

**TRAINER'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

Trainer's Guide



ONE ASEAN
ONE RESPONSE



Project Sponsors:



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

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

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The ASCEND Programme and
Toolbox Development:

Overview



ASCEND

1.1

The ASCEND Programme

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

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

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

1.2

The objectives of ASCEND

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



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

1.3

Advantages and benefits of an ASCEND certification

For ASEAN

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

For AHA Centre

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

For disaster management professionals

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

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



1.4

The ASCEND Toolbox

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

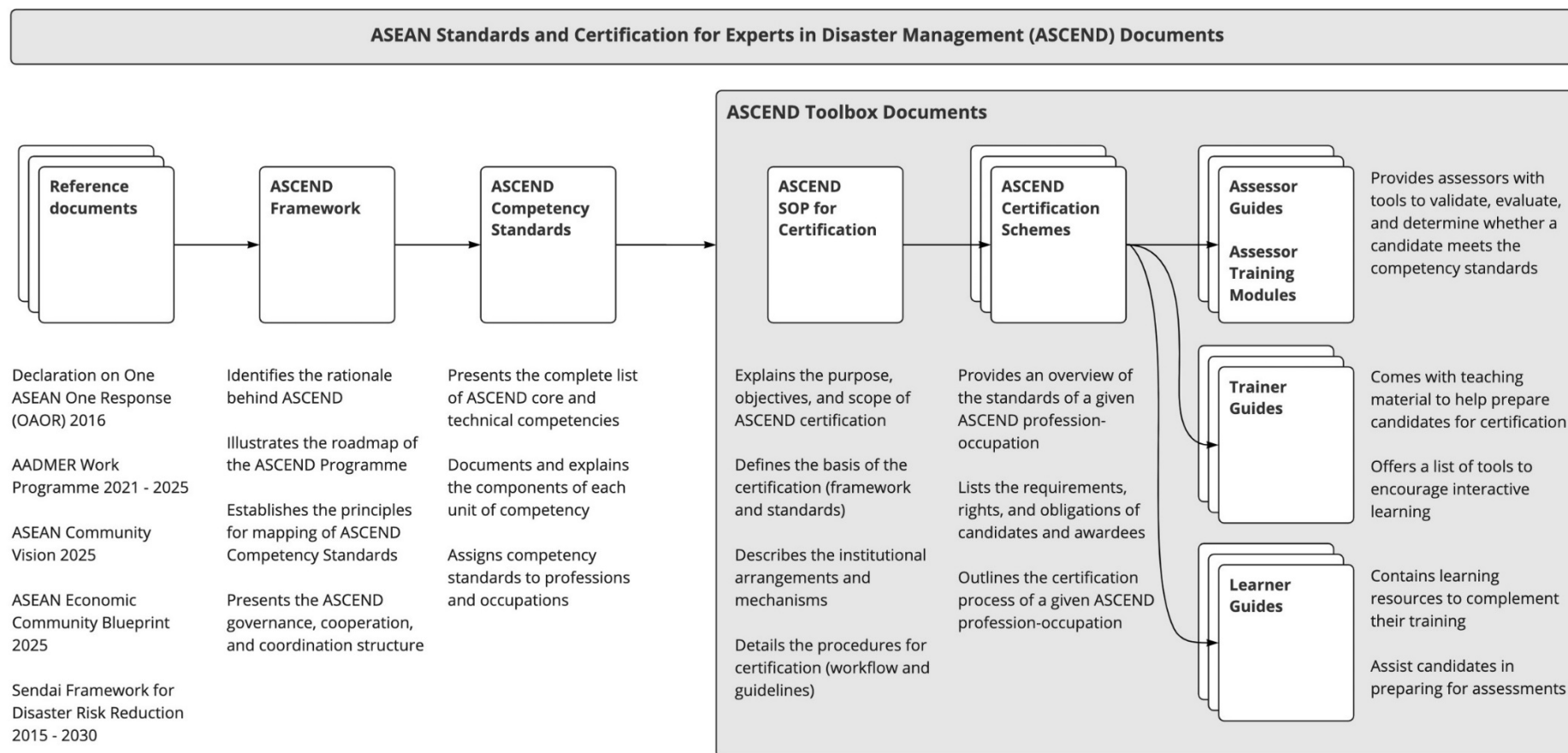
Another requirement is the development of an ASCEND Toolbox for five professions. These professions are Rapid Assessment, Humanitarian Logistics, Information Management, Water, Sanitation and Hygiene (WASH), and Shelter Management. The ASCEND Toolbox consists of an SOP, Certification Schemes, Assessor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

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

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



Figure 1: Overview of ASCEND Toolbox Documents





Competency-based Training (CBT): Introduction for Trainers



ASCEND

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

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

Competency-based learning and assessment

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

Table 1: Competency areas and descriptions

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



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

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

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

What do trainers do?

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

The role of trainers is to:

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



Using the trainer's guide

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

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





ASCEND Competency Standards



ASCEND

3.1

Competency standards

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

3.2

ASCEND Competency Standards

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

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

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



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

Table 2: Components of the ASCEND Competency Standards

Component	Description
Unit title	Describes the critical work function to be performed in an occupation.
Unit number	<p>A coding system to organise the units of competency. It also indicates the types of competency standards.</p> <ul style="list-style-type: none"> • ADM.COR.000.0 are core competencies. These are general professional knowledge and skills related to international humanitarian principles and disaster management standards, including ASEAN mechanisms and procedures. • ADM.TEC.000.0 are technical competencies. These are specific knowledge and skills needed to perform effectively in work areas under their chosen disaster management profession and occupation.
Unit description	Provides information about the critical work function covered by the unit.
Elements	Presents the occupational tasks required to perform the critical work function in the unit.
Performance criteria	Lists the expected outcomes or results from the occupational tasks to perform and the standard required.
Unit variables	Advises on how to interpret the scope and context of this unit of competence.
Assessment guide	Outlines the evidence to gather and evaluate to determine whether the candidate is competent in the unit.
Linkages to other units	Explains the connection of the competency standard to other units of competency.



Critical aspects of assessment	Lists the types of evidence or demonstrated abilities assessors need to observe to determine the candidate's competency.
Context of assessment	Notes the settings or situations in which candidates need to demonstrate their ability during ASCEND assessments.
Resource implications	Identifies the resources needed to conduct the assessment.
Assessment methods	Describes the different assessment methods to assess the competency of candidates in the specific unit.
Key competencies	Presents the specific knowledge, skills, and attitudes related to the unit of competency that assessors need to evaluate to confirm whether the candidate for certification is qualified and competent.

3.3

Unit of Competency

Unit title : **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 AND PERFORMANCE CRITERIA

UNIT VARIABLE AND ASSESSMENT GUIDE

Element 1.

Lead the implementation of WASH programme at the field level

- 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

Unit Variables

This unit provides advice to interpret the scope and context of this unit of competence. It relates to the unit as a whole and facilitates holistic assessment.

This unit applies to leading and managing a project dealing with a wide range of issues related to public health and may include:

Appropriate assessment type includes:

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

Collaborate with other sectors may include:

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



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

- 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

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

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

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

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

Element 3.
Supervise field teams

- 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

Post distribution monitoring are means by which an agency can establish whether the beneficiaries of the project received their entitled assistance. It is conducted of a location and time-specific after a distribution intervention has taken place.

Feedback mechanism is a system and process that provides the recipients (or intended recipients) of aid the opportunity to comment, make suggestions, express gratitude, or criticise the products, services, or targeting of an aid project of which they may be recipients.

According to Sphere (2011), key WASH indicators on WASH programme design and implementation are:

- All groups within the affected population have safe and equitable access to WASH resources and facilities, use the facilities and take action to reduce the public health risks
- All WASH staff communicate clearly and respectfully with those affected and share project information openly with them, including knowing how to answer



questions from community members about the project

- There is a system in place for the management and maintenance of facilities as appropriate, and different groups contribute equitably
- All users are satisfied that the design and implementation of the WASH programme have led to increased security and restoration of dignity

A work plan outlines all the tasks involved in a project, who is responsible and their roles, and when the tasks will be completed.

Assessment Guide

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

- Ability to identify phases of response (Preparedness, Response & Recovery)
- Ability to apply logistics planning & response mechanism
- Ability to identify the humanitarian actors and what they do
- Ability to identify the challenge in coordination
- Ability to collect and analyse the relevant data
- Ability to direct emergency logistics rapid assessment
- Ability to develop concept of operation and logistics action plan

Linkages to other Units

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

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to work with people from other sectors and clusters
- Demonstrated ability to collect, record, and interpret monitoring data
- Demonstrated ability to implement post-distribution monitoring mechanism



- Demonstrated ability to set up appropriate feedback mechanism according to situation, context, and location
- Demonstrated ability to provide direction for field staff, partner's staff, and community volunteers.

Context of Assessment

This unit may be assessed on/off the job

- Assessment should include practical demonstration of working effectively with colleagues and assesses either in the workplace or through a simulation activity, supported by various methods to assess underpinning knowledge.
- Assessment must relate to the individual's work area or area of responsibility.

Resource Implications

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

Assessment Methods

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

- Case studies
- Observing of practical performance by participant
- Oral and written questions
- Portfolio evidence
- Problem-solving
- Roleplays
- Third-party reports completed by a supervisor
- Project and assignment work



Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed

Level 1 = competence to undertake tasks effectively

Level 2 = competence to manage tasks

Level 3 = competence to use concepts for evaluating

Key Competencies	Level	Examples
Collecting, organising, and analysing information	2	Monitoring WASH programme
Communicating ideas and information	2	Collecting information
Planning and organising activities	2	Implementing monitoring activities
Working with others and in teams	1	Working together with other sectors
Using mathematical ideas and techniques	0	n/a
Solving problems	2	Identifying issues during monitoring process
Using technology	0	n/a





Preparing for Training Sessions:

Equipment, Material, and Tools



ONE ASEAN
ONE RESPONSE

ASCEND

4.1

Onsite training

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

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



4.2

Online training

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

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

The list below recommends apps and tools that trainers may find helpful when planning and delivering the training. Trainers need to register and create their accounts before using the apps and tools.

Apps and tools	Description
Zoom	Zoom is a software program that provides a multi-user platform for video and audio conferencing. It has built-in collaboration and presenter tools



useful in planning and delivering online training sessions like calendar integration, group chat, screen sharing, breakout rooms, and whiteboard functions.

<https://zoom.us/>

For collaboration, group exercises, lectures, and demonstrations.

Lucidspark

Lucidspark is a virtual whiteboard where training attendees can come together to create, develop, and present their ideas. It can be used for brainstorming, group presentations, and organising notes.

<https://lucidspark.com/>

Ziteboard

Ziteboard is a collaboration software ideal for discussing topics visually and online real-time tutoring. It works seamlessly on different devices (laptops, tablets, and mobile devices) and web browsers (Apple Safari and Google Chrome).

<https://ziteboard.com/>

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

Kahoot

Kahoot is a game-based learning platform that allows users to generate multiple-choice quizzes for distance education. Users can create a learning game on any topic in any language, and they can host a live game and share it with users.

<https://kahoot.com/>

Quiz It! Live

Quiz It! Live is an app similar to Kahoot that allows users to create and host live quizzes for groups. It also comes with automated timing, scoring, and marking.

<https://www.quizit.net/>

For gathering feedback, ideas, or responses

Google Forms

Google Forms is a survey administration software for collecting and organising different kinds of information. Responses are automatically gathered and neatly presented in charts, sheets, and more.

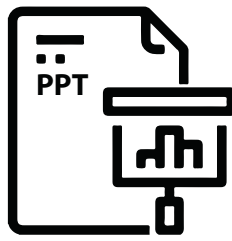
<https://www.google.com/forms/about/>

Survey Monkey

Survey Monkey is the world's most popular free online survey tool. Similar to Google Forms, users can create, send, and edit questionnaires.

<https://www.surveymonkey.com/>





PowerPoint Slides and Presenter Notes



ASCEND

5.1

Instructions for using PowerPoint presenter

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

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

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

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



5.2

PowerPoint slides and presenter notes

Image 1: Slide 1



Slide No. 1

Trainer Notes Trainer welcomes students to class.

Image 2: Slide 2


Elements of this Competency Unit

- 1** Element 1.
Lead the implementation of WASH programme at the field level
- 2** Element 2.
Monitor WASH programme implementation according to the agreed monitoring plan and strategy
- 3** Element 3.
Supervise field teams

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ASEAN Standards and Certification for Experts in Disaster Management

ADM.TEC.030.1 Trainer's Guide - 2

Slide No. 2**Trainer Notes**

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

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



Image 3: Slide 3

Element 1

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



Slide No. 3

Trainer Notes

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



Image 4: Slide 4



Carry out stand-alone or joint WASH assessments

1.1

Appropriate WASH assessment type

WASH appropriate assessment types may include:

**Rapid
assessment**

**Multi-agencies
need
assessment**

**In-depth
assessment**


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ASEAN Standards and Certification for Experts in Disaster Management

Trainer's Guide - 4

Slide No. **4**

Trainer Notes

The effectiveness of the WASH response depends on how relevant and appropriate it is to the affected community being served.

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.



Image 5: Slide 5



Carry out stand-alone or joint WASH assessments

1.1

Initial rapid WASH assessment

It should be done within the first three days at the start of an emergency to identify needs and resources

The assessment activity should be completed within one day.

The result should provide information about the estimation of the number of people affected, quantification of immediate needs, availability of local resources, and the need of external resources.

The objectives of an initial rapid WASH assessment

identify available water sources

assess ground conditions and environmental factors

assess key hygiene practices in terms of water needs and sanitation habits

identify cultural habits among the refugee population

identify specific vulnerabilities

assess national and local capacity



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ASEAN Standards and Certification for Experts in Disaster Management

Trainer's Guide - 5

Slide No. 5

Trainer Notes

The objectives of an initial rapid WASH assessment

- 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 ground water table, etc.) which may affect decisions on appropriate sanitation options.
- To assess key hygiene practices in terms of water needs and sanitation habits (secondary data, key informants)
- To identify cultural habits among the refugee population that might affect their hygiene/sanitation preferences, for example, sitting or squatting and whether they would practice anal cleansing with water or with dry material (secondary data, key informants)
- To identify specific vulnerabilities, for example disabilities and people with specific diseases to tailor WASH services accordingly (secondary data, key informants)
- To assess national and local capacity to lead or support the response (key informants, observation)



Image 6: Slide 6



Carry out stand-alone or joint WASH assessments

1.1

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

Procurement and studying of local maps, aerial photos, satellite imagery etc.

Consolidation of regional details on land use

Details of main actors and agencies working in the area

Current typical water consumption and sanitation

Logistics and supply possibilities in the area
Legal issues in the area

Costs and operations and maintenance requirements and opportunities in the area



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Trainer Notes

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

- Procurement and studying of local maps, aerial photos, satellite imagery etc. to determine topography, geological context, hydrogeological features and water sources
- Consolidation of regional details on land use (urban, industrial, agricultural, protected areas), climate, security, access roads, etc.
- Details of main 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 availability of local building material)
- Legal issues in the area as well as ownership rights etc.
- Costs and operations and maintenance requirements and opportunities in the area



Image 7: Slide 7

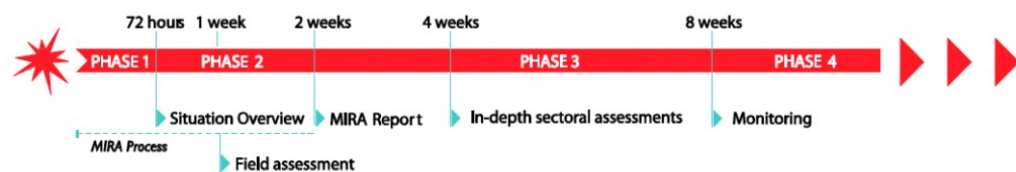


Carry out stand-alone or joint WASH assessments

1.1

Multi-cluster/sector initial rapid needs assessment

- An inter-agency needs assessment and analysis needs assessment and analysis process, from which a joint strategic plan for emergency response is developed.
- The approach generates a situational analysis during the first three days of the crisis, followed by a MIRA report issued no later than two weeks after the crisis began.



ASCEND

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Trainer Notes

The MIRA approach is particularly suitable for sudden-onset disasters. But it can be contextualised to 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.



Image 8: Slide 8

Carry out stand-alone or joint WASH assessments

1.1

In-depth WASH assessment

- 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.



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Slide No. 8**Trainer
Notes**

The initial rapid assessment is a rough estimate that will help determine the scope and type of WASH intervention



Image 9: Slide 9



Carry out stand-alone or joint WASH assessments

1.1

The in-depth evaluation should include not only the issues addressed during the initial rapid assessment but also the following:

WASH
management
arrangements

Existing WASH
legislation

Institutional
capacity



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Trainer Notes

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:

1. 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).
2. Existing WASH legislation: Once the emergency has passed, it is important to understand the existing WASH legislation and check its adherence.
3. 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 are technical advice, additional staffing, training, additional operational resources, funds, etc. Of particular interest are the most urgent support needs.



Image 10: Slide 10



Carry out stand-alone or joint WASH assessments

1.1

Key actions in WASH assessment

Conduct an initial rapid WASH assessment within the first three days

The initial rapid WASH assessment should be coordinated and supervised by an experienced WASH professional and jointly undertaken with WASH actors

Health, nutrition, shelter, site planning, and WASH are interlinked

Initial assessments should be multi-sectoral



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Trainer Notes

Some key actions when conducting WASH assessments:

- Conduct an initial rapid WASH assessment within the first three days from the onset of the emergency.
- 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

In the document you can see the essential assessments 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.



Image 11: Slide 11



Carry out stand-alone or joint WASH assessments

1.1

Significance of WASH assessment

Advantages:

- contribute to determining current levels of WASH interventions
- support stakeholders in building a common understanding
- serve as a foundation for WASH
- support early strategic response decisions

Constraints

- Time pressure, lack of security and safe access, interviewers' skills, & shortage in resources
- Precision of the collected data
- The presence of the assessment personnel in the field
- Difficult to differentiate the relevant geographic areas and the target populations.



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Trainer Notes

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 shortage in resources can cause WASH assessments to rely on incomplete and subjective reports only.
- 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.

Image 12: Slide 12



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

1.2

Align WASH interventions to the local context and culture

- Each WASH programme is embedded in broader and more complex social, political, environmental, institutional and technical systems
- Concentrating on a specific goal is essential, but remaining flexible to change the operating environment
- Adaptive management emphasises learning as a means of better understanding the systems we seek to influence by trying new approaches, failing, and adapting

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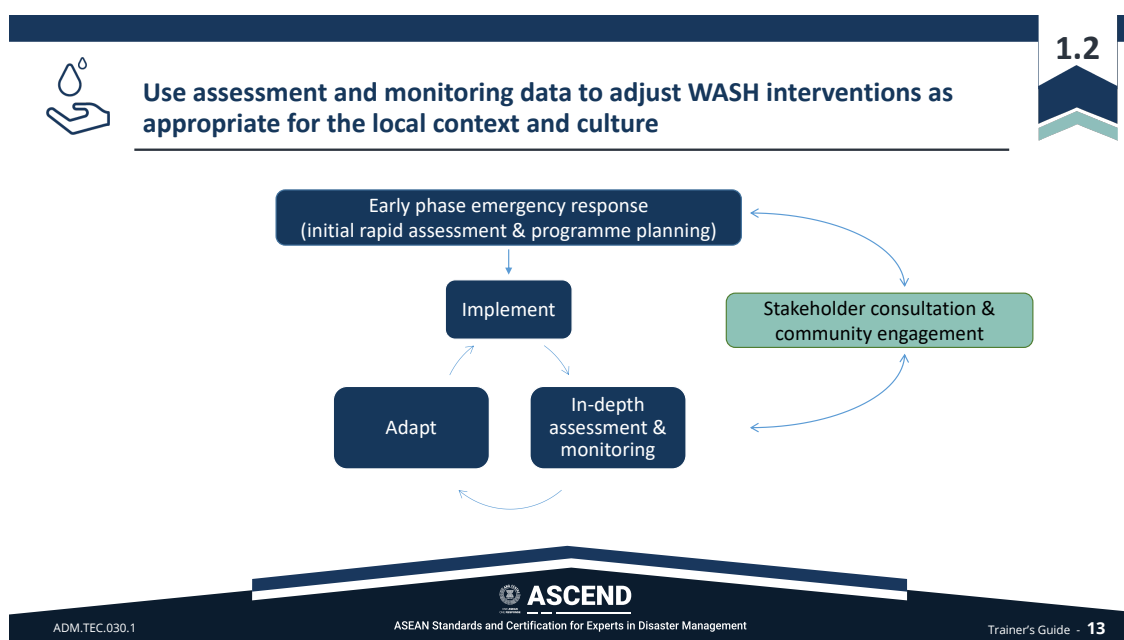
Slide No. **12**

Trainer Notes

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



Image 13: Slide 13



Slide No. 13

Trainer Notes

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.



Image 14: Slide 14



Integrate implementation of PHE and PHP into a comprehensive WASH programme

1.3

Links between the implementation of Public Health Engineering and Public Health Promotion for 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**



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**Trainer
Notes**

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.



Image 15: Slide 15



Integrate implementation of PHE and PHP into a comprehensive WASH programme

1.3

Minimum Requirements

1. PHEs and PHPs to work together effectively
2. WASH staff working in different locations within the same overall programme should avoid contradiction or duplication between location
3. At the planning stages of new programmes, the requirements for both PHE and PHP activities should always be considered



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Trainer Notes

Oxfam has developed the [minimum requirements for implementing PHE and PHP](#) and integrated into a single 'WASH Team'.

Minimum requirements

1. 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.
2. 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).
3. 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.



Image 16: Slide 16



Integrate implementation of PHE and PHP into a comprehensive WASH programme

1.3

Shared roles and responsibilities between PHE and PHP

- Consult with the community
- Enable the participation of affected communities
- Ensure that cross cutting issues are appropriately addressed.
- Identify context specific advocacy issues
- Make people and communities aware that they have the right to give feedback
- Ensure adequate monitoring system
- Organise and facilitate capacity building and training
- Monitor health data to guide timely project interventions



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Trainer Notes


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.
- Organise and facilitate capacity building and training for project staff and partners
- Monitor health data to guide timely project interventions




Image 17: Slide 17



Integrate implementation of PHE and PHP into a comprehensive WASH programme

1.3




PHE roles and responsibilities:

- 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
- Ensure that the facilities constructed are of good quality and are maintained

PHP roles and responsibilities:

- Find out what women and men, girls, and boys affected by emergencies know
- Build awareness within affected communities of health issues around WASH
- Mobilise and train women and men amongst the affected communities
- Support PHEs
- Collect community-based health data



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Trainer Notes

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

Image 18: Slide 18



1.3


Integrate implementation of PHE and PHP into a comprehensive WASH programme

Working with WASH partners

- WASH programmes should be flexible about modes of working with partner
- Preferable to identify and build partners' capacity during non-acute-emergency phases
- Method depends on the capacity of the partner and the primary objective
- When identifying partners, consider whether they have a shared vision and agree on the terms

Working with Finance, Logistics and other Programme Support Functions

- Be briefed on the each function
- Receive a briefing on the overall programme budget
- Obtain regular updates on budget expenditure and forecasts
- Seek guidance from Programme Support teams on activities
- Minimise waste and use resources effectively and ethically


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Trainer Notes

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

Image 19: Slide 19



Work collaboratively with other sectors to implement an effective WASH programme


Collaboration during WASH programme implementation

Building successful collaboration efforts involve:

Cultivating a shared vision	Ensuring that each self-interests are served by both the process and products
Taking care to involve the correct associations	Every meeting should be efficient and productive
Sustaining the momentum and keeping a focus	Developing clear roles and responsibilities
Engaging different perspectives and addressing the needs	Securing commitment from partners
	Maintaining regular communication

1.4

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Trainer Notes

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.

Building successful collaboration efforts involve:


- Cultivating a shared vision right from the start
- Taking care to involve the correct associations between stakeholders and decision-makers
- Sustaining the momentum and keeping a focus on progress and results
- Engaging different perspectives and addressing the needs of various stakeholder group
- 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
- Every meeting should be efficient and productive. Management must be lean and driven.
- Developing clear roles and responsibilities for cluster partners and rotating these roles regularly to facilitate involvement
- Securing commitment from partners so that the same people regularly attend each meeting
- 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






Image 20: Slide 20




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 the agreed sampling frame
-  **2.4** Perform feedback mechanism
-  **2.5** Contribute to WASH learning review based on experience in the field

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Trainer Notes

Briefly talk about the sub-elements of the Element and why it is important for WASH professionals to know these.



Image 21: Slide 21



Collect, record, and interpret qualitative and quantitative data

Collect qualitative and quantitative data


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.**

2.1

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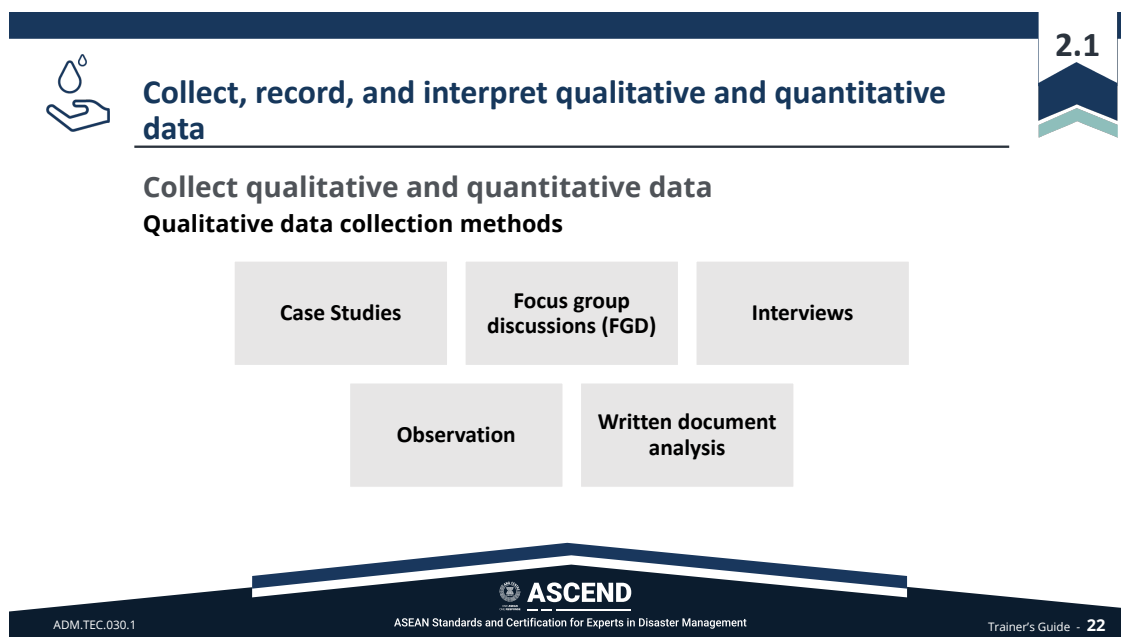
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**Trainer
Notes**

Data is the basis of good monitoring and evaluation. There are various ways to collect, record, and interpret data.

Image 22: Slide 22



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Trainer Notes

Focus group discussions, case studies, in-depth interviews, and Participatory Learning Action (PLA) techniques are standard qualitative methods. Each methods have their own advantages and disadvantages (see table in Learner Guides)

Case studies

Collect data to create a narrative that may be descriptive or explanatory and can help to answer the question “what” and “how.”

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 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.


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)

Written document analysis

Examining records, administrative databases, training materials, and communications, among other documents





Image 23: Slide 23

Collect, record, and interpret qualitative and quantitative data

Collect qualitative and quantitative data

Quantitative data collection

Quantitative data collection focuses on **gathering numerical data to aid decision-making.**



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**Trainer
Notes**

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.

Image 24: Slide 24



Collect, record, and interpret qualitative and quantitative data

2.1

Recording qualitative and quantitative data

Gantt Chart	Daily monitoring tools	Progress/update/annual reports	Field visit checklist
Focus group discussions	Observation guide	Household interview guide	SWOT analysis
Problem trees		Stories	Outcome mapping

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Trainer Notes

Tools for recording qualitative and quantitative data

1. **Two-bar chart or Gantt Chart:** Track programme activities, compare actual and planned progress
2. **Daily monitoring tools:** Track daily programme activities
3. **Progress/update/annual reports:** Basis for assessing performance in achieving outputs and outcomes
4. **Field visit checklist:** Assessment of progress, results and problems
5. **Focus group discussions:** Capture general perception of a sample of community members towards certain projects
6. **Observation guide:** Detects certain behaviours in the community
7. **Household interview guide:** Enable person in each household to explain the problem in their own words in their chosen setting
8. **SWOT analysis:** Provide a framework for group analysis and encourage participation from all stakeholders
9. **Problem trees:** Analyse the relationship between different causes of key problems, the changes in the community, and environmental factors
10. **Stories:** For sharing and passing knowledge within the community
11. **Outcome mapping:** Assesses people's change in behaviour, relationships, and activities of the people, groups or organisations. Used as basis for future planning



Image 25: Slide 25



Collect, record, and interpret qualitative and quantitative data

Recording qualitative and quantitative data


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.**

WASH promoters can use this method to **analyse community behaviours and conditions**

2.1

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**Trainer
Notes**

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



Image 26: Slide 26



Collect, record, and interpret qualitative and quantitative data

2.1

Interpret qualitative and quantitative data

To properly interpret the data, the promoter should consider these issues, retrieved from International Federation of Red Cross and Red Crescent Societies (2007):

- **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.



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Trainer Notes

The three primary tasks of data analysis are data cleaning and coding, data visualisation, 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.



Image 27: Slide 27



Collect, record, and interpret qualitative and quantitative data

2.1

Interpret qualitative and quantitative data

Qualitative data interpretation

It entails choosing, concentrating, simplifying, abstracting, and converting raw material from field notes or transcriptions into written summaries organised around themes or patterns in accordance with the evaluation's original purposes

Quantitative data interpretation

Quantitative data is easier to reduce and draw conclusions from than qualitative data since it requires tabulating and running statistical tests on replies



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Trainer Notes

QUALITATIVE

- When working with qualitative data, such as field notes or transcriptions, data reduction refers to the continual summarisation or categorisation of large volumes of text into smaller amounts of text. It **entails choosing, concentrating, simplifying, abstracting, and converting raw material from field notes or transcriptions into written summaries organised around themes or patterns in accordance with the evaluation's original purposes**. The data reduction process will continue until a final report is completed.
- The most common way to present qualitative data is as **narrative prose, although this style might overburden people's ability to comprehend information**. Matrices, graphs, networks, and charts can show data in compact formats that program managers can understand.

QUANTITATIVE

- Quantitative data is easier to reduce and draw conclusions from than qualitative data since it requires tabulating and running statistical tests on replies. Univariate analysis may be used to examine one variable at a time, and frequency distribution can be used to display the numbers and percentages of individuals or things that fit into various categories. Quantitative data may be analysed using a variety of computer programs, including **EPI-INFO, SPSS, ACCESS, and MS-Excel**, among others.



Image 28: Slide 28



Supervise others to monitor and report against key WASH indicators

2.2

Supervise monitoring against key WASH indicators

Why monitor?

Guarantee the technical integrity of WASH interventions and as a result, achieve health and protection-related objectives.

When to monitor?

Routine monitoring of key WASH indicators should begin immediately during the emergency period and continue even after long-term solutions have been established



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Trainer Notes

WHY

- Regular monitoring is essential to **guarantee the technical integrity of WASH interventions, and as a result, the achievement of health and protection-related objectives**. Furthermore, the right to proper water and sanitation is one of the universal human rights that is necessary for existence and dignity. State and non-state actors both have obligations to fulfil the right, and ensuring that these rights are fulfilled successfully necessitates frequent, systematic, and thorough monitoring.

WHEN

- Routine monitoring of key WASH indicators **should begin immediately during the emergency period and continue even after long-term solutions have been established**, with the goal of integrating monitoring into government's routine monitoring of development targets as early as feasible. Monitoring should be conducted, regardless the context is emergency, post-emergency, camp-based, non-camp based, urban, or rural. WASH programs should also track the rate of change of key WASH indicators to ensure that the goal values are met on time.



Image 29: Slide 29



Supervise others to monitor and report against key WASH indicators

2.2

Supervise monitoring against key WASH indicators

Where to monitor

- WASH facilities and services in health care and education establishments, as well as marketplaces and other public areas, should be monitored

What to monitor

- Key indicators from Sphere in each WASH intervention should be monitored
- Formal progress reports, special studies, and informal briefings are all examples of monitoring and assessment reports



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Trainer Notes

WHERE

- It is critical that WASH employees and partners keep a close eye on access to and usage of WASH services both in the community and at the home level. **WASH facilities and services in health care and education establishments, as well as marketplaces and other public areas, should be monitored.** This is supported by the fact that WASH actors are tasked with ensuring the safety and well-being of those in need, particularly the most vulnerable members of the community, such as women, children, the elderly, disabled, people with special needs, and other marginalised groups.

WHAT

- **Key indicators from Sphere in each of WASH intervention should be monitored.** There may be other indicators based on the country, but as a benchmark, 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.
- Monitoring and assessment are incomplete without reporting. The systematic and timely delivery of vital information at regular periods is referred to as reporting. **Formal progress reports, special studies, and informal briefings are all examples of monitoring and assessment reports.** Programme updates, yearly appeal reports, emergency appeal reports, and donor-specific reports are all part of the WASH reporting.



Image 30: Slide 30



Implement Post Distribution Monitoring according to agreed sampling frame

2.3

Post Distribution Monitoring

What is PDM?

- PDM (Post Distribution Monitoring) is **a system that seeks to gather and analyse project data in a systematic manner as it proceeds.**
- It **offers a wide range of information.**
- PDM's findings are primarily **quantitative, and they show general tendencies to help programmers.**



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Trainer Notes

- **PDM (Post Distribution Monitoring) is a system that seeks to gather and analyse project data in a systematic manner as it proceeds.** It offers management with accurate data that they can use to evaluate the efficiency of the project's different inputs as well as 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 using Community Help Desk at distribution sites. It also measures how satisfied the beneficiary is with the registration and distribution processes.
- PDM's findings are **primarily quantitative, and they show general tendencies to help programmers.** Interviews with individual (or groups of) beneficiaries are conducted using a sample survey format. The result of a **PDM are fed back into the project cycle to enhance the way assistance is designed and provided**, making it more responsive to beneficiaries' choices and attentive to possible protection risks and market distortions that Cash support might create.




Image 31: Slide 31



Implement Post Distribution Monitoring according to agreed sampling frame

2.3



Post Distribution Monitoring

Why PDM should be used?


Strengthen accountability

Improve the programme

Optimise the cash payment methods

Identify and prevent protection risks

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Strengthen accountability

PDM is useful to verify whether the agreed-upon quantity of cash has been received by the intended beneficiaries, as well as whether cash has been diverted or redistributed. PDMs also collect all beneficiary complaints about the whole system, forcing an agency to take corrective action.

Improve the programme

PDM is used to determine if cash payments are the most suitable form of help and, if so, whether cash should be changed or alternative assistance offered. In order to accomplish so, the recipients are also investigated which one they prefer: in-kind or cash. PDMs also audit the actual use of cash among the following:

- For intended objective or was diverted to other needs;
- Kept/saved;
- Shared/re-distributed; and
- Used for debt payment.

Optimise the cash payment methods


PDMs analyse the present system's strengths and weaknesses in comparison to other types of cash payments in order to improve future Cash Transfer Programmes (CTP). PDM verifies that beneficiaries received correct and timely information, as well as the length of time they queued/waited to collect their cash, and inquiries about the payment's organisation.

Identify and prevent protection risks

PDMs monitor whether the cash distributions created protection risks for the beneficiaries. PDM inquires as to whether recipients' safety was threatened prior to, 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.



Image 32: Slide 32



Implement Post Distribution Monitoring according to agreed sampling frame


2.3

Post Distribution Monitoring

How to use PDM?

In applying PDM for the organisation's monitoring, there are some considerations when collecting the data:

- Location and time-frame
- Location and time-frame
- Data collection tools
- Data collectors
- Data entry and analysis



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Location and time-frame

PDM for cash transfer programs should take into account how long it will take beneficiaries to use the money once they receive it. In this case, the program's objectives come into play. If the cash are for immediate needs, the PDM should be completed as soon as possible after the cash distributions, 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 longer period of time.

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). The sample size must be large enough to be certain that it is representative of the majority of the population, yet small enough to avoid misleading programs through erroneous interpolation and correlations.

Data collection tools

There are many methods for gathering data, one of which is the so-called rapid evaluation methodology, which mostly relies on focused conversations with CTP recipients in groups or individually. Data can also be collected using structured surveys. Focus Group Discussions (FGDs) can be conducted with



groups of 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 the capacity to get along with the community in terms of speaking the local language, as well as gender mix. Depending on the situation, women may not be free to speak with males or men may not be able to interview women, thus this must be considered.

Data entry and analysis

In data entry and analysis, there are tools such as excel spreadsheet, or Statistical Package for Social Scientists (SPSS) that can be utilised to reflect the data.

Image 33: Slide 33



Implement Post Distribution Monitoring according to agreed sampling frame

2.3

Post Distribution Monitoring

What to consider in using PDM?

There are things to be aware of when conducting PDM in a fragile environment, such as following:

Ensure the integrity of PDM results

Decrease the security risks to agency employees and beneficiaries

Increase the accountability to recipients and donors



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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.



Image 34: Slide 34



Perform feedback mechanism

2.4

Effective feedback mechanism (1/2)

Define the challenge: Consult with communities and WASH actors to work out what barriers are preventing feedback and responses

Do not duplicate efforts: Build on existing staff capacities and work with established services to ensure sustainability

Use the community's preferred communication channels: Engage with them through channels they like and trust

Coordinate with partners: Have clear commitment and agreement on roles and responsibilities, both internally and inter-agency

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



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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. The [UNHCR identified 10 steps](#) programme teams could take to gain high-quality feedback.

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.

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.



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.

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.

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 marginalised 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.





Perform feedback mechanism

2.4

Effective feedback mechanism (2/2)

Prepare for sensitive issues: Ensure you have a safe channel for confidential reporting

Test and refine: Speak to the users and adapt feedback mechanisms to suit their needs and preferences

Enable changes: Adapt the feedback mechanism based on the changing dynamics of the response. Go back to the drawing board if necessary.

Make data digestible: Visualise your data, show trends, and find the correct forum(s) for sharing it

Demonstrate that you have listened: proactively explain the changes you have made and why certain actions sometimes cannot be taken



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Trainer Notes

The [UNHCR identified 10 steps](#) programme teams could take to gain high-quality feedback.

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.

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.

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.

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.

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.




Image 36: Slide 36



Contribute to WASH learning review based on experience in the field

2.5




Identify the entry point and the level of change

Understand the individual, collective motives, and incentives for systems change

Timeframe to achieve the desired systems change are difficult to predict

Measuring change in the system requires a culture of reflection and learning within the implementing organisation and government



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Strengthening the WASH system means **understanding that WASH is supplied and utilised in complicated contexts** with many component elements that must be understood and reinforced in order to make improvements. The lesson learned retrieved from Hannah Crichton-Smith and Vincent Casey in 2019 are:

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.

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.

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.

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

Image 37: Slide 37**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



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Slide No. 37**Trainer Notes**

Briefly talk about the sub-elements of the Element and why it is important for WASH professionals to know these.



Image 38: Slide 38



Assign task to field staff, partner's staff, and community volunteers

3.1

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

The joint responsibilities for promoters and engineers

Consult with the community

Organise collective efforts

Ensure cross-cutting problems

Identify advocacy concerns, etc.

WASH promoters collaborating with WASH engineers should

Find out what affected communities think about WASH

Involve stakeholders in designing solutions

Increase community knowledge

Mobilise and train women & men from the impacted areas, etc



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Trainer Notes

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 mobilising 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;
- Organise 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 promoters in their communities;
- Assist engineers in designing culturally appropriate facilities and ensuring their efficient usage and maintenance; and
- Collect community-based health data

Image 39: Slide 39



Assign task to field staff, partner's staff, and community volunteers

3.1

Tasks and management skills required (1/2)

Management skills	Job description for promoters
Human Resources	<ul style="list-style-type: none"> Analyse resourcing requirements, needs, and staffing structure Recruit and manage promoter team Accompany and monitor the work of community structure (e.g. water committees)
Finance	<ul style="list-style-type: none"> Manage consolidation of WASH programme budget Develop promoters programme budget based on the need assessment Monitor and report overall promoters programme budget expenditure Manage local disbursement of funds for community incentive/cash for work initiative
Funding	<ul style="list-style-type: none"> Fundraise with creativity to acquire funds Liaise with donors by writing a good quality proposal Write interim and final donor reports Contribute to donor proposals and reports



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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.



Image 40: Slide 40



Assign task to field staff, partner's staff, and community volunteers

3.1

Tasks and management skills required (2/2)

Management skills	Job description for promoters
Logistics	<ul style="list-style-type: none"> • Work with logistics and engineers and manage procurement and distribution • Coordinate with key stakeholders on stock piling • Implement PDM according to agreed sampling frame • With supervision, collect data for PDM • Work with community stakeholders to plan and implement NFI distribution
Partnership building and capacity	<ul style="list-style-type: none"> • Manage partner contracts/relations • Lead a partner capacity building training in WASH • Manage and oversee partner with at least 3 partners at one time • Ensure flexible modalities in working with partners • Work coherently with partners
Accountability/ Humanitarian standards	<ul style="list-style-type: none"> • Support partners to develop and implement accountability mechanisms • Raise awareness and build capacity partners • Facilitate community discussion and take action based on feedback • Explain humanitarian standards to community and community-level authorities



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Trainer Notes

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.



Image 41: Slide 41



Communicate effectively on programme designs, strategies, and plans, including technical documents, to field staff, partner's staff and community volunteers

3.2

Principle of effective communication

For effective communication, there is a framework established by WHO that states six principles for effective communication. The principles are:

Accessible	Actionable	Credible and trusted
Relevant	Timely	Understandable

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Trainer Notes

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.

WHO recommends that programme teams ensure that these principles are reflected in the full range of materials and activities it uses to communicate

Image 42: Slide 42



Communicate effectively on programme designs, strategies, and plans, including technical documents, to field staff, partner's staff and community volunteers

3.2

Barriers to effective communication

Some of the most common causes of communication barriers:

- The use of jargon** that are over-complicated, unfamiliar, technical;
- Emotional barriers and taboos.**
- Inattention, boredom, diversions, or insignificance**
- Perception and point of view** differences;
- The **difficulty of interpreting new accents**
- Prejudices and expectations** lead to incorrect assumptions/ stereotyping;
- People frequently hear what they expect to hear**
- Differences in culture.**



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Trainer Notes

There are **several communication barriers** that may arise at any point during the communication process. As the barriers might cause the message to be understood, you risk losing time and money by generating confusing and misunderstanding.

- **The use of jargon** that are over-complicated, unfamiliar, and/or too technical;
- **Emotional barriers and taboos.** Other people may struggle to communicate their emotions, and some topics may be entirely taboo of 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 language disparities;
- **Prejudices and expectations** that can lead to incorrect assumptions or stereotyping;
- **People frequently hear what they expect to hear rather than what is really spoken**, and draw incorrect conclusions as a result.
- **Differences in culture.** Different cultures have diverse social interaction standards, as well as different ways of expressing emotions. The idea of personal space, for example, differs among cultures and social contexts.



Image 43: Slide 43

Communicate effectively on programme designs, strategies, and plans, including technical documents, to field staff, partner's staff and community volunteers

3.2

Effective communication

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



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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.



Image 44: Slide 44



Develop work plan

3.3

Work plan development

Practical approaches based on worldwide management best practices are:

Element 1: Work-plan objectives

Element 2: Core services

Element 3: Strategic and internal initiatives

Element 4: Identify work-plan risks

Element 5: Manage by the work-plan



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Trainer Notes

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). Promoters and engineers must establish effective work plans for their existing programs and when constructing new ones.

Element 1: 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 time period should be left out. Ensure the objectives meet these SMART requirements:

- Specific – target a specific area or change
- Measurable – quantify or at least suggest an indicator of change or progress
- Achievable – specify goals that are reachable
- Realistic – state what results can realistically be achieved, given available resources
- Time-related – specify when the result(s) expect to be achieved

Element 2: Core services

The WASH work plan should clearly describe the core services that the organisation provides to the affected community, as well as what will be delivered within those core services for the next phase of emergency response.

Element 3: Strategic and internal initiatives

In developing WASH detailed work plan, there may be initiatives that reflect specific efforts which aimed at improving the organisation's internal operations. These initiatives may originate from 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 to a WASH work plan's execution and/or intended outcomes. Risk management in WASH projects can be developed with these steps: identification, prioritisation, mitigation, and monitoring.

Element 5: Manage by the work-plan

The most crucial aspect of job planning is ensuring that it is used as a management tool. A strong work plan and a thorough operational review process will help to concentrate the organisation, guarantee individual accountability, and achieve the intended outcomes.

Image 45: Slide 45



Develop work plan

3.3


Work plan development

Detailed work plan primary purposes:

Ensure that all project activities are **included;**

Accomplish **efficiency and effectiveness in operations**

Ascertain that all members of the project task team and other stakeholders are **aware of their responsibilities and the activities**



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Trainer Notes

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.



Image 46: Slide 46



Develop work plan

3.3

Work plan
development

Detailed work plan

The categorisation of work plan

1. Design and planning activities;
2. Information and training activities;
3. Market research (demand assessment) activities;
4. Data collection activities;
5. Social marketing,
6. Technical activities
7. Preparation of disbursement requests;
8. Reporting activities; and
9. Monitoring activities.



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Trainer Notes

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.



Image 47: Slide 47



Develop work plan

3.3

Work plan development

Work plan template

Promoters will develop many proposal work plans, and there have to be standards to ensure that all information needed are present in the document. This template could also be a standard, so all promoters in different WASH projects will have the same kind of document.

NGO name:	
Contact person/position/ Contact details:	
Email/mobile Phone:	
Project title:	
Location:	
Start date/end date:	
Duration:	
Total UNDP 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)	



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Notes**

Work plan template

[UNDP](#) provides a template that WASH programme team members can use



Image 48: Slide 48

Develop work plan

3.3

Work plan template Work plan development

Background
Describe the background for this proposal, identify the area of needs that the project will seek to address.
Objective and justification
Describe the objectives of this intervention, the groups that are 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, what are the realistic timeframes for activities, and the responsible capacity for delivery of the project.


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**Trainer
Notes**

Work plan template

[UNDP](#) provides a template that WASH programme team members can use



Image 49: Slide 49




Develop work plan

3.3

Work plan development
 Work plan template

Risk management Details of any serious risks to the success of the project 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, indicator and target of the WASH work plan
Partnership and upscaling Give detailed information about any plans for cost-sharing as well as potential for future upscaling of the initiative or knowledge outputs.

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Trainer Notes **Work plan template**
[UNDP](#) provides a template that WASH programme team members can use

Image 50: Slide 50



Develop work plan

3.3

Work plan development

Budget					
Item	Unit	Cost per unit	Number of experts/participants	Price	Total
Total					



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**Trainer
Notes**

Work plan template

[UNDP](#) provides a template that WASH programme team members can use



Image 51: Slide 51



Monitor and evaluate performance against the target objectives and deliverables

3.4

Monitoring is a continuous process of gathering and analysing data to see how successfully a project, program, or policy is being carried out in comparison to the intended outcomes.

Evaluation is a systematic and objective assessment of an ongoing or completed project, programme, or policy, as well as its design, execution and outcomes.



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Trainer Notes

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.



Image 52: Slide 52



Monitor and evaluate performance against the target objectives and deliverables

3.4

Monitor performance against target objectives and deliverables

Process monitoring and result monitoring

Process monitoring	Result monitoring
Definition: offers data on the allocation of resources, the progress of operations, and the manner in which they are carried out	Definition: offers information on how well a program is doing in terms of accomplishing its goals and the influence it is having on the intended outcomes.
A description of the problem or a scenario prior to 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 in a systematic manner.	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.



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Trainer Notes

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



Image 53: Slide 53



Slide No. 53


Trainer Notes

A monitoring and evaluation plan is customisable 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.



Image 54: Slide 54




Monitor and evaluate performance against the target objectives and deliverables

Evaluate performance against target objectives and deliverables


Types of evaluation

Type	Purpose
Pre implementation assessment Done before implementation	To guarantee that failure is not built into the implementation process from the start
Process implementation evaluation Done during implementation	To determine whether or not the implementation is on track

3.4



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Trainer Notes

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.

Image 55: Slide 55



Monitor and evaluate performance against the target objectives and deliverables

3.4

Evaluate performance against target objectives and deliverables

Types of evaluation

Type	Purpose
Impact evaluation <i>Done at the end of the project/programme</i>	To determine the impact of the intervention as well as what could have occurred as a result of other events or circumstances
Meta evaluation	To compile data from a set of evaluations of comparable learning projects



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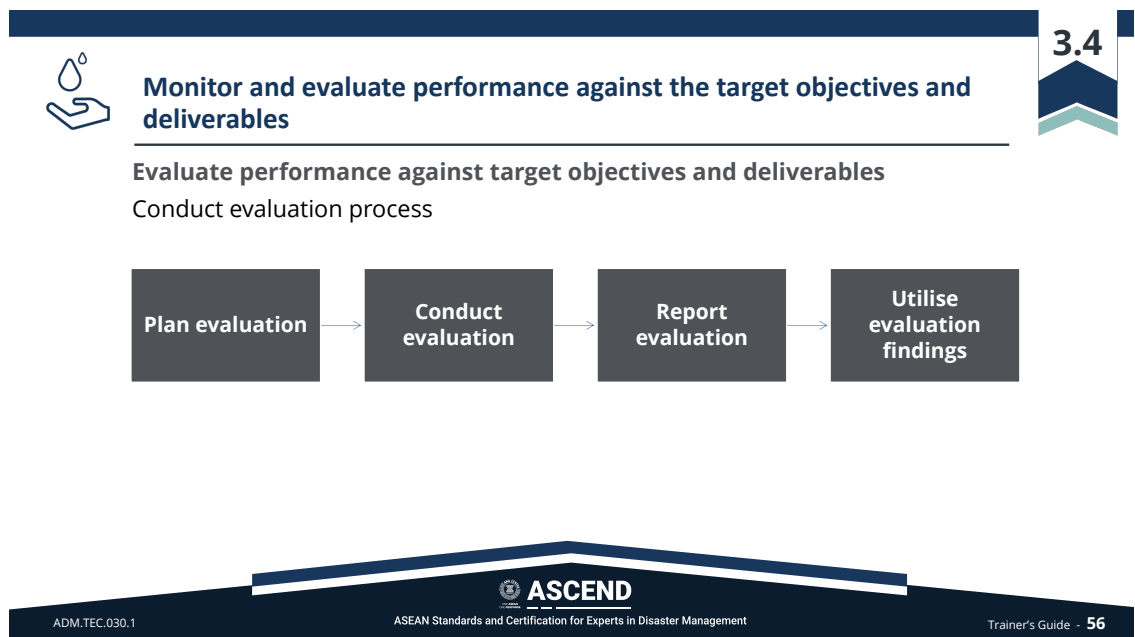
Slide No. 55

Trainer Notes

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.



Image 56: Slide 56



Slide No. 56

**Trainer
Notes**

Evaluation process can be conducted through these steps:

Plan evaluation

Planning an evaluation method includes identify the relevant stakeholders, establish a dedicated team, formulate the evaluation questions, develop an appropriate Term of Reference (ToR), determine the budget, and determine the people responsible for the evaluation.

Conduct evaluation

Conducting an evaluation includes develop and pre-test the data collection tools, obtain the data, prepare for data analysis, analyse data, formulate the findings, and segregate data by sex, gender and other relevant measures for further analysis.

Report evaluation

Reporting an evaluation refers to the identifying of major findings, such as what works and what does not; practical actionable recommendations, evidence to support the findings, and logical relationship between recommendation, conclusions, and findings.

Utilise evaluation findings

Utilising the evaluation findings includes agree on the main suggestions for implementation with stakeholders and decide on the people who will be responsible for following up on the agreed-upon recommendations and the timeline for doing so.





Monitor and evaluate performance against the target objectives and deliverables

3.4

Participatory monitoring and 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

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Trainer Notes

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.

The table shows the differences between traditional evaluation and participatory evaluation



Image 58: Slide 58

Slide No. **58**

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Notes**

This remarks the end of the training.

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





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