

**TRAINER'S  
GUIDE**



**TECHNICAL COMPETENCY UNIT**



**ADM.TEC  
029.1**

Capable to Work with the Affected  
Community for WASH Programme



**ASCEND**

ASEAN Standards and Certification  
for Experts in Disaster Management

## ASEAN Standards and Certification for Experts in Disaster Management

# CAPABLE TO WORK WITH THE AFFECTED COMMUNITY FOR WASH PROGRAMME

ADM.TEC.029.1

## 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

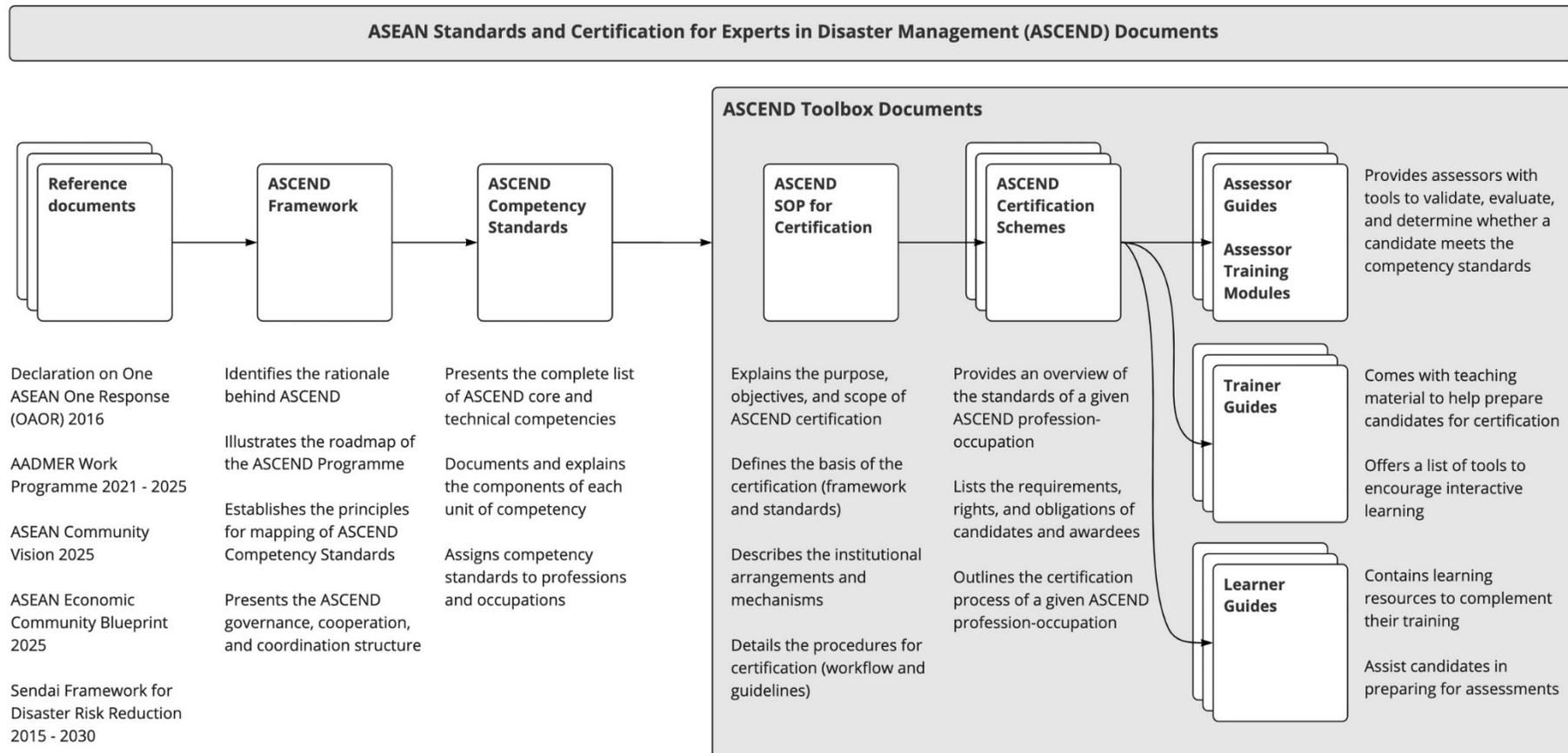
A set of technical requirements must exist before it is possible to implement the ASCEND programme in participating ASEAN Member States. The first requirement is the ASCEND Competency Standards that contains forty-three (43) regionally recognised core and technical competencies in selected disaster management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



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

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

## Competency-based learning and assessment

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

**Table 1:** Competency areas and descriptions

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

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

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

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

## What do trainers do?

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

The role of trainers is to:

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

## Using the trainer's guide

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

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



# ASCEND Competency Standards



**ASCEND**

## 3.1

### Competency standards

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

## 3.2

### ASCEND Competency Standards

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

Each ASCEND Competency Standard has its dedicated Toolbox documents: an SOP, Certification Scheme, Assessor Guide, Trainer Guide, and Learner Guide. One SOP applies to all profession-occupation combinations covered by the ASCEND certification. The Certification Schemes, one for each of the profession-occupation combinations. Both these documents align with the AQR 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*

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

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

## 3.3

# Unit of Competency

**Unit title** : Capable to Work with the Affected Community for WASH Programme

**Unit number** : ADM.TEC.029.1

**Unit description** : This unit deals with the skills and knowledge required to understand the specific needs of the affected community especially with the most at-risk groups or the most vulnerable groups in a WASH project during emergencies.

ELEMENT AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
<p><b>Element 1.</b>  <b>Perform community-based participatory planning and implementation for WASH programme</b></p> <p>1.1 Select appropriate community engagement tools based on the situation, location, and context</p> <p>1.2 Facilitate dialogue between communities, partners and programme staff during emergencies</p> <p>1.3 Lobby for changes and improvement in humanitarian situation locally</p> <p>1.4 Coordinate with key stakeholders related</p>	<p><b>Unit Variables</b></p> <p>This unit provides advice to interpret the scope and context of this unit of competence. It relates to the unit as a whole and facilitates holistic assessment.</p> <p>This unit applies to leading and managing a project dealing with a wide range of issues related to public health and may include:</p> <p>Community-based approach suggests that local people should be supported to be included as key partners in developing strategies related to their assistance and protection and, if appropriate, participate during all stages of the programme cycle according to their needs, priorities, and local context. The extent to which people participate and how they do so will be determined by how recently the disaster occurred and by the physical, social and political circumstances (Sphere, 2011; UNHCR, 2008).</p> <p>Stakeholders may be different depending on location, context, and governance structure. This may include representatives from:</p> <ul style="list-style-type: none"> <li>Local (formal and/or informal) leaders, e.g., village heads, religious leaders</li> </ul>

to WASH and public health

- 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

**Element 2.**  
**Identify issues related to WASH on affected community**

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

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

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

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

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

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

There are eight types of participation, see Arnstein (1969), whereas at the lowest level, forms of non- participation are used by powerful actors to impose their agendas. Participation as tokenism occurs when participants hear

about interventions and may say something about them, which power holders denote as 'input'. However, the voices of participants will not have any effect on the intervention; thus, participation does not lead to change. At the higher level, participation is about citizens having more power to negotiate and change the status quo. Their voices are heard and responded to.

## Assessment Guide

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

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

## Linkages to other Units

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

## Critical Aspects of Assessment

Evidence of the following is essential:

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

## Context of Assessment

This unit may be assessed on/off the job:

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

## Resource Implications

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

## Assessment Methods

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

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

## Key Competencies in this Unit

**Level 0** = irrelevant, not to be assessed

**Level 1** = competence to undertake tasks effectively

**Level 2** = competence to manage tasks

**Level 3** = competence to use concepts for evaluating

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



Preparing for Training Sessions:

# Equipment, Material, and Tools



**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	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.
<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
<b>Zoom</b>	Zoom is a software program that provides a multi-user platform for video and audio conferencing. It has built-in collaboration and presenter tools

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

<https://zoom.us/>

### For collaboration, group exercises, lectures, and demonstrations.

**Lucidspark** Lucidspark is a virtual whiteboard where training attendees can come together to create, 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/>

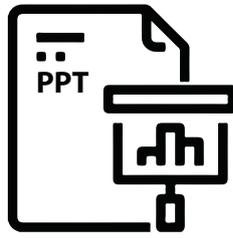
### For gathering feedback, ideas, or responses

**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



<b>Slide No.</b>	<b>1</b>
<b>Trainer Notes</b>	Trainer welcomes students to class.

Image 2: Slide 2



**Elements of this Competency Unit**

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

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ADM.TEC.029.1 Trainer's Guide - 2

**Slide No.**     **2**

**Trainer Notes**

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

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

Image 3: Slide 3



## Element 1

### Perform community-based participatory planning and implementation for WASH programme

---

#### Performance Criteria

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

  
ASEAN Standards and Certification for Experts in Disaster Management

ADM.TEC.029.1
Trainer's Guide - 3

**Slide No.**      **3**

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



## Select appropriate community engagement tools based on the situation, location, and context

1.1

- Community can play a huge role in determining whether a programme is successful.
- Through community engagement, an organisation can implement the program with confidence that the community will be able to operate and maintain the programme for its sustainability.
- However, they may have knowledge and understanding gaps, skill gaps, financial gaps, and many more that an organisation must be well-prepared when making attempts to engage them.

**Slide No.**      **4**

### **Trainer Notes**

The community can play a huge role in determining whether a programme is successful. Through community engagement, an organisation can implement the program with confidence that the community will operate and sustain the programme. But it is not easy to engage a community. They may have knowledge and understanding gaps, skill gaps, financial gaps, and many more that an organisation must be well-prepared when attempting to engage them.

Image 5: Slide 5



## Select appropriate community engagement tools based on the situation, location, and context

1.1

### Community Engagement Tools

#### Focus Group Discussions (FGDs)

**A qualitative data collection method that brings community members together to discuss a specific topic.**

The questions are open-ended in order to stimulate an informal discussion with participants in order to understand their perceptions, beliefs, fears, questions, and information needs regarding WASH. Should last approximately one hour and include a **minimum of 8** and a **maximum of 12** participants.

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Trainer's Guide - 5

**Slide No. 5**

### Trainer Notes

It is best practice to hold separate focus groups for men and women and other minority groups if possible. This will encourage them to express themselves openly.

If time is an issue, you can have a mixed one (half male and half female). Make an effort to include vulnerable groups such as people with disabilities, migrants, and the elderly, and consider holding separate focus groups with them.



## Select appropriate community engagement tools based on the situation, location, and context

1.1

### Community Engagement Tools

#### Focus Group Discussions (FGDs)

Facilitator	Notetaker
<ul style="list-style-type: none"> <li>Someone who speaks the local language and has good communication skills.</li> <li>Able to elicit additional information based on the responses received, as well as rephrase questions if people do not understand them.</li> <li>Able to keep participants on topic and ensure that everyone has an equal opportunity to express themselves.</li> </ul>	<ul style="list-style-type: none"> <li>Someone who understands the local language and make a documentation of it.</li> <li>Record the participants' behaviour during the discussion and maintain confidentiality while recording the discussion by identifying participants with letters or numbers</li> <li>Take brief notes during the discussion</li> <li>Take detailed notes during interview</li> </ul>

## Slide No. 6

### Trainer Notes

A facilitator should:

- Be well-versed in the FGD questionnaire and WASH key messages.
- Be an active listener and show empathy for the participants.
- Avoid asking leading questions, remain neutral, and do not react to participant responses to avoid biasing the session,
- Ask them in a respectful and culturally appropriate manner as some of the questions are quite sensitive.

A note-taker should:

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

Image 7: Slide 7



## Select appropriate community engagement tools based on the situation, location, and context

1.1

### Community Engagement Tools Focus Group Discussions (FGDs)

Before	During	After
<ul style="list-style-type: none"> <li>Plan the objective, discussion guide, participant recruitment, consent, time and place</li> <li>Inform relevant community leaders/authorities that you are conducting the FGD</li> <li>Ensure the space is accessible, and private and participants feel safe</li> <li>Consider providing participants with water and snacks</li> <li>Test the questions of the discussion guide with a local member of the staff to make sure that they are understood.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce each other</li> <li>Explain who you are, the role of the your organisation, the organisation's fundamental principles and the objective and duration of the FGD</li> <li>Ask permission to take notes and explain that confidentiality will be maintained throughout and how you will use the collected data</li> <li>Explain participants that they can leave the FGD at any time if they feel uncomfortable</li> <li>Ensure informed consent (verbally)</li> <li>Explain clearly what support the participants will get after joining the FGD, if any</li> <li>Thank everyone for taking part</li> </ul>	<ul style="list-style-type: none"> <li>At the end, allow time for people to ask their own questions and explain again what happens with the data collected</li> <li>Do not make promises about what comes next or help people may receive</li> <li>Debrief together (facilitator, note taker and if applicable interpreter) and write up any additional information as soon as possible so that it is not forgotten.</li> </ul>



**Slide No.** 7

**Trainer Notes** The guide for FGD's flow in community engagement

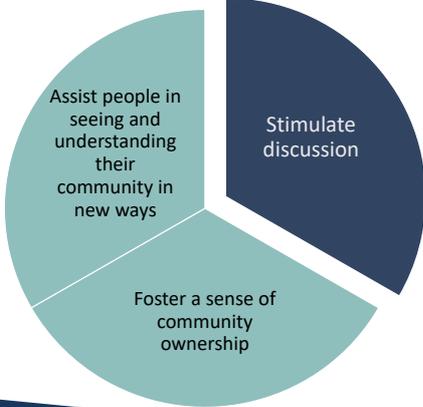
Image 8: Slide 8



**Select appropriate community engagement tools based on the situation, location, and context**

Community Engagement Tools  
**Community Mapping**  
 Community mapping can

1.1





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**Slide No. 8**

**Trainer Notes**

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



## Select appropriate community engagement tools based on the situation, location, and context

1.1

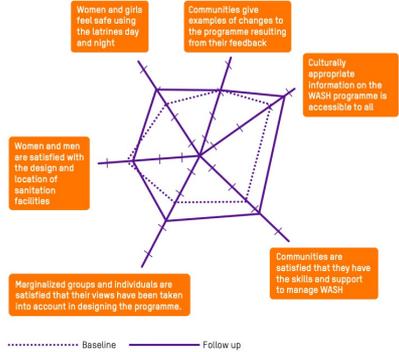
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### Community Engagement Tools

#### Spider grams

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

Indicators
<ul style="list-style-type: none"> <li>Listening and Adapting</li> <li>Information and Communication</li> <li>Ownership</li> <li>Inclusion</li> <li>Contextual appropriateness</li> <li>Specific gender-related needs addressed</li> </ul>



..... Baseline      ——— Follow up

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**Slide No. 9**

### Trainer Notes

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

**Indicators:**

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

1.1



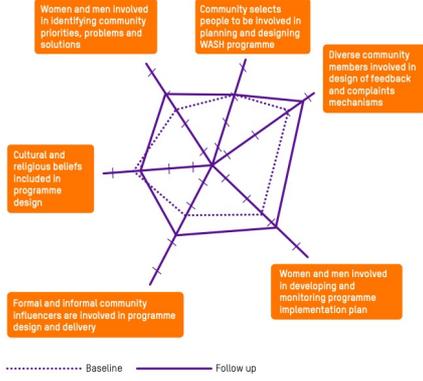
## Select appropriate community engagement tools based on the situation, location, and context

### Community Engagement Tools

#### Spider grams

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

Indicators
<ul style="list-style-type: none"> <li>Diverse community members</li> <li>Marginalised groups and individuals</li> <li>Programme team identifies and works</li> <li>Communities describe how their cultural norms and practices</li> <li>Diverse community members</li> </ul>



----- Baseline      ————— Follow up

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**Slide No. 10**

### Trainer Notes

- Diverse community members** are involved in the design, implementation, and monitoring of programs
- Marginalised groups and individuals** are a part of feedback and complaint mechanisms
- The programme team identifies and works** with individuals, groups, and organisations that aid and influence affected communities
- Communities describe how their cultural norms and practices** have had an impact on the design and implementation of the program
- Diverse community members** are involved in developing solutions to the high-priority problems they have identified

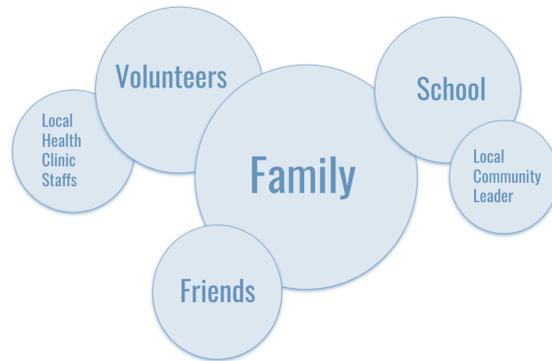
Image 11: Slide 11



**Select appropriate community engagement tools based on the situation, location, and context**

1.1

**Community Engagement Tools  
Venn Diagram**



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

**Slide No. 11**

**Trainer Notes**

**Venn Diagram**

Uses circles to show how individuals, institutions, and groups interact with one another. The varying sizes of the circles can indicate the importance of various stakeholders to the community in terms of power, dependency, or the potential for collaboration.

Image 12: Slide 12



## Select appropriate community engagement tools based on the situation, location, and context

### Selecting Community Engagement Tools

#### Considerations when selecting engagement tools

Community engagement critical success factor	What to consider when choosing an engagement tool
Timely	<ul style="list-style-type: none"> <li>Choose tools that allow you to inform the community and key stakeholders from the beginning of your engagement process, create opportunities two-way communication, help community members contribute in a way that influences outcomes, and allow conversations about strategic planning to continue after the planning scheme is developed</li> </ul>
Accessible and Appealing	<ul style="list-style-type: none"> <li>Choose tools that will be accessible to all stakeholder groups and the entire community members, interested in using for the community, allow you to present information in an easily understandable format.</li> </ul>
Inclusive	<ul style="list-style-type: none"> <li>Choose tools that will appeal to diverse groups within the community, and a cross-section of the population and can reach all community members</li> <li>Help to build community capacity to understand planning issues, and how to express concerns in relation to these issues.</li> </ul>

1.1

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**Slide No.**      **12**

**Trainer Notes**

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

It contains different tools and techniques to choose from as you consider these questions.



## Select appropriate community engagement tools based on the situation, location, and context

1.1

### Selecting Community Engagement Tools

#### Considerations when selecting engagement tools

Community engagement critical success factor	What to consider when choosing an engagement tool
Community-focused	<ul style="list-style-type: none"> <li>Choose tools that allow the community to become involved</li> <li>Choose tools that enable community members to explore, discuss and understand planning concepts.</li> </ul>
Interactive	<ul style="list-style-type: none"> <li>Choose tools that inform and provide comprehensible background information and allow community members to deliberate about planning challenges and collaboratively create potential solutions.</li> <li>Choose tools that provide opportunities for community members to discuss the big picture with planners</li> </ul>
Flexible	<ul style="list-style-type: none"> <li>Choose tools that use a variety of different tools and techniques</li> <li>Choose a different combination of tools if the tools chosen initially are not delivering a successful engagement process</li> </ul>
Cost-effective	<ul style="list-style-type: none"> <li>Consider resources that are available, both budget and staff time, to deliver the engagement tools and techniques</li> </ul>

**Slide No. 13**

### Trainer Notes

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

It contains different tools and techniques to choose from as you consider these questions.

Image 14: Slide 14



## Facilitate dialogue between communities, partners and programme staff during emergencies

1.2

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



**Slide No.**      **14**

### Trainer Notes

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

Image 15: Slide 15

1.2


## Facilitate dialogue between communities, partners and programme staff during emergencies

### Ensure Effective Dialogue between Stakeholders

Effective communication is the most vital component of any emergency response.

Streamlined, efficient communication can help reduce fatalities and keep first responders safe.

Be sure of having a tried-and-true communication strategy and system in place.

In the context of an emergency response, putting **CwC** at the centre will ensure that dialogue between responders and the affected community is facilitated.


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**Slide No.**      **15**

**Trainer Notes**

Effective communication is the most vital component of any emergency response. Streamlined, efficient communication can help reduce fatalities and keep first responders safe. CwC is Communication with Communities. It refers to exchanging information to save lives and reduce risks in the disaster-affected community. It helps foster accountability in humanitarian organisations and facilitates a response based on community needs.

Image 16: Slide 16



## Facilitate dialogue between communities, partners and programme staff during emergencies

---

### Ensure Effective Dialogue between Stakeholders

#### CwC (*Communication with Communities*)

-  Activities in which information is exchanged in order to save lives and reduce risks in the disaster-affected community. It also allows for greater accountability in humanitarian organisations and facilitates the design of a response based on community needs
-  Supports in utilising the benefits of community wisdom when resolving problems in the affected community.
-  Helps in shaping the emergency response
-  Contributes to the essential elements of accountable and high-quality humanitarian action because affected people cannot access services to make the best decisions for themselves and their communities

1.2



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**Slide No.**      **16**

**Trainer Notes**

Along with food, water, and safety, having the right information at the right time enables the affected community to mitigate their risks and distress during the disaster. They can make informed decisions to keep themselves and their loved ones safe and actively participate in building resilience to such disasters.

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



## Facilitate dialogue between communities, partners and programme staff during emergencies

1.2

### Ensure Effective Dialogue between Stakeholders

#### CwC

##### Mainstreaming CwC in emergency response: Tips for Advocacy (CDAC Network, 2018)

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

**Slide No.** 17

### Trainer Notes

#### Mainstreaming CwC in emergency response: Tips for Advocacy (CDAC Network, 2018) :

- Organise roundtable discussions and dialogues with key stakeholders, including people affected by the crisis, to promote and foster community communication.
- When approaching donors, include criteria for incorporating CwC into project proposals.
- Share evidence of how CwC improves the effectiveness of relief efforts, ultimately leading to recovery (audio-visual).
- Encourage the incorporation of CwC into government policy (Standing Orders in Disasters, Disaster Mitigation Act).
- Include communication needs assessments in the Joint Needs Assessment led by the government.
- Increase the capacity of community leaders to speak up for their own needs.
- Sensitise policymakers to the importance of communicating with the community by involving them in various CwC events (meetings, workshops and consultations).
- Involve the media (print, electronic, and traditional) to get a broader perspective on CwC issues.
- Ensure active participation of local government representatives in CwC events to advance the CwC agenda.
- Ensure that CwC is on the agenda of all emergency response meetings and discussions.

Image 18: Slide 18



### Lobby for changes and improvement in humanitarian situation locally

1.3

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



**Slide No.**      **18**

**Trainer Notes**

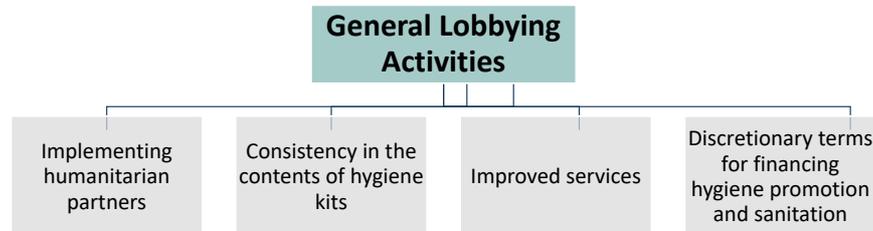
To lobby means to influence. Lobbying is an essential tool for effective humanitarian action. Without it, an organisation would struggle to sort out the many competing interests of stakeholders involved. Lobbying allows individuals to access government legislators and serves as an educational tool. This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



## Lobby for changes and improvement in humanitarian situation locally

1.3

### Lobbying Activities



**Slide No.**     **19**

### Trainer Notes

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



## Lobby for changes and improvement in humanitarian situation locally

### Lobbying Activities

1.3

**Government**

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



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**Slide No.**      **20**

**Trainer Notes**

- Lobby the government to set policies that favour the affected populations, including the vulnerable and marginalised groups or to deliver on existing policies.
- Lobbying local governments for sanitation and hygiene promotion programs
- offering expertise and support – particularly for social mobilisation and hygiene promotion; determining what local people truly want and ensuring that the government is aware of it; and demonstrating to the government what it is like to live without access to sanitation.
- Lobby the national government to gain fund public-good aspects of sanitation
- Create incentives for local governments to reduce water consumption through reuse and responsible planning and management finance research into environmentally friendly technologies and methods; finance water quality surveillance and environmental monitoring; establish the framework and procedures for health impact assessment (HIA) of development projects, with sanitation as a key safeguard; and provide adequate funds to environmental regulators to ensure their capacity to make sound judgments about the balance of local and wider environmental sanitation needs.
- Lobby local governments to devise novel approaches to balancing and delivering local sanitation and environmental management
- create incentives for communities and industries to improve local water source protection; and establish mechanisms to fund and implement wastewater treatment.

Image 21: Slide 21


1.3

## Lobby for changes and improvement in humanitarian situation locally

---

**Lobbying Activities**

**Community and Civil Society**

To help improving the monitoring and evaluation

To gain more participation of various partners



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**Trainer Notes**

- Lobby communities and civil society to help improving the monitoring and evaluation by providing skills and support to public monitoring processes; recognising that many governments are unaccustomed to working with the public in participatory monitoring and evaluation and assisting them in their learning process; actively publicising and making information available to both government and communities; and, where public systems are failing, advocate for their improvement and, if possible, provide alternative data.
- Lobby communities and civil society can participate with various partners to implement sanitation and hygiene projects; disseminate sanitation and hygiene information to communities and households; create libraries or information resource centres with sanitation and hygiene information.



## Lobby for changes and improvement in humanitarian situation locally

1.3

### Lobbying Activities

#### Entrepreneurs

Lobby entrepreneurs to lobby governments for the right to provide sanitation services; find out what kind of sanitation services people want and begin developing products; offer financial terms to help people make the necessary investments; and inform the government about what is going on at the local level.

#### Humanitarian Agencies

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

#### Households

Lobby households to participate in monitoring efforts by providing information to data collectors.

**Slide No.**      **22**

### Trainer Notes

#### Entrepreneurs:

Lobby entrepreneurs to convince governments to provide sanitation services (where this is not already the case); find out what kind of sanitation services people want and begin developing products; offer financial terms to help people make the necessary investments; and inform the government about what is going on at the local level.

#### Humanitarian Agencies:

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

#### Households:

Lobby households participate in monitoring efforts by providing information to data collectors.

Image 23: Slide 23



## Coordinate with key stakeholders related to WASH and public health

1.4

### Ensure Effective Dialogue between Stakeholders

-  **Emergency Response Management (ERM) cannot function without effective coordination.**
-  **Coordinating emergency response** is extra challenging because it involves high uncertainty and rapid decision making and response under time and resource constraints.
-  **Information sharing is the fundamental aspect** of coordination efforts. Without it, coordination will fail.



**Slide No.**      **23**

**Trainer Notes**      This section discusses how to coordinate the different phases of a WASH programme, including exit strategies.

Image 24: Slide 24



## Coordinate with key stakeholders related to WASH and public health

1.4

### Coordination

Coordination of emergency response is difficult because it requires taking into account



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**Slide No.**     **24**

### Trainer Notes

The exigencies of an emergency situation, such as great uncertainty; sudden and unexpected events; the risk of mass casualties; high levels of time pressure and urgency; severe resource shortages; large-scale impact and damage

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

Factors such as infrastructure interdependence, multi-authority and massive personal involvement, conflict of interest, and the high demand for timely information complicate matters.

Image 25: Slide 25



## Coordinate with key stakeholders related to WASH and public health

1.4

### Coordination

#### Coordination in Pre-Incident Response

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



**Slide No.**      **25**

### Trainer Notes

- These issues are addressed through coordinated planning and training exercises involving stakeholders, which results in the creation of Standard Operating Procedures (SOP).

Image 26: Slide 26



## Coordinate with key stakeholders related to WASH and public health

1.4

### Coordination

#### Coordination in Pre-Incident Response

-  During major disasters, the limits of local capability are quickly reached, and multiple agencies are involved in assisting with additional response efforts.
-  This usually necessitates both spatial and temporal coordination with organisations and personnel who adhere to different norms and practices.
-  Coordination is also required when setting up such training activities and tabletop exercises.



**Slide No.**      **26**

### Trainer Notes

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

Image 27: Slide 27



## Coordinate with key stakeholders related to WASH and public health

1.4

### Coordination

#### Coordination during Incident Response

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


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**Slide No.**      **27**

### Trainer Notes

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



## Coordinate with key stakeholders related to WASH and public health

1.4

### Coordination

#### Coordination during Incident Response

##### “Mini-Second Coordination Cycle.”

Responders must make rapid coordination decisions to support fast response during complex incidents, which limits their ability to analyse coordination problems and explore the solution domain.

##### “Many-Second Coordination Cycle.”

Actions are motivated as a reaction to incidents from the immediate scene when there is a lack of a proper understanding of the big picture.

**Slide No.**      **28**

### Trainer Notes

**Mini-Second Coordination Cycle:** Disaster response can be thought of as having an onsite response coordinating entity and a remote management entity, such as an Emergency Operations Centre (EOC).

Onsite response is usually reactive and the time window for coordination is small. It is usually distinguished by working with the local picture resulting from the local scenario.

**Many-Second Coordination Cycle:** Coordination in civilian structures is improved by fostering common understanding, which is achieved by developing a common operating global view that outlines the commander's intent and strategies.

Efficient communication is critical to the development and spread of shared understanding and buy-in.

A supervisory structure, such as an EOC, deals with more strategic issues and works with a larger picture, leveraging external resources to assist with on-site response.

The EOC's actions are based on a more reflective and proactive posture, and EOC commanders typically work with a large time window.



## Coordinate with key stakeholders related to WASH and public health

1.4

### Coordination

#### Coordination during Incident Response

The terms mini-second and many-second coordination cycle refer to **different coordination tasks** (operational vs. managerial); **constraints** (small vs. large time window, information/intelligence, and capability); and **outcome quality** (poor vs. good).

##### Mini-second coordination

addresses needs for immediate response coordination

##### Many-second coordination

supervises and supports the former with resources and information.



**Slide No.** 29

### Trainer Notes

This division of coordination tasks and responsibilities allows for better matching of coordinator expertise to task requirements. Frontline response teams are trained to excel at domain-specific tasks (such as firefighting and rescue) as well as task coordination. Remote commanders are concerned with global issues like inter-agency coordination, overall logistics, and regulatory compliance.

Image 30: Slide 30



## Coordinate with key stakeholders related to WASH and public health

1.4

### Coordination

#### Coordination in Post-Incident Response

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



**Slide No.**      **30**

### Trainer Notes

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

Image 31: Slide 31



## Coordinate with key stakeholders related to WASH and public health

# 1.4

---

**Coordination**

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

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**Slide No. 31**

**Trainer Notes**

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

Image 32: Slide 32



## Element 2

### Identify issues related to WASH on affected community

#### Performance Criteria

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



**Slide No.**      **32**

**Trainer Notes**

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



## Identify and prioritise the most vulnerable in specific context

2.1

**Identifying vulnerable populations** is usually the **first step** when determining the **potential beneficiaries of humanitarian action**.

**Identifying vulnerable groups** is also not a single-step process. What is considered a vulnerable population depend on certain metrics and definitions used.


**ASCEND**

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**Slide No.**     **33**

### Trainer Notes

During humanitarian action, identifying vulnerable population has purpose to identifying potential beneficiaries in require of the services and items of certain program. Vulnerable population depend on metrics and definition used.

During crisis, to identify the vulnerable groups is not only by single step process. While categorising vulnerable operationally and technically precarious, target groups or individual should be identified and prioritised for assistance on substantive scale or timescale.



## Identify and prioritise the most vulnerable in specific context

2.1

**People with disabilities (physical and mental)**

- Mismanaged evacuation
- Rough / inappropriate institutionalised treatment

**Elderly person**

- Challenge with chronic illness
- Physical and mental limitation
- Vulnerable to environment

**List of Vulnerable Groups**



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**Slide No. 34**

**Trainer Notes**

**People with disabilities (physical and mental)**

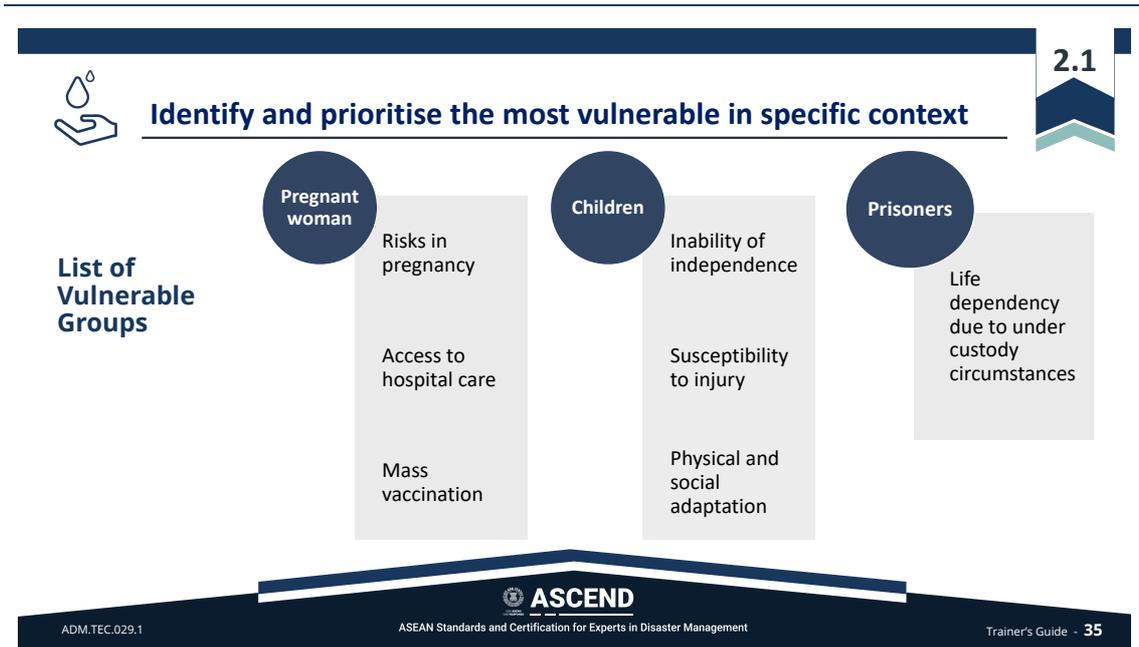
Individuals with physical disabilities have special needs. For example, people with hearing difficulties will not understand evacuation orders instructed in shelters. Instruction using visual displays such as television monitors or on paper, people with visual impairments might not get the information. There also can be a lack of accessibility for those using wheelchairs.

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

**Elderly person**

This included people at least sixty-five years who are more likely to suffer from chronic diseases such as diabetes, hypertension, heart diseases, etc. Most people at this age at least suffer from one chronic illness. Others suffer some form of sensory, mobility, cognitive, social and economic limitations. They tend to be more traumatised, agitated, or overwhelmed. Their health could deteriorate during emergencies due to lack of nutrition, exposure to infection, emotional stress or inadequate medical treatment.

Image 35: Slide 35



**Slide No.**      **35**

**Trainer Notes**

**Pregnant woman**

During emergencies, risks related to pregnant women include underweight infants, premature birth, and infant mortality. Pregnant women risk being evacuated without their medical records, which contain essential information related to their and their infant's condition. They may lose access to hospital care for baby's deliveries and prenatal vitamins and medication. Pregnant women may also be involved in mass vaccinations that can create contradictions during pregnancy.

**Children**

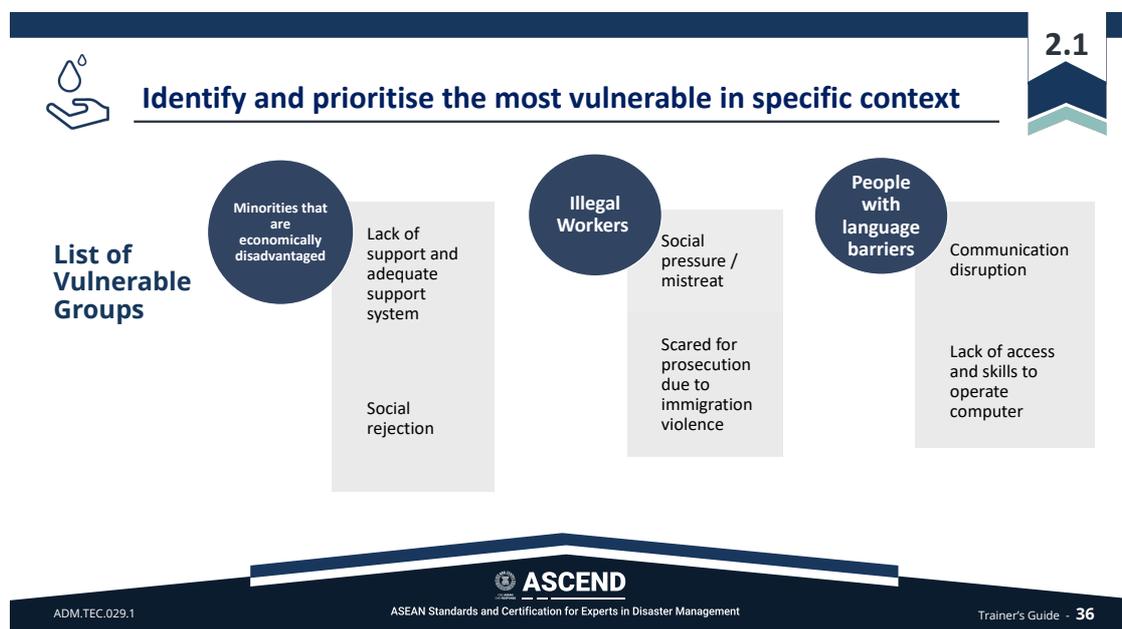
Children are considered vulnerable due to their lack of independence to take care of themselves and their susceptibility to harm - physically and psychologically. Children can develop malnutrition, dehydration, and exhaustion during emergencies. They are also susceptible to certain infectious diseases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

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

**Prisoners**

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

Image 36: Slide 36



**Slide No. 36**

**Trainer Notes**

**Minorities that are economically disadvantaged**

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

**Illegal workers**

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

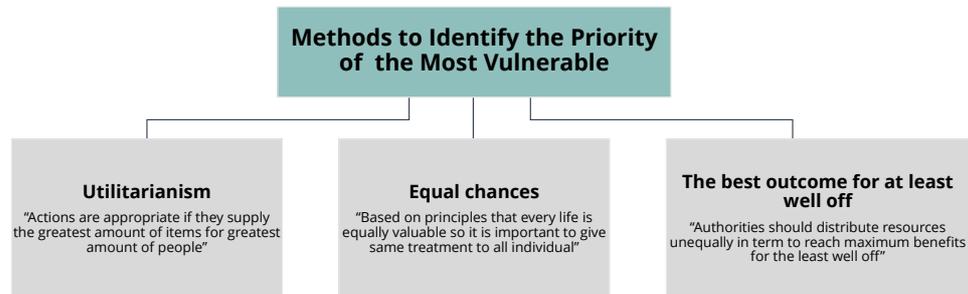
**People with language barriers**

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



## Identify and prioritise the most vulnerable in specific context

2.1



**Slide No. 37**

### Trainer Notes

#### Utilitarianism

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

#### Equal chances

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

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

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



## Identify and prioritise the most vulnerable in specific context

2.1

-  Besides these three approaches, other approach is by using ethical theories. This theories provide no clear and single answer on how the emergency planners plan to prioritise the needs of various population and whom resources should be allocated. So, the optimal approach is to minimise need for difficult ethical choices.
-  In the context of disaster, many commentators stated that the resources should be investing for vulnerable individuals such as the poor, institutionalised, and disabled. This due to of their inability to withstand the hardship because of catastrophic events.

**Slide No. 38**

### Trainer Notes

In the extreme scarcity condition, do not distribute resources disproportionately to the vulnerable and let the rest suffer greater deprivation. Society should give significant attention on vulnerable during emergency planning process, while there is no pressures of time, extreme resources scarcity, and chaotic condition for the planner. The goal of emergency planning is to minimise complicated and unanticipated allocation of resources especially involving the vulnerable population. Advanced planning and preparedness, the best outcome will be reached because they can react appropriately during emergencies and allocate the resources will be available for the disadvantaged.

Image 39: Slide 39



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

2.2

### Specific needs for different at-risk groups

-  Different at-risk groups have different needs. WASH programmes can help to **adjust the design of facilities so that different community groups can access and use them.**
-  **WASH engineers** can adjust the technical specifications of WASH facilities and equipment based on user needs. The goal is to provide independent access to use them without help or minimum help.
-  **The WASH promoter** can help communicate the appropriate use of the facilities, conduct discussions with vulnerable people about their preferences, and inform the broader community of how using WASH facilities can keep them healthy


**ASCEND**

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**Slide No.**      **39**

### Trainer Notes

One of the best ways to identify the specific needs of different at-risk groups in emergencies is to involve them in the planning and implementing WASH programmes whenever possible.

Image 40: Slide 40



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

2.2

### Path

Construction	Advantages	Disadvantages	Improvement	Costs
Guide string (From house to sanitation facilities)	Easy to build Simple maintenance Suitable for people with visual disabilities	Regular maintenance String should be carefully positioned	Path can be painted	Low
Landmark Posts made using local materials	Budget-friendly Easy to built Suitable for people with visual disabilities	Posts must be firm to avoid hazard to other people Regular maintenance	Path can be painted with bright color  Use alternative materials	Low to medium
Level Path lined with rock	Budget-friendly Easy to built Suitable for people with visual disabilities	Rock easy dislodged, potentially trip hazard Regular maintenance	Path can be painted with bright color	Low

**Slide No.**      **40**

**Trainer Notes**      Design options for path

Image 41: Slide 41



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

2.2

### Ramp

Construction	Advantages	Disadvantages	Improvement	Costs
Moveable wooden ramp	Flexible Cheaper With raised sides can prevent wheelchair rolling off side	Less durable Help needed to move the ramp	Can be painted to increase visibility of the sides	Medium
Low-gradient concrete ramp with levelling on the side	Durable, smooth, firm Gentle gradient With raised sides can prevent wheelchair rolling off side	While construction, monitoring needed to ensure not too steep gradient Maintenance needed to ensure the ground height same with the end of the ramp	Can be painted to increase visibility of the sides	High
Wide concrete ramp	Improve access for everyone due to the concrete ramp onto the apron	More space needed than steps Drainage should located on the opposite direction To reduce cost, monitoring needed to ensure masons do not make it too steep	Can be painted to increase visibility of the sides  To make it less slippery, cross-hatching on ramp	Medium

**Slide No. 41**

### Trainer Notes

For Engineering purpose, it is important to determine the gradients and level of ease for different users. Gradient is change in height over a distance.

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

How gradient is measured

Example, gradient 1 in 8, this slope rises one unit over eight units of distance. For example, if the distance is 8 m, the slope should be raised 1 m. The slope is the same, whether the distance is 8 feet, 8 cm, 8 m or 80 m.

Image 42: Slide 42



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

2.2

### Steps

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

**Slide No. 42**

### Trainer Notes

The design of steps is appropriate where space is limited and users without physical disabilities and mobility limitations.

Image 43: Slide 43



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

2.2

**Movement Aids**

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

**Slide No. 43**

**Trainer Notes** Suitable for people with physical disabilities that limit mobility

Image 44: Slide 44



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

2.2

### Superstructure

Construction	Advantages	Disadvantages	Improvements	Cost
Wooden poles attached by grass walls; without roof; with curtain	Material locally available Easy and quick to construct Give some privacy	Low durability Low privacy Difficult to use when raining due to no roof	For better privacy spiral entrance can be constructed Not ideal for long term	Low
Plastic sheeting for walls attached to wooden poles, no roof, mat for curtain	Material locally available Easy and quick to construct Mat for privacy Wide entrance good for users	Difficult to use when raining due to no roof Curtain difficult to close Plastic sheeting easy to damage, reducing privacy	Can be added roof	Low
Rammed earth structure with attached roof	Durable Material locally available Strong to attach handrails to the wall	Difficult to allow enough light without reducing privacy	Widen entrance Increase number of windows Equip with door	Medium to high

**Slide No. 44**

**Trainer Notes**

**For Siting**

Latrines should not exceed 15 m from the household

**Superstructure**

Suitable for people with physical disabilities that limit mobility.

Image 45: Slide 45



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

2.2

### Entrances

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

**Slide No.** 45

### Trainer Notes

#### Entrances

Entrance must be broad enough (+20 cm from wheelchair width) with ample space inside for moving around in a wheelchair.

Image 46: Slide 46



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

2.2

### Doors

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

**Slide No. 46**

**Trainer Notes**

**Doors**

Suitable for people with mobility disabilities, a helper, people carrying child, and overweight people

Image 47: Slide 47



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

2.2

### Doors handles and mechanisms

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

**Slide No.** 47

**Trainer Notes** **Doors handles and closing mechanism**  
Suitable for all users, especially women and girls

Image 48: Slide 48



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

2.2

### Internal Spaces

Construction	Advantage	Disadvantage	Improvements	Cost
Traditional round superstructure, cement seat, wooden handrail, each side, curtain	Level 1 access	Not ideal for privacy No space for carer	Increase the size of structure between entrance and the seat Add a door	Medium
Entrance corridor with gap between corridor and toilet, wall on left	Level 2 access	Wheelchair can't turn around inside  Lack of privacy because wheelchair is visible from outside	Install door or curtain	Medium to high
Spacious toilet cubicle, hole located in the corner	Level 3 access		Install handrail	High

**Slide No. 48**

### Trainer Notes

Think about: who and how people will use the toilet, think also the space needed  
 Level 1: Space for blind users and who need to stand using support rails  
 Level 2: Extra space for carer, to use sticks or to park wheelchair  
 Level 3: Space for people who use wheelchair to enter, close the door and turn around

Image 49: Slide 49



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

2.2

### Floor Finishes

Construction	Advantage	Disadvantage	Improvements	Cost
Cement slab, with earth floor and installed level	Can be produced locally Durable Easy to keep	Can be slippery when wet Need maintenance to keep surrounding floor level with slab		Low
Rammed earth floor consist of marram and sand	Materials can be found locally Wipeable and sweep able Repels urine	Hard to get right floor texture Easier to keep clean Needs maintenance	Ensure water drainage away from user Rough floor suitable for people using sticks	Low to medium
Rammed earth floor without marram	Materials can be found locally Sweep able only	Hard to get right floor texture Not really hygienic, floor dusty Not easy to clean	Ensure water drainage away from user Rough floor suitable for people using sticks	Medium

**Slide No.** 49

**Trainer Notes**

**Floor Finish**

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

Image 50: Slide 50



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

2.2

### Handrails and Support

Construction	Advantage	Disadvantage	Improvements	Cost
Bricks protruding from wall	Materials can be found locally Easy to build	Wall must be strong to hold user's weight Cant be added after construction Need regular maintenance	Provide mini-ledges as user's holder	Low
Wooden/bamboo fixed to floor	Materials can be found locally Easy to build and maintain Allow users to transfer to toilet from other side Position and height of rail can be adjusted to the user's needs	Rail must be strong to hold user's weight Cant fix in a concrete floor or slab Hard to keep it clean	Painting to avoid termite damaging Use longer vertical poles for children use purposes Pipe rails should be cemented Put several bars in different height	Low
Metal bars fixed to side walls of latrine	Durable Can be added to existing facility and adjusted due to user's needs Easy to clean	Wall must be strong to hold the bars Wall must be close to the user's position	Paint to prevent corrosion and increase the durability Put several bars in different height	Medium to high

**Slide No.** 50

**Trainer Notes** **Handrails and Support**  
Suitable for people unable to walk, stand, or squat

Image 51: Slide 51



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

2.2

### Fixed Seat Pan

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

**Slide No. 51**

**Trainer Notes**

**Fixed seat pan**

Suitable for people who have problems with squatting, including obese people, older people, disabled people and pregnant women

Image 52: Slide 52



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

2.2

### Moveable Seat

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

**Slide No. 52**

**Trainer Notes**

**Moveable seat**

Suitable for people who have problems with squatting, including obese people, older people, disabled people and pregnant women

Image 53: Slide 53



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

2.2

### Commode Seat

Construction	Advantage	Disadvantage	Improvements	Cost
Wooden chair with potty inserted in hole in seat	Can be putted in the most convenient place Fabric straps support people with balance problem	Need to empty and clean the container after single use Need separate private toilet Regular painting for wood	Adding padding for extra comfort Seat could be used without potty A bucket can substitute the potty	Low to medium
Metal commode chair with plastic inset toilet pan	Durable and easy to clean Can be putted in the most convenient place	Need to empty and clean the container after single use Need separate private toilet Metal can be uncomfortable for some users Extra support can be gained by adding plank and waist belt	Adding car tire as cushion	Medium to high

**Slide No. 53**

**Trainer Notes**

**Commode seats**  
Suitable for small children and people who cannot reach latrine

Image 54: Slide 54



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

2.2

### Water Provision

Construction	Advantage	Disadvantage	Improvements	Cost
Elevated large water storage jar with tap to smaller jar placed next to it	No need to carry water Secondary jar can be filled using tap control Main water can be filled by rainwater	Space and maintenance needed Depend on rainwater	Bathing screen can be placed around bathing area Storage tank can be made using local materials	Medium to high
Plastic water container high with pulling rope	No need to carry water Containers can be filled by other family member	Need to be filled regularly Height make it hard to fill	Toilet can also be installed For more controlled water flow, plastic hose and tap can be added	Medium
Bowl placed on wooden table with raised height	Low maintenance and low cost	Depend on others for each refill	Basin could be put on large, flat, or wooden stand	Low

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**Slide No. 54**

**Trainer Notes**

#### Water provision

Suitable for people who have difficulty carrying water and who prefer to sit while washing



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

2.2

### Seats

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

**Slide No.** 55

**Trainer Notes** **Seats**  
Suitable for people who have a problem standing up while bathing

Image 56: Slide 56



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

2.2

### Bathing Equipment

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

**Slide No.**      **56**

**Trainer Notes**      *Design options for bathing equipment*

Image 57: Slide 57



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

2.2

### Apron Layout

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

**Slide No.** 57

**Trainer Notes** *Design options for apron layout*

Image 58: Slide 58



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

2.2

### Apron access via concrete ramps

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

**Slide No. 58**

**Trainer Notes**

**Apron access via concrete ramps**  
Suitable for people with mobility limitations (e.g., walking sticks, wheelchair)

Image 59: Slide 59



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

2.2

### Pump handles

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



**Slide No.** 59

**Trainer Notes** *Design options for pump handles*



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

2.2

### Lifting water containers

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

**Slide No.** 60

**Trainer Notes** **Lifting water containers**  
Suitable for all users, especially people with limited strength

Image 61: Slide 61



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

2.2

### Transporting Water

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

**Slide No.** 61

**Trainer Notes** *Design options for transporting water*

Image 62: Slide 62



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

2.2

### Accessing stored water

Construction	Advantage	Disadvantage	Improvements	Cost
Water stored in bucket accessed via a tap near the bottom	Tap could controlled flow Reduces risks of contamination Bucket is easy to fill	Sell locally		Medium
Tin can used to draw and tip water from a covered	Can is easy to find No construction needed Any size of container can be used	Water contamination from dipping can  Storage can be located outside the house so less convenient than inside	Add handle to prevent contamination  Raise the jar and fit to avoid frequently removal of car  Use light materials	Low
Jerrycan tipper made of iron tubing, square light gauge,	People can easily pour water from a jerrycan Durable Robust Easy to use		Tipper can be constructed for a bucket  Can be made from wood for cheaper price	Medium

**Slide No. 62**

**Trainer Notes**

#### Accessing stored water

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

Image 63: Slide 63



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

2.2

### Handwashing

Construction	Advantage	Disadvantage	Improvements	Cost
5L jerrycan with hole pierced near the top, hung from a rail.	Easy to build	If the person cannot use their feet, it difficult to use	Need regular refilling	Low
Plastic bottle with ballpoint pen casing inserted via hole near the bottom	Easy to make with local materials Can be operated by hand instead of feet	Need regular refilling Difficult to refill Bottle tap easily get lost	Jerrycan can be a substitute of bottle	Low
Cut-away jerrycan; water taken out by a ladle made of plastic	Can be made using local materials Can be operated by hand instead of feet	Potentially contamination	Put lid to cover the top	Low
Suspended gourd large hole for filling, small hole for pouring	Easy to make Can be made using local materials	Not durable	Need regular refilling	Low

**Slide No. 63**

**Trainer Notes** *Design options for handwashing*

Image 64: Slide 64



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

2.3

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

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



**Slide No.**      **64**

**Trainer Notes**      Trainer identifies the modality in at-risk and vulnerable groups



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

2.3

### Types of Modalities to Encourage Participation

Visual  
Modality

Auditory  
Modality

Kinesthetic  
Modality

Reasons why people may be willing to participate in a programme:

- Sense of community and realise the benefit of their involvement
- Religious, social, traditional obligations
- Genuine community participation
- Remuneration in the form of money or other kinds of goods

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### Trainer Notes

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

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

**Kinesthetic modality:** This modality uses action or participatory learning where participants think and learn by doing. For instance, it is used to facilitate problem solving and decision-making. It is also used to teach the community members how things are run in a programme, like leading coordination meetings, to pass the responsibility to local actors eventually. **Meaningful participation:** It is flexible, inclusive, collaborative, and bringing local and perspective and resources, it allows community to shape the program so it works for them. Owning the responsibility of the program, involve in problem solving, planning, and decision making.

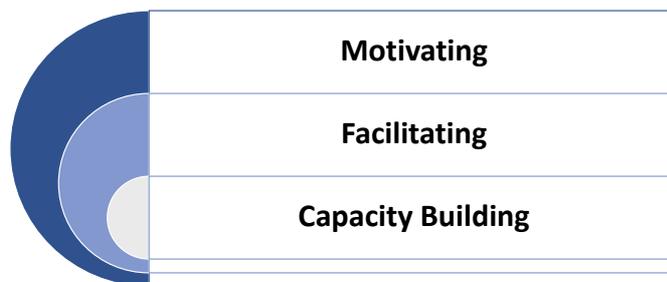
Image 66: Slide 66



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

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It is also essential to get a sense of their motivations, facilitate the activities they participate in, and invest in building local capacity.



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#### Trainer Notes

Other issues such as food, water, and health care are usually prioritised over sanitation in disaster-affected communities. This is often because of a lack of understanding between sanitation and health. It is important to raise the level of their awareness through hygiene promotion.

#### Facilitating

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

#### Capacity Building

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

Image 67: Slide 67



**THANK YOU**

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**Trainer Notes**

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



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