme, optimising cash payment methods, and identifying and preventing protection risks.
- When collecting data for PDM, consider the location and time frame, sampling selection, data collection tools, the profile of data collectors, and data entry and analysis processes.
- In using PDM, ensure the integrity of results, that security risks are decreased, and that it increases accountability to recipients and donors.

2.4 Develop feedback mechanisms

A. Introduction

Feedback is information about reactions or perceptions about a programme used as a basis for improvement. An effective feedback mechanism allows programmes teams to receive information about the efficacy of interventions and offers affected populations the opportunity to raise concerns and report mistreatment. A feedback loop must be present in WASH programmes to analyse monitoring data, share information with communities, and discuss adjustments to the programme.

B. Effective feedback mechanisms

The UNCHCR identified 10 steps programme teams could take to gain high-quality feedback.

1. **Define the challenge: Consult with communities and WASH actors to work out what barriers are preventing feedback and responses**
   It is critical to understand what obstacles exist in the feedback loop. Obtaining and responding to feedback should be a regular activity in any WASH programme. While this mechanism may allow solving specific problems, the organisation must know that it operates in a more extensive system. Therefore, relevant information must be presented to inter-agency coordination sessions for consideration.

2. **Do not duplicate efforts: Build on existing staff capacities and work with established services to ensure sustainability**
   WASH actors must adapt the feedback mechanism based on the staff and local capacity. Dedicated staff should regularly visit the site to improve outreach and information sharing. Language barriers must be considered—engage staff who can speak the local language and/or those capable of mobilising locals. Provide the affected community with a place to receive information or expect responses, such as customer service helpdesks.

3. **Use the community's preferred communication channels: Engage with them through channels they like and trust**
   Community engagement needs to be delivered through preferred and trusted communication channels. It is challenging to persuade people to adopt a new communication behaviour. The main objective is to use a mechanism to enhance the engagement's efficacy. For example, while

people use phones or Facebook to contact family members—volunteers, partners, and WASH staff can build trust and provide information through face-to-face talks.

4. **Coordinate with partners: Have clear commitment and agreement on roles and responsibilities, both internally and inter-agency**
   The lack of clarity about roles and responsibilities can disrupt work. Feedback mechanisms should be designed with collaboration in mind. It should be flexible enough to handle multiple sources of input. But it should also be structured enough so that outputs are well defined, consistent, and traceable.

5. **Focus on what you need to know to make improvements: Collect structured data that enables you to make decisions and take action at the right time**
   WASH actors need to ask the right questions they seek answers to and design data collection tools to ensure that actionable information and the necessary corrective action follows. For example, suppose the objective is to understand how marginalized groups use WASH facilities. In that case, the tools, the questions, how data is gathered, and the respondents should be calibrated and targeted to the intended audience. If the target is people with disabilities, WASH staff needs to go places because PWDs have limited mobility. Gender should be recorded to develop further analysis.

6. **Prepare for sensitive issues: Ensure you have a safe channel for confidential reporting**
   The programme team must be ready to respond to sensitive issues like sexual and gender-based violence and other significant safety concerns. It is recommended that male and female staff assist because some cultural or societal conventions may prevent some community members from divulging information to the opposite sex. Assistants should also regularly solicit feedback and encourage community members to raise their issues. The feedback system should provide a private and secure setting for reporting.

7. **Test and refine: Speak to the users and adapt feedback mechanisms to suit their needs and preferences**
   It is important to test feedback mechanisms and refine them according to comments and suggestions. This should be actively but carefully done. For example, a specialist might engage children, mainly when involved in sensitive issues.

8. **Enable changes: Adapt the feedback mechanism based on the changing dynamics of the response. Go back to the drawing board if necessary.**
   Context may change quickly and significantly in an emergency. Feedback mechanisms must adapt to these changes to remain relevant.

9. **Make data digestible: Visualise your data, show trends and find the correct forum(s) for sharing it**
   Lack of accessibility to the data can slow down decision-making and reduce chances of operational adjustments or corrections. To support data management and visualisation, a culture of regular transparent reporting should present progress, highlight critical issues, feedback from the field, and recommend actions.

10. **Demonstrate that you have listened: proactively explain the changes you have made and why certain actions sometimes cannot be taken.**
    Building and maintaining the trust of community members require regular dialogue and constant demonstration of the relevance of programmes. One of the most impactful ways to do this is to clarify what feedback is being responded to and show that action is being taken. Any actions that are not appropriate or feasible should be explained to community members.

C. Summary

The ten steps to keep in mind when designing and implementing feedback mechanisms are:

- Define the challenge
- Do not duplicate efforts
- Use the community's preferred communication channels
- Coordinate
- Focus on what you need to know to make improvements
- Prepare for sensitive issues
- Test and refine
- Enable changes
- Make data digestible
- Demonstrate that you have listened

2.5 Contribute to WASH learning review based on experience in the field

A. Introduction

While each emergency is unique, there are good practices that are applicable to WASH regardless of the context. These are usually related to principles of robust design, inclusive community engagement, and more. It is essential to learn from experience and adapt the lessons to ongoing programmes.

B. WASH learning review

The policies, processes, resources, behaviours, infrastructure, and institutions required for delivering inclusive, long-term WASH come together to form a WASH system. People, communities, civil society, and informal and formal organizations play essential roles in this system's transformation. Strengthening the WASH system means understanding that WASH is supplied and utilized in complicated contexts with many component elements that must be understood and reinforced to improve. Hannah Crichton-Smith and Vincent Casey in 2019 outlines some important thoughts to consider:

1. **Identify the entry point and the level of change**
   Despite the interconnectedness of WASH system components, it's vital to pinpoint the most crucial component that will most likely result in system-wide adjustments. In Kampala, for example, focusing our efforts on improving accountability has improved community ownership and empowerment and leadership and government accountability systems.

2. **Understand the individual, collective motives and incentives for systems change**
   Local government and utility personnel in Ethiopia, for example, said that increased communication with the WASH service users gave them a better knowledge of the issues the community faces. Understanding the challenges of community members and how services help improve the lives of community members raised the desire of local government and utility personnel to fulfil their duties and responsibilities in improving WASH.

3. **Collective action takes time and requires consistent and coordinated action**
   A team recently assisted in establishing a nationwide WASH Monitoring Information System headed by the government (MIS) in Cambodia. It

took two years since the first meeting of the group in 2017. What made it successful is the commitment of partners (NGOs, development partners, and particularly the Department of Rural Health Care) to consistent and coordinated action.

4. **Sustaining change in a system requires a culture of reflection and learning**
   External factors such as government willingness and commitment to collaborate and function are critical to system reform. Efforts to continuously convince decision-makers, particularly political leaders, about the need for systems strengthening as a driver for enhancing service delivery and sustainability are essential but challenging. The political contexts in several places are ambiguous and volatile (e.g., frequent or sudden changes in leadership)

C. Summary

- The policies, processes, resources, behaviours, infrastructure, and institutions required for delivering inclusive, long-term WASH come together to form a WASH system.
- People, communities, civil society, and informal and formal organizations play essential roles in this system's transformation.
- Strengthening the WASH system means understanding that WASH is supplied and utilized in complicated contexts with many component elements that must be understood and reinforced to improve.

4.3 Element 3. Supervise field teams

3.1 Assign tasks to field staff, partner's staff, and community volunteers

A. Introduction

Promoters and engineers will be working together with other WASH team members in the field. Even though their activities differ, their objectives and output are mutually dependent and reinforcing. Therefore, they need to coordinate when assigning tasks to other WASH team members.

B. Assigning tasks to field staff, partner's staff, and community volunteers

The joint responsibilities for promoters and engineers according to the Oxfam Handbook are:

- Consult with the community about the design and placement of WASH facilities and other activities;
- Organise collective efforts by mobilizing impacted communities;
- Ensure cross-cutting problems like gender, protection, and HIV/AIDS are addressed;
- Identify advocacy concerns specific to the context that the program's advocacy strategy will focus on;
- Make people and communities aware that they have the right (and responsibility) to provide input (and feedback);
- Ascertain that sufficient monitoring and reporting procedures are in place to track and inform program implementation;
- Organize and assist project personnel and partners' capacity building and training;
- To advise on project activities and keep track of health statistics.

WASH promoters collaborating with WASH engineers should:

- Find out what women and men, girls and boys affected by emergencies think about water, sanitation and hygiene;
- Involve stakeholders in designing solutions to identified public health risks;
- Increase community knowledge of WASH-related health risks by providing relevant information on preventive actions to mitigate WASH risks, and spread the information using innovative and effective communication techniques;
- Mobilise and train women and men from the impacted areas to function as mobilisers and health/hygiene promotors in their communities;
- Assist engineers in designing culturally appropriate facilities and ensuring their efficient usage and maintenance; and
- Collect community-based health data

C. Tasks and management skills required

Promoters and engineers need to understand the management skills required of field staff, partner's staff, and community volunteers of WASH programmes. This will enable them to assign the right tasks to the right people with the relevant knowledge and skills. The table below offers a guide.

Table 5: Management areas

Management area	Description
Human resources	• Analyse resource requirements, needs and staffing structure • Recruit and manage WASH teams • Coordinate and monitor the work of community members (e.g., water committees)
Finance	• Manage the consolidation of WASH programme budgets • Develop programme budget based on needs assessment s • Monitor and report overall programme budget expenditure • Manage local disbursement of funds for community incentive/cash for work initiatives
Funding	• Fundraising and liaising with donors • Writing and distributing funding proposals • Writing interim and final donor reports
Logistics	• Working with logisticians to manage procurement and distribution • Coordinating with key stakeholders on stock piling • Implementing PDM according to the agreed sampling frame • Working with community stakeholders to plan and implement NFI distribution
Partnership and capacity building	• Managing partner contracts/relations • Leading partner capacity building training in WASH • Managing and overseeing partnership agreements • Work coherently with partners (civil society groups, community-based organisations, etc.)
Accountability and humanitarian standards	• Supporting partners to develop and implement accountability mechanisms (e.g., feedback system) • Raising awareness and building capacity of partners

- Facilitating community discussion and coordinating response to feedback
- Explaining humanitarian standards to community and community-level authorities

Source: Oxfam (2012)

D. Summary

- Promoters and engineers will be working together with other WASH team members in the field. Even though their activities differ, their objectives and output are mutually dependent and reinforcing.
- There management skills required of WASH programme team members include those relating to human resources, finance, funding, logistics, partnership and capacity building, accountability and humanitarian standards

3.2 Effectively communicate the programme designs, strategies, and plans, including technical documents, to field staff, partner's staff and community volunteers

A. Introduction

Communication is referred to as the interchange of information and ideas, whether written or spoken. Communication is a crucial skill for shaping encounters and hence creating connections. A significant aspect of team performance boils down to how well directions, guidance, and other messages are adequately communicated to reach their intended audience. The presentation of the message and the medium for sharing it are essential factors to consider.

B. Principles of effective communication

WHO lays down a framework for effective communication. The six principles for effective communication are:

- Accessible;
- Actionable;

- Credible/Trusted;
- Relevant;
- Timely; and
- Understandable.

WHO recommends that programme teams ensure that these principles are reflected in the full range of materials and activities it uses to communicate, such as social media messages, web-based fact sheets, feature stories, commentaries, infographics, Q&As, intranet content for WHO staff, press conferences, news releases, media advisories, videos, visibility and outreach activities, and so on.

Barriers to effective communication

Several communication barriers may arise at any point during the communication process. The cost of confusion and misunderstanding, especially in an emergency, is very high. It can result in inefficiencies (e.g., poor coordination, inappropriate actions) and, worst, unnecessary conflict. Overcoming these barriers and presenting accurate, concise and precise messages are part of effective communication. The following are some of the most common causes of communication barriers:

- The use of jargon - over-complicated, unfamiliar, and/or too technical words;
- Emotional barriers and taboos. Other people may struggle to communicate their emotions, and some topics may be entirely taboo or off-limits;
- Inattention, boredom, diversions, or insignificance experienced by the receiver;
- Perception and point of view differences;
- The difficulty of interpreting new accents due to differences in language;
- Prejudices and expectations that can lead to incorrect assumptions or stereotyping;
- People frequently hear what they expect to hear rather than what is being said and draw incorrect conclusions as a result.
- Differences in culture. Different cultures have diverse social interaction standards and different ways of expressing emotions. The idea of personal space, for example, differs among cultures and social contexts.

A good communicator must be aware of these barriers and minimize their influence by checking for understanding and providing appropriate and regular feedback.

C. Effective communication

The content of messages is also another essential factor in effective communication. It must be sound and logical. WASH programme staff also need various communication skills to design and implement WASH efforts. The technical skills that the promoters often need are:

- Be able to communicate well in the local language, both oral and written
- Collect, record, and validate basic needs assessment data from communities
- Organise the development of plans and coordinate a community action plan
- Presenting data that is accurate, concise, and clear way.

D. Summary

- Communication is referred to as the interchange of information and ideas, whether written or spoken. Communication is a crucial skill for shaping encounters and hence creating connections.
- A large aspect of team performance boils down to how well directions, guidance, and other messages are properly communicated to reach their intended audience. The presentation of the message and the medium for sharing it are essential factors to consider.
- The principles of effective communication are accessible, actionable, credible/trusted, relevant, timely and understandable.
- Several communication barriers may arise at any point during the communication process. Overcoming these barriers and presenting accurate, concise and precise messages are part of effective communication.

3.3 Develop a work plan

A. Introduction

Developing a detailed work plan is the first step in ensuring WASH activities are conducted according to accepted standards. A detailed work plan will help the programme team meet key indicators on time. Therefore, WASH programme promoters and engineers need to have the knowledge and skills to develop work plans.

B. Work plan development

The act of defining what a team seeks to accomplish in a particular work cycle is known as work planning (i.e., annual or biennial budget calendar). Work plans should be created under the direction of a strategic plan. They should include operational specifics that show what services will be provided and at what quality level in a given timeframe.

Good practice for managing work plans

Promoters and engineers must establish effective work plans for their existing programs and when constructing new ones. The promoters will use work plans to convey objectives and strategies to programme staff and create individual work agendas. The list below offers some practical approaches based on good practices worldwide:

- **Element 1: Define work plan objectives**
  The team's desired objectives should be outlined in a work plan, in this case, the WASH objectives. Objectives that relate to a future period should be left out. The WASH work plan should state clearly which areas of concentration are the most essential for the upcoming budget year or financial cycle. Ensure the objectives meet these SMART requirements:
  - **S**pecific – target a specific area or thing to change
  - **M**easurable – quantify or at least suggest an indicator of change or progress
  - **A**chievable – specify reachable goals
  - **R**ealistic – state what results can realistically be achieved, given available resources
  - **T**ime-related – specify when the result(s) are expected to be achieved

- **Element 2: Describe and communicate core services**
  Define the service area's core services for each service. The WASH work plan should clearly describe the core services that the organisation provides to the affected community and what will be delivered within those core services for the next phase of emergency response. This information could be obtained from the WASH needs assessment—to see what WASH intervention is the most prioritised in each location.

- **Element 3: Align with strategic and internal initiatives**
  In developing a WASH detailed work plan, there may be initiatives that reflect specific efforts to improve the organisation's internal operations. These initiatives may originate from a higher-level strategy plan (e.g.,

from the manager or coordinator) and include every division, section, unit, and team.

- **Element 4: Identify work plan risks**
  Risk management is the process of identifying and mitigating risks associated with implementing the WASH work plan and its intended outcomes. Risk management in WASH projects can be developed with four steps: identification, prioritisation, mitigation, and monitoring. There are two general kinds of work risks considered in work plans:
  1) Possible/known risks from the external operating environment
  2) Possible/known risks in the internal operating environment

- **Element 5: Manage by the work plan**
  Work plans are also management tools. A well-developed work plan and a thorough operational review process will help direct the organisation's efforts and establish individual accountability. Using the work plan, promoters and engineers could:
  - Establish a schedule for operational review sessions.
  - Determine how the operational review sessions will be structured.
  - Before each operational review meeting, appropriately prepare and deliver the necessary information, current and complete.

Detailed work plan

The primary purpose of a detailed work plan is to:

- Ensure that all project activities, including technical, financial, and social (marketing) aspects, are included;
- Accomplish efficiency and effectiveness in operations; and
- Ascertain that all members of the project task team and other stakeholders are aware of their responsibilities and the activities in which other members and stakeholders are participating.

Plans can be complex depending on the scope of work. It can be helpful to divide up the work plan into several categories during its development. The categories are listed below:

- Design and planning activities;
- Information and training activities;
- Market research (demand assessment) activities;
- Data collection activities;
- Social marketing, such as awareness-building activities, mobilisation activities, and social marketing activities;
- Technical activities;
- Preparation of disbursement requests;
- Reporting activities; and

- Monitoring activities.

The Water Sector Trust Fund/UBSUP Team developed an excellent example of a work plan.

Work plan template

UNDP provides a template that WASH programme team members can use. The table below shows the main sections of the template.

Table 6: Work plan template

NGO name:	
Contact person/position:	
Email/Mobile Phone:	
Project title:	
Location:	
Start date/end date:	
Duration:	
Total funding/ Available budget:	
Partner(s) funding (if available):	
Total funding: *Total requested funds and other contributions to this project (list any other funding contributing to the project)*	
Background *Describe the background for this proposal identify the area of need that the project will seek to address.*	

Objective and justification
Describe the objectives of this intervention, the groups intended as contributors and beneficiaries, and the reasons for taking this approach.

Outputs, activities, and timeframe
Explain how the outputs will deliver the stated objectives and achieve the desired results, how the activities relate to the outputs, the realistic timeframes for activities, and the responsible capacity for delivering the project.

Risk management
Details of any severe risks to the project's success and how these will be mitigated, consider at which stage the risk should be reported to the organisation.

Measurement and monitoring provisions
Give detailed information about how progress will be monitored and measured with references to baselines, indicators and targets of the WASH work plan

Partnership and upscaling *Give detailed information about any plans for cost-sharing and the potential for future upscaling of the initiative or knowledge outputs.*

Budget					
Item	**Unit**	**Cost per unit**	**Number of participants**	**Price**	**Total**
Total					

C. Summary

- Developing a detailed work plan is the first step in ensuring WASH activities are conducted according to accepted standards.
- A detailed work plan will help the programme team stay on track to meet critical indicators on time
- Good practice for managing work plans:
  - Element 1: Define work plan objectives
  - Element 2: Describe and communicate core services
  - Element 3: Align with strategic and internal initiatives
  - Element 4: Identify work plan risks

- Element 5: Manage by the work plan

3.4 Monitor and evaluate performance against the target objectives and deliverables

A. Introduction

Monitoring is a continuous process of gathering and analysing data to see how successfully a project, program, or policy is being carried out compared to the intended outcomes. Monitoring attempts to provide managers and key stakeholders with frequent feedback and early progress indicators (or lack thereof) toward achieving the desired outcomes. It entails gathering and analysing data on implementation methods, tactics, and outcomes and proposing corrective actions.

Evaluation is a systematic and objective assessment of an ongoing or completed project, programme, or policy and its design, execution, and outcomes. The relevance and achievement of objectives and their efficiency, effectiveness, impact, and long-term viability can be determined through evaluation. An evaluation enables recipients and donors to incorporate lessons learned into their decision-making processes.

B. Monitor performance against target objectives deliverables

Process monitoring and result monitoring

There are two kinds of monitoring in WASH programmes: process monitoring and result monitoring. The differences between them are shown in the table below.

Table 7: Differences between process monitoring and result monitoring

Process monitoring	Result monitoring
Definition: offers data on the allocation of resources, the progress of operations, and how they are carried out	Definition: offers information on how well a program is doing in accomplishing its goals and its influence on the intended outcomes.

A description of the problem or a scenario before the assistance	Baseline data to characterise the problem or condition before the intervention
Activity benchmarks and quick outcomes	Indicators for outcomes
Data recorded for any inputs, actions, and immediate outcomes	Data about outputs, including how and whether they contribute to the outcome achievements
Reporting on the provision of inputs and the creation of products systematically.	Systematic reporting that includes additional qualitative and quantitative data on progress toward outcomes
A direct relationship to a single intervention of a series of intervention	Done with the help of key partners.
Information on administrative, implementation and management concerns is provided.	Captures data on development effectiveness success or failure on a larger scale.

Source: IRFC (2007)

Conduct monitoring process

A monitoring and evaluation plan is customizable for documenting project/program activities, responding to monitoring and evaluation inquiries, and tracking progress toward goals and objectives. The practical steps in doing monitoring include:

1) Choosing important indicators and agreeing on them.
2) Deciding how the data needed for each indicator will be gathered, analysed, and distributed or used (tools and techniques).
3) Establishing a monitoring and assessment schedule, as well as a budget. (Note: There is no need to create a separate budget for monitoring and evaluation; instead, make sure that monitoring and evaluation activities are included in the preliminary budget). It is recommended that program managers set aside at least 5% of their budget for monitoring and evaluation activities.
4) Assigning clear monitoring and assessment roles and duties.
5) Planning to analyse data and apply the results. Breaking them down by gender (who will analyse data, when, how, and to whom).
6) Making a baseline survey of these indicators to compare later.

C. Evaluate performance against target objectives and deliverables

Types of evaluation

It is important to distinguish the difference between an evaluation and a review. An evaluation focuses on whether the project's or program's goals were met and whether the project or program impacted. A review is conducted regularly to see if the achievement of an objective contributes to the achievement of the next objective and whether any adjustments to project/program plans are required. Regular reviews can be included in the monitoring process. The four general types of evaluation are shown below.

Table 8: Four types of evaluation

Type	Purpose	Evaluation question
Pre-implementation assessment *Done before implementation*	To guarantee that failure is not built into the implementation process from the start	• Are the goals well defined so they may be expressed in quantifiable terms? • Is there a well-thought-out and credible implementation strategy that demonstrates how implementation will be carried out? • Is there any match between the rationale for resource deployment and the necessity to achieve the desired outcomes?
Process implementation evaluation *Done during implementation*	To determine whether or not the implementation is on track	• What was implemented and what was not? • What's the difference between what was expected to happen and what happened? • Costs, time needs, personnel capabilities, financial resources, facilities, and political support: How suitable and near to plan were they? • What were the expected outcomes or outcomes of the implementation?
Impact evaluation *Done at the end of the project/programme*	To determine the impact of the intervention as well as what could have occurred as a result of other events or circumstances	• Were inputs used in the most efficient way possible to obtain the desired results? (*efficiency)* • Has the goal, objectives, and outcomes have been met? Why or why not? (*effectiveness)* • To what degree has the project/program contributed to the organization's long-term objectives? Why and why not? (*repercussions)* • What unexpected good or adverse outcomes did the project/program produce? • Was the project/program appropriate to the circumstances? (relevance) • Is there any follow-up once the project/program is completed? (*sustainability*)

Meta-evaluation	To compile data from a set of comparable evaluations	• What are the general patterns and trends? • Are we confident with our decision after reflecting on the experience?

Source: IRFC (2007)

Conduct evaluation process

The evaluation process can be conducted through these steps:

1) **Planning the evaluation**
   Planning an evaluation includes identifying the relevant stakeholders, establishing a dedicated team, formulating the evaluation questions, developing an appropriate Term of Reference (ToR), determining the budget, and determining the people responsible for the evaluation.

2) **Conducting evaluation**
   Conducting an evaluation includes developing and testing the data collection tools, obtaining the data, preparing for data analysis, analysing data, formulating the findings, and segregating data by sex, gender and other relevant measures for further analysis.

3) **Reporting an evaluation**
   Reporting an evaluation refers to identifying significant findings, such as what works and what does not, practical, actionable recommendations, evidence to support the findings, and logical relationships between recommendations, conclusions, and findings.

4) **Utilising the evaluation findings**
   Utilising the evaluation findings includes agreeing on the leading suggestions for implementation with stakeholders and deciding on the people responsible for following up on the agreed-upon recommendations and the timeline for doing so.

D. Participatory monitoring and evaluation

Participatory Monitoring and Evaluation (PM&E) is a process in which stakeholders from various levels collaborate to monitor or evaluate a project, program, or policy; share control over the content, process, and outcomes of the monitoring and evaluation activity; and take or identify corrective actions.

Table 9: Differences between traditional evaluation and participatory evaluation

Traditional evaluation	Participatory evaluation
Why: As a form of accountability: summaries of the project/programme to decide if funding will be continued	**Why:** People in the community should be able to initiate, control, and take remedial action
Who: External experts	**Who:** Community members, project/programme, staff, facilitator
What: Predetermined success metrics, mostly cost and output evaluates project/programme effect	**What:** The indicator of success is based on the people
How: Focus on scientific objectivity, with assessors kept separate from other participants, consistent, sophisticated, procedures, delayed and limited access to results	**How:** Self-assessment, simple procedures that are suited to the local environment, open, quick sharing of data as a consequence of local participation in the evaluation process
When: Midterm and completion, sometimes ex-post (after the project/programme)	**When:** Frequent small evaluations

Source: IRFC (2007)

E. Summary

- Monitoring is a continuous process of gathering and analysing data to see how successfully a project, program, or policy is being carried out compared to the intended outcomes. Monitoring attempts to provide managers and key stakeholders with frequent feedback and early progress indicators (or lack thereof) toward achieving the desired outcomes.
- Evaluation is a systematic and objective assessment of an ongoing or completed project, programme, or policy and its design, execution, and outcomes. The relevance and achievement of objectives and their efficiency, effectiveness, impact, and long-term viability can be determined through evaluation.
- It is important to distinguish the difference between an evaluation and a review. An evaluation focuses on whether the project's or program's goals were met and whether the project or program impacted. A review is conducted regularly to see if the achievement of an objective

contributes to the achievement of the next objective and whether any adjustments to project/program plans are required. The four general types of evaluation are shown below.

Self-assessment Checklist

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ADM.TEC.030.1

Learner's Guide

Self-assessment Checklist

Please use the checklist below to help you determine whether you are prepared to be assessed in this unit of competency. The boxes without tick mark indicate that there may be some areas you need to work on to become ready for assessment.

Instructions Please tick (✓) the box if your answer is yes	Questions
☐	Have I read the Learner Guide and understood its contents?
☐	Have I attended, participated in, and completed all training sessions and activities?
☐	Have I reviewed the learning resources to reinforce what I've learned in training?
☐	Am I able to demonstrate my understanding of each element and performance criteria of this unit of competency by writing a summary in my own words?
☐	Am I able to communicate how my experience, knowledge, skills-sets, and attitudes make me qualified and competent enough to perform the job related to this unit of competency?

Oral Interview and Written Test Guide

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ADM.TEC.030.1

Learner's Guide

Oral interview and written test guide

This section guides candidates on how to communicate, demonstrate, or present evidence, responses, and their work in a professional manner. There are three primary ways the candidates will be assessed: through observation, oral interview, and written test. But the final assessment methods and tools will be determined by the assessor depending on several factors like the local context, professional needs, and the like.

On observations

Assessors will observe the candidate over a period of time to collect evidence of their capability to meet the required standards and performance criteria. Assessors may attend selected learning sessions, if any, to witness how candidates complete their activities and participate in exercises. In doing so, assessors can get a sense of the candidate's key strengths and areas for improvement concerning the unit of competency. It will benefit candidates to ensure their work is always complete and presentable.

On oral interview

Assessors will conduct oral interviews to confirm and evaluate the candidate's experience, knowledge, skills, and attitudes regarding the unit of competency under assessment.

Please review the Unit Readings and complete the Self-Assessment Checklist in this document. It may include verification questions about what you learned from the training content and material. It may also include competency questions about your knowledge and skills. Assessors may ask you what knowledge or skill you will use or apply to address a specific occupational issue or problem. Candidates need to think about how they will carry out their critical job functions in a defined work setting.

Finally, the interview may also include behavioural questions that focus on attitudes. Assessors may ask for examples of what you will do when a particular situation happens or when circumstances change. Candidates will need to support their answers with reflections on their own or other's experiences and the lessons learned from those.

On written tests

Assessors will also present a written test to candidates to confirm whether candidates learned and understood the training content and material concerning the unit of competency under assessment.

Accuracy, brevity, and clarity are the ABCs of good writing. The first thing candidates are suggested to do is answer the questions as accurately as possible. It helps structure your response and sharpen your main points in an outline before writing them down. Candidates are advised to use short and simple sentences and paragraphs. The key messages and transitions between your sentences and paragraphs must be clear. Your answers need to be easy to read and understand. It includes removing and leaving out irrelevant material. Candidates are also expected to write coherently and logically so that readers can follow their thought.

Proofread and correct errors in your work before submitting it. How you format your work also matters. If you are using a computer, please check whether your indentions, margins, spacing, listings (bullets, numerical sequencing), and page numbers are in order.

Recommended Readings

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Recommended Readings

Bete, Geroge. (2013). *Post Distribution Monitoring: Guidelines to Monitor Processes, Outputs, and Outcomes.* ERM II. Accessible here.

OXFAM. (n.d.). *Guidelines for Public Health Promotion in Emergencies*. Accessible here.

OXFAM. (1999). *Managing Water Supply and Sanitation in Emergencies*. London. Accessible here.

Water Aid. (2019). *A Guide to Support Planning, Monitoring, Evaluation and Learning*. Accessible here.

Learning Resources

Oxfam. (n.d.). *"Oxfam WASH Teams | Oxfam WASH Resources."* Accessible here

SSWM. (n.d.). "*WASH Needs Assessment | SSWM*". Accessible here

UNHCR. (n.d.). "*WASH Needs Assessment - UNHCR|Emergency Handbook*.". Accessible here

Training Evaluation Sheet

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Training evaluation sheet

Name of Training			
Competency unit title and number	**ADM.TEC.030.1** Monitor an Ongoing WASH Program		
Location of training		**Date of training**	

Instructions Please tick (✔) your level of agreement with the statements below	**Strongly Agree**	**Agree**	**Neither Agree or Disagree**	**Disagree**	**Strongly Disagree**
Training content and facility					
The training objectives were clearly defined and met.	☐	☐	☐	☐	☐
The training content was organized and easy to follow.	☐	☐	☐	☐	☐
The training material was relevant and useful to me.	☐	☐	☐	☐	☐
The training facility is adequate and comfortable.	☐	☐	☐	☐	☐

Training delivery and activities

The trainers/presenters were knowledgeable and well prepared.	☐	☐	☐	☐	☐
The trainers/presenters were engaging and helpful.	☐	☐	☐	☐	☐
The length of the training was sufficient for learning.	☐	☐	☐	☐	☐
The pace of the training was appropriate to the content and attendees.	☐	☐	☐	☐	☐
The activities and exercises encouraged participation and interaction.	☐	☐	☐	☐	☐

What did you like most about this training?

What parts of the training could be improved?

Other comments and feedback:

Thank you for completing this training evaluation form.
Your response is appreciated.

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ASEAN Standards and Certification for Experts in Disaster Management

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