TRAINER'S GUIDE

TECHNICAL COMPETENCY UNIT

ADM.TEC 021.1

Conduct In-depth Analysis on WASH in Humanitarian Settings

ASCEND

AHA CENTRE
asean
ONE ASEAN
ONE RESPONSE

ASEAN Standards and Certification
for Experts in Disaster Management

ASEAN Standards and Certification for Experts in Disaster Management

Conduct In-depth Analysis on WASH in Humanitarian Settings
ADM.TEC.021.1

Trainer's Guide

ONE **ASEAN**
ONE **RESPONSE**

Project Sponsors:

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

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

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**The ASCEND Programme and
Toolbox Development:**

Overview

ASCEND

1.1   **The ASCEND Programme**

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

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

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

1.2   **The objectives of ASCEND**

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

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

1.3 Advantages and benefits of an ASCEND certification

For ASEAN

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

For AHA Centre

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

For disaster management professionals

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

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

1.4 | The ASCEND Toolbox

A set of technical requirements must exist before it is possible to implement the ASCEND programme in participating ASEAN Member States. The first requirement is the ASCEND Competency Standards that contains forty-three (43) regionally recognised core and technical competencies in selected disaster management professions. The Competency Standards outline the work elements and performance criteria that guide for certification of disaster management professionals across the region.
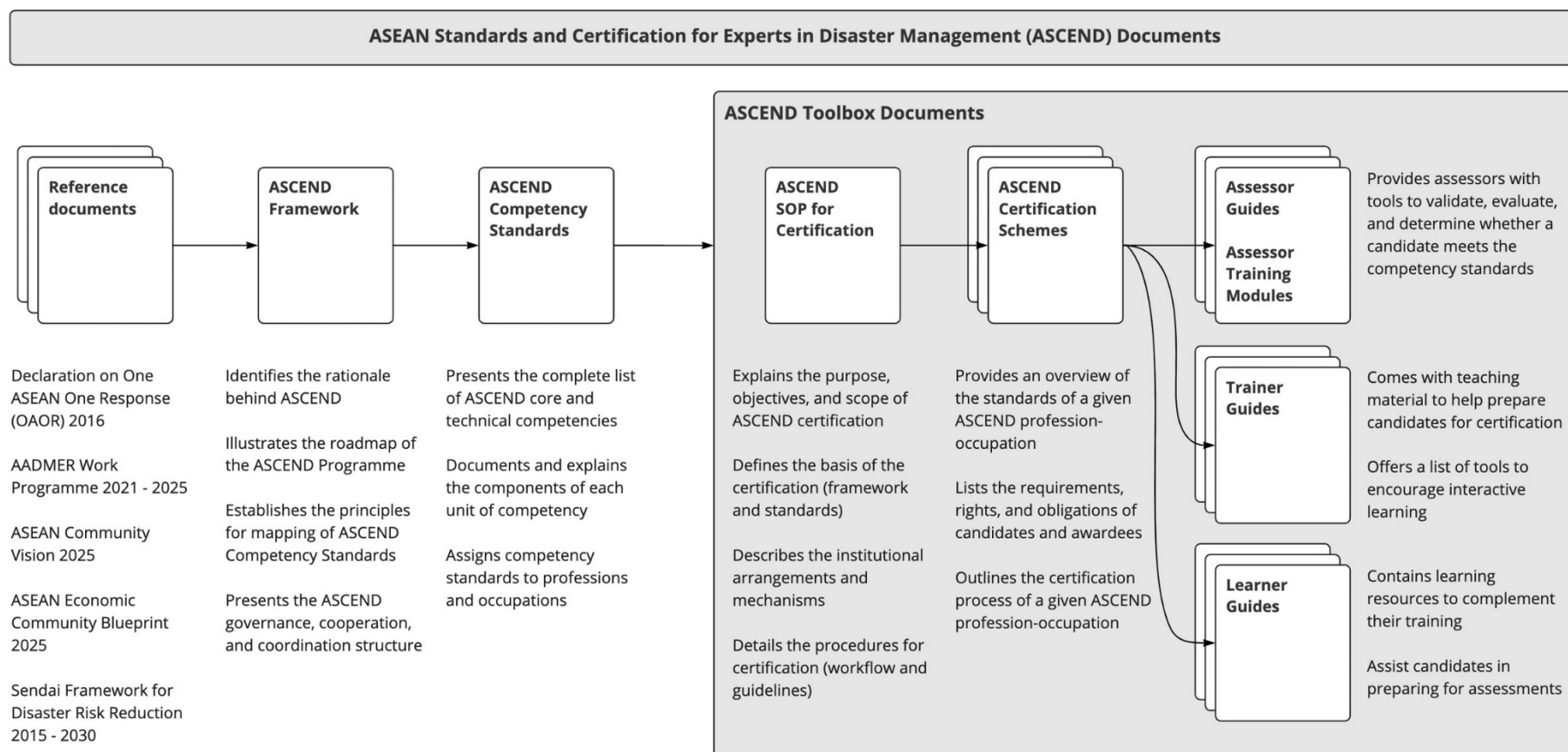
Another requirement is the development of an ASCEND Toolbox for five professions. These professions are Rapid Assessment, Humanitarian Logistics, Information Management, Water, Sanitation and Hygiene (WASH), and Shelter Management. The ASCEND Toolbox consists of an SOP, Certification Schemes, Assessor Guides, Trainer Guides, and Learner Guides. The ASCEND Competency Standards, approved by the ASEAN Committee on Disaster Management, is the primary basis of the Toolbox documents.

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

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

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

ASCEND Toolbox Documents

| Reference documents | ASCEND Framework | ASCEND Competency Standards | ASCEND SOP for Certification | ASCEND Certification Schemes | Assessor Guides / Assessor Training Modules | Provides assessors with tools to validate, evaluate, and determine whether a candidate meets the competency standards |

Declaration on One ASEAN One Response (OAOR) 2016

AADMER Work Programme 2021 - 2025

ASEAN Community Vision 2025

ASEAN Economic Community Blueprint 2025

Sendai Framework for Disaster Risk Reduction 2015 - 2030

Identifies the rationale behind ASCEND

Illustrates the roadmap of the ASCEND Programme

Establishes the principles for mapping of ASCEND Competency Standards

Presents the ASCEND governance, cooperation, and coordination structure

Presents the complete list of ASCEND core and technical competencies

Documents and explains the components of each unit of competency

Assigns competency standards to professions and occupations

Explains the purpose, objectives, and scope of ASCEND certification

Defines the basis of the certification (framework and standards)

Describes the institutional arrangements and mechanisms

Details the procedures for certification (workflow and guidelines)

Provides an overview of the standards of a given ASCEND profession-occupation

Lists the requirements, rights, and obligations of candidates and awardees

Outlines the certification process of a given ASCEND profession-occupation

Trainer Guides — Comes with teaching material to help prepare candidates for certification

Offers a list of tools to encourage interactive learning

Learner Guides — Contains learning resources to complement their training

Assist candidates in preparing for assessments

Competency-based Training (CBT):
Introduction for Trainers

ASCEND

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

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

Competency-based learning and assessment

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

Table 1: Competency areas and descriptions

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

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

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

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

What do trainers do?

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

The role of trainers is to:

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

Using the trainer's guide

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

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

ASCEND Competency Standards

3.1 | Competency standards

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

3.2 | ASCEND Competency Standards

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

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

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

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

Table 2:   *Components of the ASCEND Competency Standards*

Component	Description
Unit title	Describes the critical work function to be performed in an occupation.
Unit number	A coding system to organise the units of competency. It also indicates the types of competency standards. • ADM.**COR**.000.0 are core competencies. These are general professional knowledge and skills related to international humanitarian principles and disaster management standards, including ASEAN mechanisms and procedures. • ADM.**TEC**.000.0 are technical competencies. These are specific knowledge and skills needed to perform effectively in work areas under their chosen disaster management profession and occupation.
Unit description	Provides information about the critical work function covered by the unit.
Elements	Presents the occupational tasks required to perform the critical work function in the unit.
Performance criteria	Lists the expected outcomes or results from the occupational tasks to perform and the standard required.
Unit variables	Advises on how to interpret the scope and context of this unit of competence.
Assessment guide	Outlines the evidence to gather and evaluate to determine whether the candidate is competent in the unit.
Linkages to other units	Explains the connection of the competency standard to other units of competency.

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

ASCEND

3.3 | Unit of Competency

Unit title : **Conduct In-depth Analysis on WASH in Humanitarian Settings**

Unit number : ADM.TEC.021.1

Unit description : This unit deals with the skills and knowledge required to design and plan a project in a range of issues within WASH in emergencies.

ELEMENT AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
Element 1. **Identify appropriate standards and practices related to public health in emergencies** 1.1 Adapt international and regional standards to be appropriate for the context 1.2 Incorporate WASH intervention to other sectors 1.3 Identify the specific needs of at-risk groups or the most vulnerable 1.4 Identify possible secondary hazards	**Unit Variables** This unit provides advice to interpret the scope and context of this unit of competence. It relates to the unit as a whole and facilitates holistic assessment. This unit applies to designing and planning a project dealing with a wide range of issues related to public health and may include: *International humanitarian standards related to WASH may include, but not limited to:* • Sphere standards • Relevant WHO guidelines • Relevant global WASH cluster guidelines • Other guidelines from various institutions, such as UNICEF, Médecins sans Frontières, Oxfam GB, RedR, and Practical Action *WASH intervention may include:* • Hygiene promotion • Water supply • Excreta disposal • Vector control • Solid waste management • Drainage
Element 2. **Integrate early recovery and disaster risk reduction approaches in**	. *Linkage with other sectors may include:*

building community resilience as components of WASH

2.1 Conduct risk analysis using appropriate data and techniques

2.2 Implement disaster risk reduction and preparedness measures to build resilience and capacity to response

2.3 Incorporate early recovery strategy into WASH programme design

Element 3.

Lead a WASH needs assessment as part of a multi-sector programme

3.1 Select *appropriate assessment type* based on the situation and the agreed timeline

3.2 Develop contextualised WASH assessment tools

3.3 Design need assessment work plan

3.4 Analyse data collected from the need assessment

3.5 Develop recommendations for WASH programme and produce need assessment report

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

At-risk groups or the most vulnerable are groups or individuals that are more vulnerable compared to others due to individual factors such as their age (particularly the very young and very old), illness (especially people with chronic illness), gender, as well as social factors and culture and many others. But individual factors alone do not automatically increase risk. Assess the social and contextual factors that contribute to vulnerability, such as discrimination and marginalisation (e.g. low status and power of women and girls); social isolation; environmental degradation; climate variability; poverty; lack of land tenure; poor governance; ethnicity; class or caste; and religious or political affiliations. In a disaster situation, the most 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 categorised as the most vulnerable in all conditions and locations. For example, a young girl with responsible parents with high capacity may be less vulnerable compared to adolescent boy that is separated from his parents.

Disaster risk reduction aims to prevent new and reduce existing disaster risk and manage residual risk, all of which contribute to strengthening resilience and, therefore, to achieving sustainable development.

Early Recovery (ER) is an approach that addresses recovery needs that arise during the humanitarian phase of an emergency, using humanitarian mechanisms that align with development principles.

Appropriate assessment type includes:

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

Assessment Guide

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

- Ability to identify critical issues related to public health in emergencies according to situation, context, and location
- Ability to identify all factors that impact the planning and designing a WASH in emergency intervention for large scale emergencies
- Ability to design and plan an in- depth assessment related to WASH for large scale emergencies
- Ability to develop an effective WASH strategy incorporating early recovery and disaster risk reduction approach and measures.

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 identify critical issues related to public health in emergencies
- Demonstrated ability to identify all factors that impact the planning and designing a WASH in emergency intervention for large scale emergencies
- Demonstrated ability to design and plan an In-depth assessment related to WASH for large scale emergencies
- Demonstrated ability to develop an effective WASH strategy incorporating early recovery and disaster risk reduction approach and measures
- Demonstrated ability to consider a range of innovative measures when developing a WASH in an emergency strategy

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 an 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 participant
- Oral and written questions
- Portfolio evidence
- Problem-solving
- Roleplays
- Third-party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

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

Key Competencies	Level	Examples
Collecting, organising, and analysing information	**3**	Managing WASH need assessment

Communicating ideas and information	3	Disseminating WASH need assessment report
Planning and organising activities	3	Planning for In-depth assessment
Working with others and in teams	3	Managing teams to support need assessment
Using mathematical ideas and techniques	2	Calculate the needs of the affected community
Solving problems	3	Identifying key issues on WASH and finding solutions to address it
Using technology	2	Using application and technology to support need assessment

Preparing for Training Sessions:

Equipment, Material, and Tools

4.1 Onsite training

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

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

4.2 Online training

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

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

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

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

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

For collaboration, group exercises, lectures, and demonstrations.

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

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

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

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

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

For gathering feedback, ideas, or responses

Google Forms   Google Forms is a survey administration software for collecting and organising different kinds of information. Responses are automatically gathered and neatly presented in charts, sheets, and more.
https://www.google.com/forms/about/

Survey Monkey   Survey Monkey is the world's most popular free online survey tool. Similar to Google Forms, users can create, send, and edit questionnaires.
https://www.surveymonkey.com/
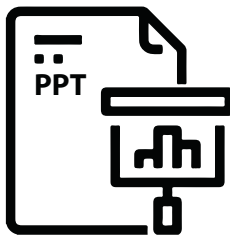
Power Point Slides and Presenter Notes

5.1 | Instructions for using PowerPoint presenter

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

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

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

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

5.2 PowerPoint slides and presenter notes

Technical Competency Unit

ADM.TEC.021.1

Conduct In-Depth Analysis on WASH Humanitarian Settings
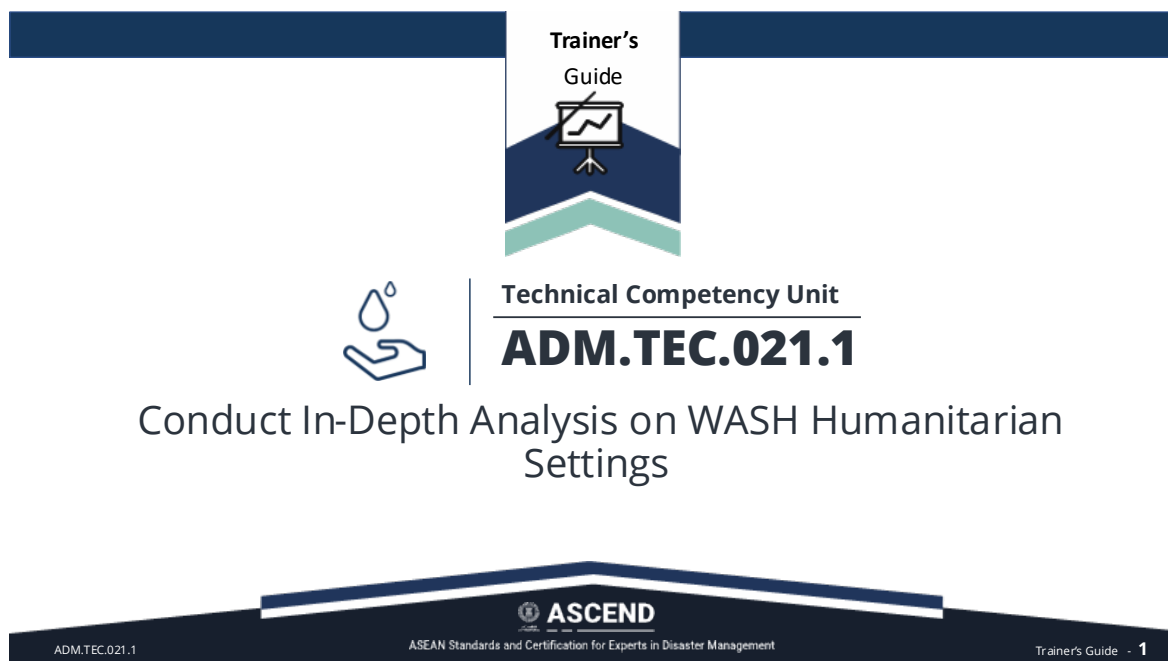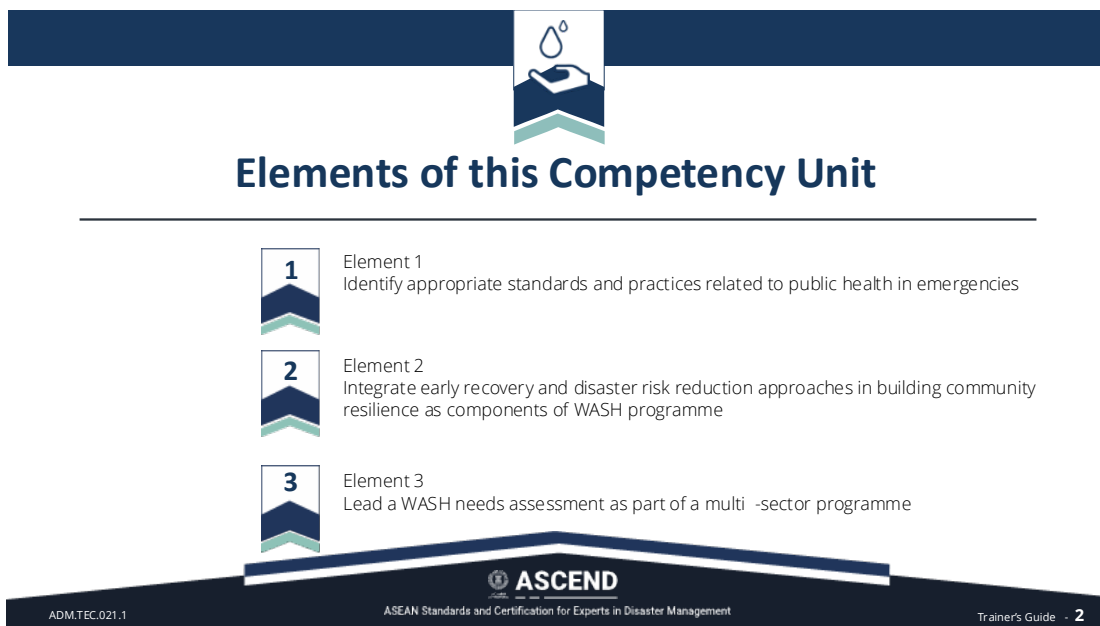
Slide No.	1
Trainer Notes	Trainer welcomes students to class.

Slide No.	**2**

Trainer Notes	Trainer advises participants this Unit comprises three Elements, as listed on the slide explaining:
	• Each Element comprises a number of Performance Criteria which will be identified throughout the class and explained in detail
	• Participants can obtain more detail from their Learner's Guide
	• At times the course presents advice and information about various protocols. Still, where their workplace requirements differ from what is presented, the workplace practices and standards and policies and procedures must be observed.
	.

Element 1

Identify appropriate standards and practices related to public health in emergencies

Performance Criteria

- **1.1** Adapt international and regional standards to be appropriate for the context
- **1.2** Incorporate WASH intervention to other sectors
- **1.3** Identify the specific needs of atrisk groups or the most vulnerable
- **1.4** Identify possible secondary hazards

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| **Slide No.** | **3** |

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

Image 4: *Slide 4*

1.1

💧 **Adapt international and regional standards to be appropriate for the context**

Introduction

Using standards help ensure that plans and activities associated with WASH enhance the wellbeing and support the recovery of disaster-affected communities.

Standards

A standard defines the levels of performance required of those involved in a given work area and the acceptable conditions of those benefitting from their activities

International standards

- The Sphere Project divides international WASH standards into six (6) components:

🔖 Hygiene Promotion		🔖 Vector Control	
🔖 Water Supply		🔖 Solid Waste Management	
🔖 Excreta Management		🔖 WASH in disease outbreaks and healthcare settings	

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Slide No.	**4**

Trainer Notes	**International standards**
	• People affected by crises and disasters are susceptible to diseases that can cause death. Inadequate sanitation, poor hygiene, and insufficient water supplies can contribute to disease outbreaks. Designing and implementing WASH programmes can help reduce and manage public health risks during a crisis or after a disaster.
	• Standards essential to programme development and implementation, especially those applied to practices related to public health in emergencies like WASH. Using standards help ensure that plans and activities associated with WASH enhance the wellbeing and support the recovery of disaster-affected communities.
	• The Sphere Standards include international standards for water, sanitation, and hygiene (WASH) activities. There are six (6) international WASH standards:
	• Hygiene Promotion
	• Water Supply
	• Excreta Management
	• Vector Control
	• Solid Waste Management
	• WASH in disease outbreaks and healthcare settings

1.1

Adapt international and regional standards to be appropriate for the context

National and regional standards

- Many states have their own national standards-making bodies.

- The national standards-making bodies of neighbouring states may also band together to establish regional standards.

- WASH programmes must adhere to the national drinking water safety standards, sanitation codes, environmental protection measures, and other regulations.

- National standards take precedence over regional and international standards unless the affected country makes exceptions.

ASCEND

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Trainer Notes	**National and Regional Standards** • Many states have their national standards-making bodies. The national standards-making bodies of neighbouring states may also band together to establish regional standards. • WASH programmes must adhere to national drinking water safety standards, sanitation codes, environmental protection measures, and other regulations. • Unless the affected country makes exceptions, national standards take precedence over regional and international standards.

1.2

Incorporate WASH intervention to other sectors

Introduction

- The work of the WASH sector supplements the activities of other sectors.
- Temporary shelters, healthcare facilities, and community schools cannot function without the provision and management of WASH facilities

WASH interventions

The needs of disaster-affected communities are urgent, and many people will need access to water and sanitation services simultaneously.

Depending on the situation, there may also be a need to promote activities unfamiliar to the disaster-affected communities.

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Trainer Notes

Introduction
- WASH managers need cross-sectoral knowledge and a deep understanding of how WASH programmes link to and affect other interventions provided to disaster-affected communities.
- They will also need to know how to work with stakeholders from different professional backgrounds and disciplines to ensure that communities in disaster sites receive adequate, holistic, and integrated services.

WASH Interventions
- The speed, scale, and approach required for WASH interventions in an emergency are different from those used in development programmes. The needs of disaster-affected communities are urgent, and many people will need access to water and sanitation services simultaneously.
- Effective WASH interventions reduce the risk of disease transmissions and improve health outcomes.

1.2

Incorporate WASH intervention to other sectors

Emergency WASH interventions

- Hygiene promotion
  1. Hygiene promotion
  2. Hygiene kits
- Vector control
  3. WASH package
- Well or spring repair
  4. Pumping out saltwater intrusions
  5. Well disinfection
- Source-based water treatment
  6. Large-scale source-based water treatment
  7 . Small-scale source-based water treatment

- Hygiene promotion
  1. Hygiene promotion
  2. Hygiene kits
- Vector control
  3. WASH package
- Well or spring repair
  4. Pumping out saltwater intrusions
  5. Well disinfection
- Source-based water treatment
  6. Large-scale source-based water treatment
  7 . Small-scale source-based water treatment

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Trainer Notes	**Emergency WASH interventions**
	• **Hygiene promotion**: Hygiene interventions aim to educate the population about healthy practices that minimise the risk of acquiring and transmitting disease.
	• **Vector control**: Vector control is closely related to hygiene promotion. Effective hygiene promotion contributes to better vector control. Responders frequently carry out these two interventions in parallel.
	• **Well or spring repair**: Providing disaster-affected populations access to clean and safe water. A disaster can damage existing water sources or pollute them, making them no longer potable. There is rarely enough time for new water point construction during an emergency. Repairing or cleaning existing wells or springs are the most common interventions for water access.
	• **Source-based water treatment:** Source-based water treatment aims to improve water quality at the collection point. Most source-based treatments use chlorine solution or tablets. They may also include processes that help to reduce water turbidity.
	• **Household water treatment:** Household water treatment interventions are used when affected populations have access to water, but the quality is inadequate. It also involves distributing buckets or jerrycans or buckets to promote the safe storage of treated water.
	• **Excreta disposal:** Sanitation interventions in emergency responses seek to minimise open defecation and improve faeces management through latrines or latrine alternatives. It reduces the exposure of

disaster-affected communities to infectious waste and helps reduce disease transmission.

- **Solid waste management and drainage facilities**: Solid waste management and drainage facilities are required to support hygiene promotion and vector control.
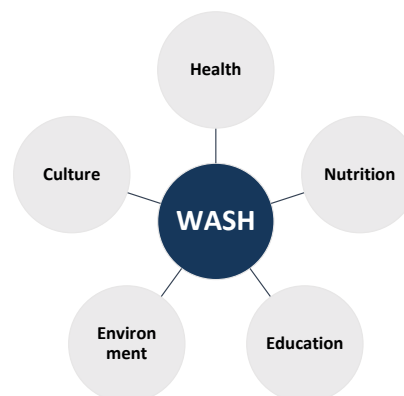
1.2

Incorporate WASH intervention to other sectors

Integrating WASH with other sectors

- WASH interventions affect and are affected by other sectoral interventions.
- Intersectoral coordination during an emergency response.

Health

Culture

Nutrition

WASH

Environment

Education

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Trainer Notes

Integrating WASH with other sectors

- **Health:** WASH needs assessment should consider disaster impacts on healthcare facilities and community hygiene initiatives. Provision of water and sanitation services, as well as hygiene promotion activities, are often needed. WASH interventions must also assist in the disposal and safe management of healthcare waste and support vector-control strategies.

- **Nutrition:** Water consumption is crucial for nutritional health, and water is frequently a key component of food preparation. In post-disaster contexts, good (WASH) interventions help prevent diarrhoea that may cause malnutrition, particularly among children and the elderly.

- **Education:** WASH needs assessments must carefully consider disaster impacts on educational facilities. Educational facilities are often major distribution points of hygiene promotion among students and local communities. They are also used to provide healthcare when healthcare facilities are damaged or lack capacity. It is essential that water and sanitation facilities are available in these facilities.

- **Environment:** WASH interventions affect the environment, and the environment shapes WASH activities. Poor management of environmental factors will reduce the effectiveness of WASH interventions. Environmental impacts should always be considered when constructing water and sanitation facilities.

- **Culture:** WASH interventions need to consider cultural aspects and norms surrounding communication and language, gender, age, religion and family dynamics, and other social issues. Male and female or children and adults have different post-disaster needs.

Inefficient and unsustainable post-disaster interventions often lack consideration of socio-cultural conditions.

ASCEND

1.3

Identify the specific needs of at-risk groups or the most vulnerable

At-risk and vulnerable groups

- At-risk groups, also referred to as vulnerable people, require special attention because traditional services cannot fully address their needs.
- Standard resources used during preparedness, response, and recovery efforts may not be accessible or applicable to them.

Children	Women
PWDs	Elderly
People with language barriers	Disadvantaged minorities
Undocumented immigrant and workers	Prisoners

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Trainer Notes

Introduction
- In a disaster, some population segments will be more severely affected than others.
- It is important to identify these at-risk or vulnerable groups during emergency response because they usually have specific needs that differ from the general population.
- Many factors influence a person's or group's vulnerability to disaster.
- The following categories are among the most commonly accepted: socio-economic status, age, gender, race and ethnicity, language and literacy, medical history and disability.
- A person or group may fall into multiple categories.

Image 10: *Slide 10*

1.3

Identify the specific needs of at-risk groups or the most vulnerable

Specific needs of at-risk and vulnerable groups

- Respecting diversity
- Conducting humanitarian action based on need
- Ensuring all groups benefit from aid and relief
- Addressing any barriers and obstacles affecting access for at-risk and vulnerable groups

- Recognising and maintaining the dignity of at-risk and vulnerable groups
- Promoting the inclusion and active participation of at-risk and vulnerable groups
- Recognise the vital role of carers

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Trainer Notes	**Specific needs of at-risk and vulnerable groups** • Vulnerable groups are at higher risk of being affected by disaster impacts. • There are minimum standards in fulfilling the needs of at-risk and vulnerable groups in humanitarian settings. These include…(see slide).

	1.3

🖐💧 **Identify the specific needs of at-risk groups or the most vulnerable**

Minimum standards and actions for age and disability inclusion in WASH programmes by ADCAP (2015)

WASH standard 1	**WASH standard 2**	**WASH standard 3**	**WASH standard 4**	**WASH standard 5**
People with disabilities and older people and their carers are included in the design, implementation, monitoring, and evaluation of WASH services and facilities	Information on WASH services and facilities is made available to people with disabilities, older people, and their carers	People with disabilities and older people and their carers have access to adequate water supply for drinking, cooking, and other domestic use	People with disabilities and older people have access to latrine facilities appropriate for them to use safely and with dignity	access to hygiene services, including an adequate supply of hygiene items appropriate for them to use safely and with dignity

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Trainer Notes	**Minimum standards and actions for age and disability inclusion in WASH programmes**
	• There are specific standards for WASH activities as outlined by ADCAP (2015).
	• The slide presents a general guideline for identifying the specific needs of at-risk and vulnerable groups.
	• Examples of WASH standard 1: Collect data disaggregated by sex, age, and disability. Initiate discussion with at-risk and vulnerable groups to identify their specific needs, and encourage them to participate in assessments
	• Examples of WASH standard 2: Share information related to WASH activities to at-risk and vulnerable groups. Guide how to use WASH facilities for at-risk and vulnerable groups
	• Examples of WASH standard 3: Ensure a minimum of 15 per cent of taps/water pumps are accessible for at-risk and vulnerable groups. Monitor the water supply for at-risk and vulnerable groups.
	• Examples of WASH standard 4: Adjust the latrines and toilets based on universal design principles. Conveniently locate handwashing facilities for at-risk and vulnerable groups.
	• Examples of WASH standard 5: Ensure the safety and privacy of WASH facilities. Regularly monitor and evaluate the WASH needs for at-risk and vulnerable groups

1.4

🖐 **Identify possible secondary hazards**

Introduction

- Hazards ≠ Disasters

- A hazard is a physical event, phenomenon, or human activity that can cause large-scale negative impacts on society.

- It may result in loss of life, injury, property damage, social and economic disruption or environmental degradation.

- Hazards may be single, sequential, or combined in their origin and impacts.

- A primary hazard may trigger secondary hazards. It is important to consider secondary hazards because they may start a domino effect.

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Trainer Notes	**Introduction** A hazard is different from a disaster. Hazard refers to a dangerous phenomenon that may cause adverse consequences. Disaster results from a hazard's effect on a society determined by the extent of their vulnerability to the hazard.

1.4

Identify possible secondary hazards

Types of secondary hazards

Earthquakes	Volcanic eruptions	Typhoons	Floods	Wildfires
• landslides • tsunamis • dam failures • disruption of communication, electrical power and water services • chemical spills • industrial fires due to explosions	• earthquakes • landslides • mudflows (lahars) • tsunami, • discharge of poisonous gases.	• floods • storm surges • landslides	• coastal and soil erosion • transmission of communicable diseases • water contamination	• air pollution • water pollution • emergence of invasive species

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Trainer Notes

Types of secondary hazards

- **Earthquakes**

  Earthquakes are natural geophysical events that occur on the earth's surface. Ground shaking and surface faulting are the main threats associated with earthquakes. But they can also trigger secondary hazards that may create more damage and losses than the initial earthquakes. These include landslides, tsunamis, dam failures, disruption of communications, electrical power and water services, chemical spills, and industrial fires due to explosions

- **Volcanic eruptions**

  Magmas are superheated gases and molten rock beneath the earth's crust. They can escape to the surface and become lava during volcanic eruptions common in the highly seismic zones along the plate boundaries. Secondary hazards associated with volcanic eruptions are earthquakes, landslides, mudflows (lahars), tsunamis, and the discharge of poisonous gases.

- **Typhoons**

  Typhoons are some of the most dangerous, destructive, and deadly hydro-meteorological events. Depending on the category, their wind speeds may range from 74 miles/hour to 150 miles/hour or more. A typhoon can cause secondary hazards like floods, storm surges, and landslides.

- **Floods**

Floods are the most common natural hazard worldwide, triggered by prolonged rainfall, intense thunderstorms, and onshore winds. Floods can be either slow or fast-rising, lasting days or weeks. Secondary hazards that may result from flooding are coastal and soil erosion. Erosions increase the chance of future flooding, creating a vicious cycle of repeat flooding and further erosion. Other generative processes may cause rapid and widespread flooding, including avalanches, dam failure, landslides, levee breakage, and logjams.

- **Wildfires**
  Wildfires pose a significant risk to people living near or working in the wilderness. Secondary hazards following wildfires include deterioration of water quality and the emergence of invasive species. These worsen the effects of wildfires and impede recovery efforts. In the long term, wildfires may reduce access to recreational areas, damage community infrastructures, and deplete cultural and economic resources.

1.4

Identify possible secondary hazards

Identification of secondary hazards

Brainstorming	• Technique of finding answers to a specific problem by allowing participants to generating their ideas spontaneously
Event trees	• Technique used to investigate the outcomes that might occur due to a particular initiating event
Fault trees	• Technique that focus on the end state or consequence and trace back to the possible initiating events that may have generated the result.

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Trainer Notes

Identification of secondary hazards
- **Simple brainstorming** helps explore the potential secondary hazards to consider, especially with stakeholders from different backgrounds.
- Event and fault trees analyses can help stakeholders examine the sequence of events and the relationships.
- **Event trees** are used to investigate the outcomes that might occur due to a particular initiating event. There are two main methods to create event trees.
- The first method examines the consequences of a single hazard. It then investigates the subsequent outcomes of those impacts until all possible secondary effects are listed.
- The second method considers all of the events during a hazard scenario. This scenario-based technique begins with a timeline that depicts the disaster scenario from start to finish. It then considers other events throughout the disaster by tracing each event to its probable end state.
- **Fault trees** differ from event trees. They focus on the end state or consequence and trace back to the possible initiating events that may have generated the result. There are two methods for fault trees.
- The first method focuses on the possible causes of a single identified consequence, then on the subsequent causes of those causes. The process is repeated until all possible causes of the result have are listed.
- The second method maps the causes or initiating events of a consequence in a timeline. This method selects a terminating

consequence first, then refers to the timeline for any possible triggering events that might lead to that end state

Element 2

Integrate early recovery and disaster risk reduction approaches in building community resilience as components of WASH programme

Performance Criteria

- **2.1** Conduct risk analysis using appropriate data and techniques
- **2.2** Implement disaster risk reduction and preparedness measures to build resilience and capacity to response
- **2.3** Incorporate early recovery strategy into WASH programme design

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Trainer Notes	• Briefly talk about the sub-elements of Element 2 and why WASH professionals need to know these.
	• Risk results from the interactions between a hazard, people's exposure to that hazard, their levels of vulnerability and capacity to cope with the impacts of a hazard.
	• Risk analysis provides a model for examining these connections to assess the potential impacts of hazards to society and their probability of occurring. It focuses on two core concepts: hazard and vulnerability.

2.1

🖐 **Conduct risk analysis using appropriate data and techniques**

Concept

- Disasters are no longer regarded as acts of god or nature's whims. Instead, they are considered a result of unsustainable social, political, and economic activities that increase the vulnerability of communities to hazardous events.
- Risk analysis is a fundamental tool in disaster risk management used to investigate disaster risk factors and serves as the basis for planning and implementing measures to minimise disaster risks and their impacts.

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| **Trainer Notes** | • Aside from hazards themselves, increasing attention is being paid to analysing the role of societies, their mode of production and living, and their development model as potential causes of a disaster.
• Risk analysis (RA) involves analysing hazards, exposure to hazards, vulnerabilities, and coping capacities. Some consider the coping capacities of populations as a component of vulnerability analysis. In contrast, others think it is a separate component of RA. In the definition below, coping capacities are considered part of vulnerability analysis. |

2.1

Conduct risk analysis using appropriate data and techniques

Hazard analysis	Vulnerability analysis
• Identifies, documents, and examines the nature of hazards (e.g., natural, human-induced, biological, technological), causes and effects. • It assesses the probability of occurrence and impact of a hazard, given its intensity and duration, at a specific place and time in a given population.	• A type of analysis to study a system's (or an element's) ability to prevent, neutralize, resist, or absorb the effects of potentially hazardous events. • The potential damages and losses that may arise from a hazardous event to a system or element determine vulnerability.

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Trainer Notes	• **Hazard analysis:** Understanding these types of information is essential for finding appropriate and effective ways to reduce and manage disaster risks. • **Vulnerability analysis:** Disasters may harm people (life, health, wellbeing, livelihoods), material assets (buildings, infrastructure), and the environment (ecosystem degradation, loss of natural resources).

2.1

Conduct risk analysis using appropriate data and techniques

Goals of Risk Analysis

Risk analysis is a dynamic process of continuously responding to evolving hazards, vulnerabilities, and risks

Expected products
1. **Hazard maps**
2. **Risk zone maps**
3. **Risk maps**
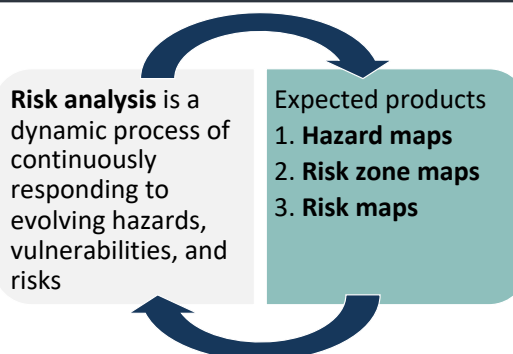
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Trainer Notes	**Risk analysis** The goals of risk analysis are: • To involve the local stakeholders and communities of concern throughout the process and promote ownership • To identify the hazards, a given population is exposed to • To know when and where hazardous events could occur • To understand the potential damages and losses to a given population should the hazardous event occur • To examine the vulnerabilities and coping capacities of the population exposed to the hazardous event • To document and communicate the dangers and threats local stakeholders and communities face • To develop and implement culturally appropriate and feasible preparedness, response, and recovery strategies, plans, and practices that will mitigate the impacts of hazards, lessen vulnerability, and strengthen coping capacities - in consultation with local stakeholders and communities • To repeat the process and improve each time **Expected output** Highly advanced technologies for remote sensing and geographical information systems (GIS) have improved how hazards and vulnerability are analysed in recent years. But the common products used in risk analysis are hazard and risk maps. They are usually classified into three (3) groups: • **Hazard maps** provide information about potential hazards in a given place

- **Risk zone maps** provide information on the levels of exposure of a given place should a hazardous event occur
- **Risk maps are** risk zone maps that consider the potential impacts of a hazard on people, property, and the environment. They typically consider the physical aspects of vulnerability. These maps are used to develop other products, such as impact assessments and simulation models.

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Trainer Notes	**The following points should also are considered when determining the methods in applying risk analysis (RA):**
	• Political commitment is necessary if DRM efforts are to be effective. DRM initiatives become successful when it receives sustained attention and continued investments from those who hold political power.
	• Reliance on emergency response and recovery plans can hinder stakeholders' ownership and initiative of disaster risk management. While the capacity to cope and adapt to hazardous events is essential, it is always better to reduce their impact and prevent any damages and losses if possible.
	• Disaster risk management is a multi-stakeholder effort. Legal frameworks and institutional mechanisms help facilitate cooperation among the various actors contributing to disaster risk management.
	• It is important to investigate or clarify: i) whether the aim is to reduce disaster risk at the local, national, or regional level and ii) whether the risk analysis (RA) is for a community (implementation), technical groups (research, analysis), or other parties like the private sector (cost-benefit analyses, insurance purposes, profitability studies).
	• Different people may have different perceptions of risks depending on their attitudes or interests. But at the minimum, exposed populations need to have a sound and similar understanding of the dangers they, how it affects, and what they can do about it.
	• The disaster risk management measures resulting from the RA must be appropriate to the local context (e.g., cultural acceptability) and feasible to implement given local capacities and resources (e.g., traditional knowledge).

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Trainer Notes	**Elements of Risk Analysis** Give some examples of those listed in bullet points in the slide. **Comprehensive Steps in Risk Assessment** WASH managers need to understand the main steps in risk assessment to evaluate progress and revise plans as needed. UNDP outlines the general steps in risk assessment

Image 21: Slide 21

2.1

Conduct risk analysis using appropriate data and techniques

Tools and Approaches

Rapid Rural Appraisal (RRA)	A tool used to identify quickly and inexpensively rural conditions relevant to an initiative like community-based DRM efforts by working with locals
Participatory Rural Appraisal (PRA)	A tool used for an action-oriented assessment of local needs and capacities (e.g., knowledge and resources). Central to PRA is the active role of members of the at-risk and vulnerable communities

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Trainer Notes	**Tools and Approaches** • Several participative approaches and tools for risk analysis and planning are well known, like Rapid Rural Appraisal (RRA) and Participatory Rural Appraisal (PRA). • The growing use of participative approaches and tools supports the view that traditional (top-down) planning approaches have achieved limited success despite high costs. Participatory approaches and tools promote ownership and personal initiative of disadvantaged and marginalised (target) groups. It also enhances mutual learning for all those involved. • Participatory risk analysis and planning embraces socio-cultural values, integrates local perspectives, and builds on the existing capacities of a community.

Slide No.	22

Trainer Notes	**Concept**

Concept
- UNISDR defines disaster risk reduction as the concept and practice of reducing disaster risks through systematic efforts to analyse and manage the causal factors of disasters, including through reduced exposure to hazards, lessened vulnerability of people and property, wise management of land and the environment, and improved preparedness for adverse events.
- DRR also refers to developing and applying policies, strategies, and practices to minimise vulnerabilities and disaster risks throughout society through prevention, mitigation, and preparedness.
- Disaster risk management is the systematic application of disaster risk reduction policies and strategies using administrative directives and organisational capacities to minimise the adverse impacts of hazards and the possibility of disaster. It aims to prevent new disaster risks from developing, lessen existing ones, or manage residual risks.
- Disaster risk reduction and disaster risk management seem similar, but they have differences. Disaster risk reduction is mainly concerned with strategic management activities. In contrast, disaster risk management is the tactical and operational implementation of disaster risk reduction.
- Preparedness refers to knowledge and capacities developed by governments, organisations, communities, and individuals to anticipate, respond to, and recover from the impacts of likely, imminent or current hazard events or conditions.
- Capacity combines all the strengths, attributes, and resources available within a community, organisation, or society to achieve desired outcomes. In the context of disasters, coping capacity may

include physical buildings and infrastructures, institutions and organisations, human knowledge and skills, and more. These coping capacities enable people to survive adverse conditions and manage the undesirable effects of disasters.

- UNISDR defines resilience as the ability of a system, community or society exposed to hazards to resist, absorb, accommodate to, and recover from the effects of a hazard in a timely and efficient manner, including preserving and restoring its essential basic structures and functions. Resilience means "resile from" or "spring back from" a shock.

Image 23: Slide 23
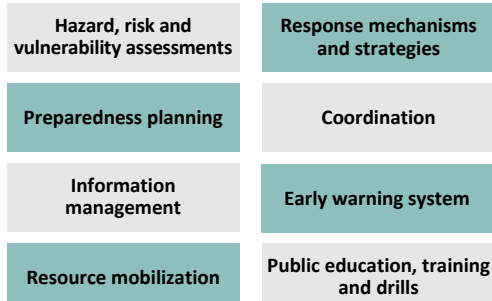
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2.2

Implement disaster risk reduction and preparedness measures to build resilience and capacity to response

Disaster preparedness measures

- Disaster preparedness is a broad concept that refers to a set of measures for reducing the negative consequences of a disaster, including loss of life and property and destruction of livelihoods.

- Readiness measures that expedite emergency response and early recovery and result in timely and focused assistance contribute to strengthening disaster preparedness

Hazard, risk and vulnerability assessments	Response mechanisms and strategies
Preparedness planning	Coordination
Information management	Early warning system
Resource mobilization	Public education, training and drills

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Trainer Notes	Disaster preparedness also involves community-based approaches and activities that increase people's and communities' capacities to cope with the impact of a disaster on their lives.

The following are elements of a comprehensive disaster preparedness strategy:

- **Hazard, risk and vulnerability assessments**: Disaster preparedness measures start with identifying and prioritising the hazards that people face and their capacity to cope with the consequences of such hazards.

- **Response mechanisms and strategies:** Response mechanisms and plans aim to facilitate appropriate emergency responses.

- **Preparedness planning:** Disaster preparedness planning involves identifying emergency response goals and aligning those with the policies, procedures, capacities (e.g. staff), and resources.

- **Coordination:** Disaster response requires multi-sectoral coordination of the efforts and resources of different stakeholders—including local communities, civil society organisations, government (agencies, departments, offices, etc.), Red Cross/Red Crescent Societies, INGOs, inter-governmental organisations, academia, the private sector, and many more.

- **Information management:** Disaster preparedness and response rely on collecting, analysing, and acting on timely and accurate information before (e.g., early warning information), during (e.g., situations reports), and after disasters (e.g., post-disaster needs assessment).

- **Early warning system:** The purpose of early warning systems is to forecast, detect, and issue timely alerts of potentially hazardous events. Early warning information needs to be communicated in a way that allows responders to decide and act on time. The design and function of early warning systems function need to align with disaster risk assessments and disaster preparedness measures.

- **Resource mobilisation:** Strategies, mechanisms, and processes for mobilising and acquiring emergency funds, supplies, and equipment should be in place before a disaster strikes. Disaster preparedness plans should clearly outline the procedures for accessing and disbursement of funds, sourcing and distributing supplies and using equipment and services. Working with different partners to agree on these matters beforehand will facilitate smoother and faster emergency response.
- **Public education, training and drills:** Public education campaigns, professional training of responders, and emergency response drills support disaster preparedness. Public education campaigns aim to raise risk awareness among at-risk communities and promote local disaster risk management efforts ownership. Investing in the professional development of responders can help improve the quality of their services. Emergency response drills raise the awareness of different stakeholders involved, allow the testing of disaster preparedness plans, and identify gaps

2.2

Implement disaster risk reduction and preparedness measures to build resilience and capacity to response

Correlation Between Disaster Risk Reduction and Resilience and Capacity

- **Resilience:** the ability of a population to thrive in the face of disaster risks.
- **Capacity:** the knowledge, skills, and resources available and accessible to a population that allows them to anticipate, cope with, resist and recover from disasters.
- **Disaster risk reduction programmes** aim to reduce disaster risks by building capacity and increasing the resilience of at-risk populations, thus improving their security and well-being.
- **Capacity** is essential to reduce disaster risk and achieve broader development goals. Capacity building allows at-risk populations to withstand the impacts of a disaster better. Examples of capacity-building activities are educational programs, skills training, technology transfer, building infrastructures, and information campaigns.
- **Resilience** ensures that shocks and stresses do not contribute to long-term downturns. The concept of resilience is widely debated, and there is no single universally accepted definition

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Trainer Notes	• Resilience and capacity are common concepts used in disaster risk reduction. It is useful to understand how the two concepts are related and understand the difference between each concept.
	• The concept of resilience is widely debated, and there is no single universally accepted definition. But there are certain elements, when present, that can contribute to disaster resilience. These are:

  - High levels of risk awareness and understanding
  - Social connectedness or cohesion
  - Inclusion and participation of vulnerable and marginalised communities
  - High human development index scores
  - Low levels of socio-economic inequality
  - Presence and implementation of disaster risk reduction and management laws, funding, plans, structures, mechanisms, and arrangements
  - Risk-informed development decisions and investments (e.g., not building in areas highly exposed to hazards)
  - Sustainable practices and environmental-friendly programs (e.g., conserving trees; mangroves)

2.3

Incorporate early recovery strategy into WASH programme design

Concept of Early Recovery

- **Early recovery** is essential in facilitating the transition from emergency response to rehabilitation and reconstruction.
- They are activities that restore the capacity of national institutions and local communities to recover from a disaster, transition to 'build back better, and avoid relapses.
- It seeks to build on emergency response programmes and catalyse sustainable development opportunities.
- It deals with restoring essential services, livelihoods, housing, governance, security, the rule of law, the environment, and other aspects like reintegrating displaced populations.

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Trainer Notes	• Prompt action is required to minimise further losses and damages to lives, properties, livelihoods, and assets immediately after a disaster.
	• Early recovery plays an essential role in facilitating the transition from emergency response to rehabilitation and reconstruction.
	• Disaster risk management stakeholders, including those working in WASH, need to consider early recovery needs and make preparations before a disaster occurs.
	    • Early recovery and humanitarian efforts occur together, but their purposes and objectives are distinct. The following are the three aims of early recovery efforts:
	    • Augment emergency response by building on humanitarian programmes and ensuring that aid and relief become assets or open pathways to long-term recovery
	    • Encourage spontaneous recovery initiatives led by affected communities and address the disaster risk and conflict dynamics
	    • Establish the foundations of sustainable development

Slide No.	26

| Trainer Notes | • Disasters can disrupt water, sanitation, and hygiene services and practices.
• WASH programmes are a critical part of early recovery. For instance, flooding can damage water supply systems and irrigation schemes that affect household assets and livelihoods.
• WASH programmes like water treatments and rainwater harvesting can be applied in this case.
• Hygiene promotion of WASH Programmes also helps prevent disease outbreaks that may complicate early recovery efforts and set-back progress.
• The fundamental principles for early recovery programming are:
   • **Participatory:** Do plan for the affected community's ongoing engagement in early recovery and identify the potential leaders.
   • **Inclusive:** Do use standards and guidelines to identify the needs of different individuals and groups.
   • **Accountable:** Do determine what it means to be accountable in the workplace and build a communication and feedback strategy with the affected community.
   • **"Do no harm":** Do learn how the projects might have both intentional and unforeseen positive and negative consequences.
   • **Timely action:** During the relief phase, do use available information to identify recovery needs |

Element 3

Lead a WASH needs assessment as part of a multi -sector programme

Performance Criteria

- **3.1** Select appropriate assessment type based on the situation and the agreed timeline
- **3.2** Develop contextualised WASH assessment tools
- **3.3** Design need assessment work plan
- **3.4** Analyse data collected from the need assessment
- **3.5** Develop recommendations for WASH programme and produce need assessment report

ASCEND

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Slide No.	27
Trainer Notes	Briefly talk about the sub-elements of Element 3 and why WASH professionals need to know these.

Image 28: *Slide 28*

3.1

Select appropriate assessment type based on the situation and the agreed timeline

Needs assessments

- The first step in humanitarian response is to assess the needs of the affected population and design a prioritised plan of action based on those needs.

- Doing so can improve the quality and effectiveness of the emergency response.

In the context of WASH, assessments help in:

- Determining water balance estimations
- Evaluating factors that affect the selection of water and sanitation technologies
- Assessing hygiene practices and cultural habits of affected communities
- Identifying vulnerable groups requiring WASH services
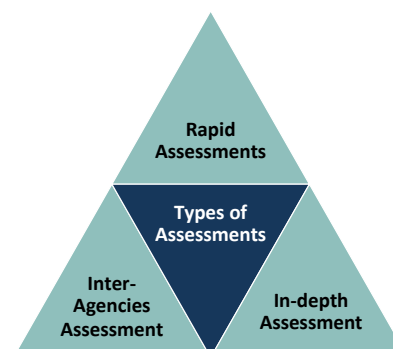- Appraising local and national capacities to lead or support the response

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Trainer Notes	• The first step in humanitarian response is to assess the needs of the affected population and design a prioritised plan of action based on those needs. Doing so can improve the quality and effectiveness of the emergency response.
	• In the context of WASH, assessments help in:
	• Determining water balance estimations
	• Evaluating factors that affect the selection of water and sanitation technologies
	• Assessing hygiene practices and cultural habits of affected communities
	• Identifying vulnerable groups requiring WASH services
	• Appraising local and national capacities to lead or support the response

3.1

💧 **Select appropriate assessment type based on the situation and the agreed timeline**

Types of assessments

- There are three assessment types normally used in humanitarian settings.
- Each assessment type has strengths and weaknesses depending on the need of the situation and the timeline for action.
- These assessments are essential for humanitarian actors to differentiate urgent lifesaving needs from medium- or long-term needs.

* See "Learner Guide" for detailed information about each assessment and examples

Rapid Assessments

Types of Assessments

Inter-Agencies Assessment

In-depth Assessment

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Trainer Notes	**Rapid Assessment** • A rapid assessment is conducted immediately after the onset of a disaster to locally assess the disaster-affected areas and the needs of disaster victims. • Without a rapid assessment, significant gaps or overlaps in aid and relief may occur, wasting precious time and resources and adding to the burden on the affected communities. • The initial rapid assessment can begin as soon as a few hours after a disaster and is usually completed within three days. • This assessment aims not to conduct a detailed survey but a broad assessment of the urgent life-saving needs of affected communities and what to prioritise. • But because rapid assessment prioritises data availability over its accuracy, it may be inaccurate or prone to bias (e.g., selection bias). • One important thing to consider before conducting rapid assessments for WASH Programmes is the team involved. At the minimum, the team should include a disaster risk management professional, a local staff familiar with the affected area, and relevant specialists (e.g., public health experts, educators, engineers, logisticians). • As much as possible, rapid assessment data should be triangulated with different sources and then promptly reported to headquarters and shared with partners. When reporting, it is important to consider "what do disaster-affected communities need the most at the moment?". Then create a prioritised list of recommendations for emergency response and next steps for areas in need of more In-depth assessment. **Inter-Agencies Assessment**

- When a sudden onset disaster strikes, the Humanitarian Country Team initiates a joint needs assessment known as the Multi-Sector Initial Rapid Assessment (MIRA). The MIRA is an inter-cluster process that allows actors to develop a shared understanding of the situation.
- The analytical framework of MIRA is useful for the systematic collection, organisation, and analysis of secondary and primary data. The MIRA informs the design of subsequent needs assessments and analyses, which are frequently more detailed and operational.

What MIRA can provide:
- A working model to facilitate inter-agency coordination in conducting joint rapid needs assessment based on global best practices.
- An initial shared understanding of the most pressing needs of affected areas and groups.

What MIRA cannot provide:
- Detailed information is needed for designing localised and specific humanitarian interventions.
- A substitute for In-depth sectoral assessments.

MIRA activities involve:
- Consultations with members of the community who are involved in the response.
- Dissemination of findings to the different clusters and sectors responding to the disaster.

In-depth Assessment
- An In-depth needs assessments provide more detailed findings than the previously mentioned assessment types. It is used when more information is needed to inform programme design. It may cover multiple clusters or sectors or concentrate on a single cluster or sector.
- Examples of In-depth needs assessments are representative household sampling and household-level surveys, focus group discussions and key informant interviews, and comparative and longitudinal studies over time. This type of assessment is usually conducted after a month to 45 days after the disaster, and it may take up to six (6) months.
- Data from In-depth assessments are often more comprehensive and statistically representative. If done correctly, its findings can serve as a good baseline for monitoring needs, progress, responses, and gaps in aid and relief efforts.

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3.1

💧 **Select appropriate assessment type based on the situation and the agreed timeline**

Post disaster needs asssessment (PDNA)

- The primary goal of a **PDNA** is to assist governments in determining the extent of a disaster's impact on the country and, based on these findings, to develop an actionable and sustainable recovery strategy for mobilising financial and technical resources.

- Conducting PDNAs include collecting pre-disaster data and comparing it with post-disaster data to evaluate the magnitude and scale of the current disaster.

- It is used to analyse the disaster impacts on priority sectors to determine overall recovery needs. •It also prioritises these recovery needs that inform the development of a recovery strategy.

What is a recovery strategy?

A **recovery strategy** outlines the recovery objectives, the appropriate interventions, the implementation arrangements, the expected outputs, and the intended outcomes.

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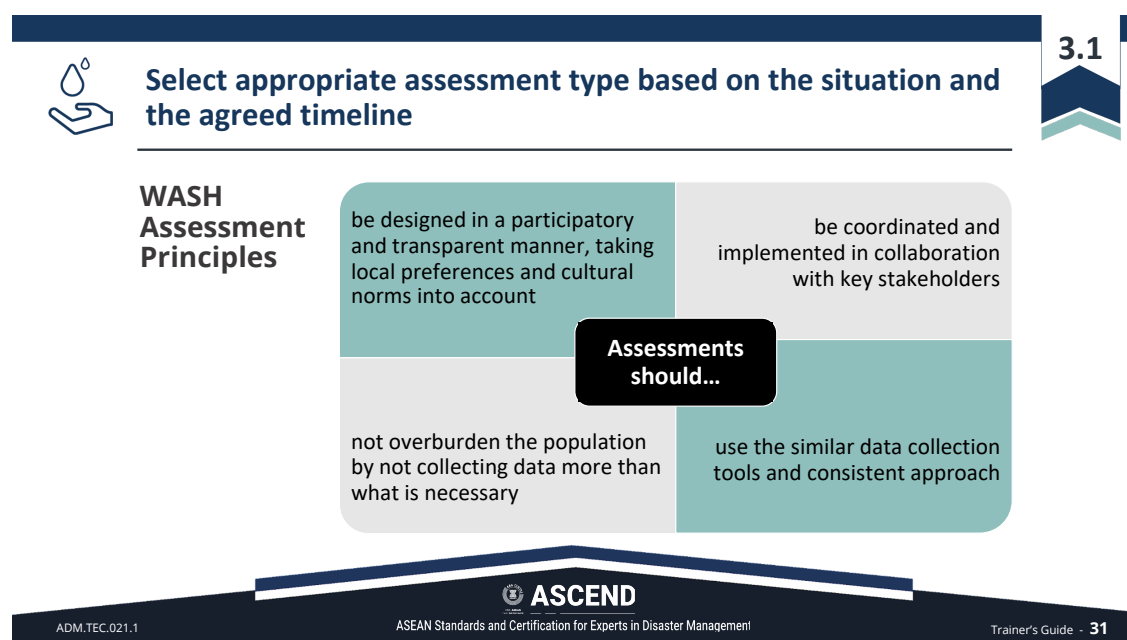| Slide No.	30

Trainer Notes	**PDNA** A PDNA usually specifies the following: **The disaster's impact on:** • Affected-community livelihoods and properties • Service delivery and access to goods and services across all sectors, particularly the availability and quality of basic services • Governance and social processes • Damage and loss estimate caused by the disaster to physical infrastructures, productive sectors, and the economy • Rehabilitation and reconstruction needs, interventions needed, expected outcomes, and projected costs • Framework for allocating and mobilising resources for recovery from local, national, and international sources

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Trainer Notes	**The following are WASH Assessment Principles from the UNHCR WASH Manual (2020):**
	• WASH assessments should be designed in a participatory and transparent manner, taking local preferences and cultural norms into account.
	• WASH assessment surveys should use a well-designed survey instrument, a sampling plan, and a sample size calculation.
	• WASH assessments should be carried out in a coordinated manner, following the organisation's principles and methodologies.
	• WASH assessments should be carried out in collaboration with the local community and government authorities whenever possible. To ensure that females can converse with other females, all assessment teams must include female and male team members. Teams should also strive to include representatives of minority groups from disaster-affected areas.
	• Wherever possible, all WASH organisations should use the same data collection tools, methodologies, indicators, and operational datasets (agreed common population names, population sizes, and administrative boundaries). A consistent approach is required to ensure that the collected data can be compared, contrasted, and compiled into a single database for shared analysis.
	• WASH assessments should not overburden the population. There should be no more data collected than is necessary. Efforts should be made to ensure that assessments are well-coordinated and that affected populations are not visited multiple times by different agencies seeking the same information.

3.2

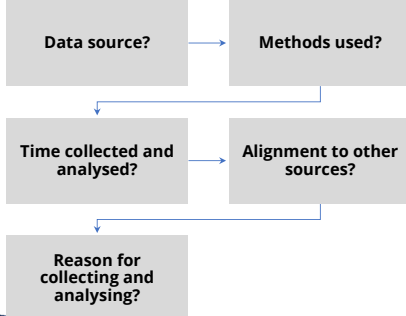### Develop contextualised WASH assessment tools

WASH Assessment Tools

- There is no single assessment tool and technique that meets every information need in every situation.
- It helps to know about the different kinds of assessment tools and techniques to understand their functions.

Collecting Secondary Data

- **Secondary data** refers to data that is collected by someone other than the primary user or source.

Determining the accuracy and the usefulness of secondary data

Data source? → Methods used?

Time collected and analysed? → Alignment to other sources?

Reason for collecting and analysing?

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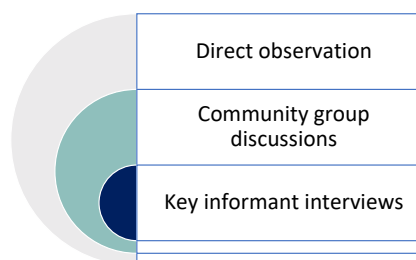| Trainer Notes	**Collecting Secondary Data** Staff collecting secondary data should have: • Broad understanding of general emergency programming • Extensive experience in their chosen sector • Local knowledge of relevant geographic areas It would help state the purpose for using the secondary data source. Before publishing anything, remember to clarify with the source whether the secondary data can be attributed, anonymised, or only used for analysis. **There are several ways to determine the accuracy and the usefulness of secondary data:** • **Data source:** Is the source credible? • **Methods:** Were the methods used in collecting and analysing the data ethical and reliable? • **The time the data was collected and analysed:** How relevant is it to the current situation? • **Alignment:** Is the data consistent with those presented by other sources? • **Reason:** What is the reason for collecting and analysing the data?

3.2

💧 **Develop contextualised WASH assessment tools**

Collecting Primary Data

- The purpose of collecting primary data is to gather the information that secondary data could not provide.

- It is also used to get more details about specific concerns of target beneficiaries.

Common primary data collection methods

| Direct observation |
| Community group discussions |
| Key informant interviews |

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| Trainer Notes | **Collecting Primary Data**
Planning Data Collection
• It is best to use a purposive sampling approach for the first days and weeks after the disaster. Data collectors determine where to visit, who to talk to, with a specific purpose or group(s) in mind.
• This approach is useful if data collectors are interested in learning more about a particular population segment but not necessarily concerned with representativeness.
• Data collected using purposive sampling can be disaggregated by age, sex, and other variables, which will allow analysts to differentiate groups within their chosen segment of populations.
• However, data collected through purposive sampling does not reflect the entire affected population and should not be used to make general conclusions.
• Data collectors should also be careful not to gather data entirely from the worst disaster-affected area. Doing so might create an overestimation of the impact of the disaster.
• It is important to choose the best data collection methods based on needs and test the tools before going to the field. Using various methods may strengthen the assessment, but only if the assessment team is skilled at using those methods.
• **Direct Observation:** There are two types of observation: structured and unstructured observations.
• **Structured observation:** where one searches for a specific behaviour, object, or event (or its absence) – for example, whether people wash their hands with soap before eating. A checklist is |

💧

typically used to remind of important issues and keep track of the observations.

- **Unstructured observation:** one looks at a single situation to see what activities and circumstances may be of interest, such as how women and men move in and out of a camp.
- **Key Informant Interviews:** A key informant interview can be structured or unstructured. The former involves using a defined questionnaire on selected topics to ensure that all interviews address the same issues in the same way. The latter involves using open-ended questions to stimulate conversations about or around topics of interest.
- A key informant is someone from the affected community that data collectors purposefully choose because they are considered rich information sources. They tend to have leadership roles in society (e.g., city mayor), a good understanding of the local context (e.g., school teachers), and have specialised knowledge relevant to need assessments (e.g., technical experts).
- A key informant interview is less costly (time, money, and human resources) than a household survey.
- **Community Group Discussions:** Community group discussions are like key informant interviews, but instead of individuals, people are invited to participate. It can also be structured or unstructured and led by an experienced facilitator.
- The size of the group should be diverse but small enough (ideally four to eight people) so facilitators can control the focus of the discussion and allow everyone to speak. But after a disaster, large groups of people may live in close quarters, making it difficult to be strict about group size or composition.
- Group discussions can help responders understand the community's collective needs from the perspectives of its members. It can also support the co-creation of solutions and ownership of those ideas.

Image 34:   *Slide 34*

Slide No.   34

Trainer Notes	• There are several WASH-related factors to consider after identifying and supporting vulnerable and marginalised groups.

- There are several WASH-related factors to consider after identifying and supporting vulnerable and marginalised groups.
- Women and girls may be living in conditions where high discrimination affects their access to WASH services. In such cases, WASH interventions need to include menstrual hygiene support.
- WASH interventions need to make special arrangements for the elderly and disabled people in displacement camps with many impediments to mobility or social isolation issues.
- **Below are some of the factors to consider when selecting an assessment tool to use:**
    - **Appropriateness:** The appropriateness of the tool depends on the information that users requires and decisions they are expecting to make based on the assessment. How effective is the tool for collecting relevant information and making specific decisions? Is the tool capable of gathering data to inform the activities you plan to perform?
    - **Costs and Benefits:** One of the key considerations is whether using a selected assessment tool is worth the effort. Some tools require more time and resources to use - which may not be necessary for some situations. What are the potential costs of using the tools (time, money, equipment, opportunity)? How do these costs weigh against the potential benefits of using the tool? Will it allow a better understanding of respondents' views, provide more accurate results, and enable disaggregated data collection?
    - **Feasibility:** The usefulness of a tool largely depends on the capacity of users to design and implement it. Even if the tool is ideal to use, it won't yield useful information if users do not have

sufficient resources to use it. The fit of the tool to the overall context (political, economic, socio-cultural, technological, legal, and environmental).

- **Acceptability:** The usefulness of a tool also depends on how respondents feel about it and being part of an assessment. Respondents must find them acceptable, or participation will be limited. Will the tool, its contents, and its conduct be acceptable to the assessment participants/respondents? Will both internal and external partners consider the methods of using the tool an acceptable and ethical way of gathering valid information or making informed decisions?

- **Experience** is an important factor in selecting a tool. Do you (or other members of your team) have experience in using the tool? Will you support using a tool given your experience of using it in similar situations? Lessons from the past may shed light on the challenges of using a tool in a specific context.
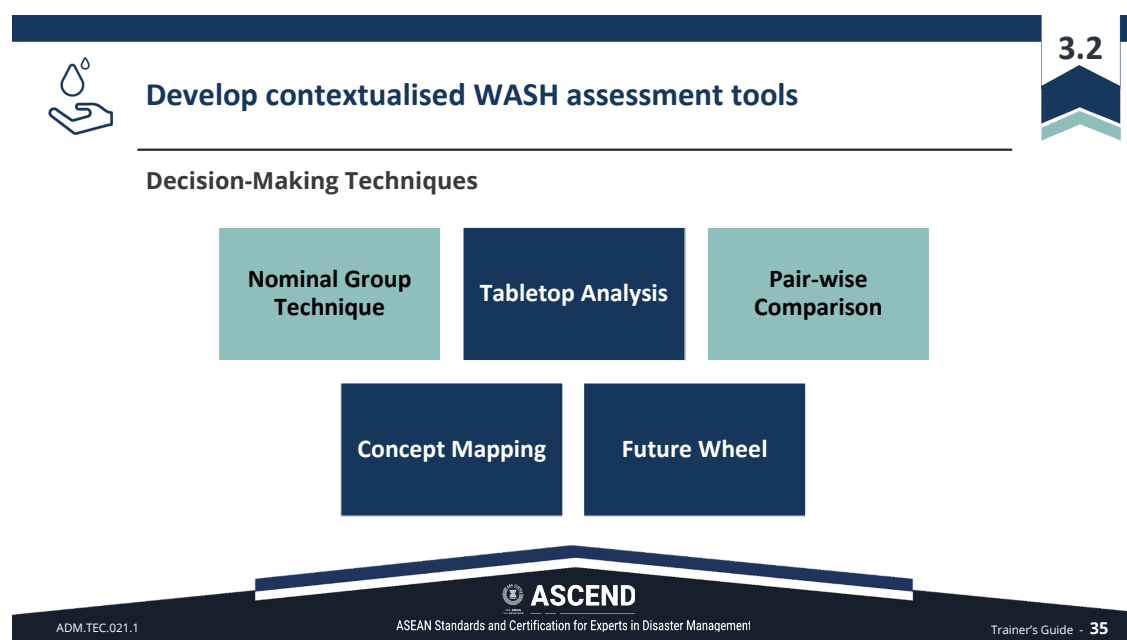
Slide No.	35

Trainer Notes	**Decision-Making Techniques** • **Nominal Group Technique:** This technique is a valuable tool for facilitating group decision making and consensus-building. "Nominal" means "in name only", which indicates the original theorist's intention to bring together a group to pool ideas around a particular issue and rank those ideas. • **Tabletop Analysis**: Tabletop analyses are facilitator-led discussions used in various settings to identify gaps, performance deficiencies, and communication issues in a given system. Findings from tabletop analyses inform the development of potential solutions to a performance problem • **Pair-wise Comparison:** Pair-wise comparison techniques are used if there is a need for narrowing down options based on a set of agreed-upon criteria. It is useful for prioritising or ranking needs or potential solutions to meet those needs. When multiple options or alternatives are available, pair-wise comparisons help steer group discussions toward a conclusion. • **Concept Mapping:** Concept mapping is a technique for creating a visual representation (a picture or a map) of concepts or ideas and illustrating their relationships. The terms concept map, mind map, and idea map are synonymous. Concept mapping is used for various purposes, including data collection, consensus building, and decision-making. • **Future Wheel:** The future wheel technique assists participants in analysing and exploring the mid-to-long-term effects of a trend, event, circumstance, or issue. This technique can be used to:

- Gather information about a group's perspectives of what lies ahead.
- Systematically investigate the potential effects of current events to predict alternative scenarios and their consequences
- Explore the possible impacts of various interventions
- Examine the patterns of trends to foresee future trends

Image 36: *Slide 36*

3.3

Design need assessment work plan

Factors to consider when designing a needs assessment work plan

Engage Stakeholders	Keep the Process Going
Support Specific Decisions	Collect Primary Data (if needed)
Be Realistic	Review Secondary Data

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Trainer Notes	• Designing a needs assessment work plan matching objectives to the sequence of activities and people responsible for carrying them out - as outlined by the scope, schedule, and quality required. • Remember: It is not a straightforward process. Revisions are needed as situations change. • There are three (3) main elements that each needs assessment work plan should define: • **Where:** the areas or locations where impact is greatest or most likely to be the greatest. • **Who:** the groups or populations who are in most need of assistance. • **What:** the areas of assistance or sectors that require immediate attention and ongoing support.

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Trainer Notes	There are three levels to consider when deciding the scope: **Strategic** Involves goals, objectives, and strategic policies defining the relationship between organisations and the society they serve. - Needs assessments guide strategic decisions that affect different stakeholders. - These decisions may be based on the needs of society and the intended beneficiaries. They may also support the interests of donors (e.g., foreign government aid offices), direct clients (e.g., government agencies), and indirect clients (e.g., community schools served by the ministry). **Operational** Involve short- and long-term decisions that direct projects or programs and activities required to produce results. - Needs assessment is also helpful for making operational decisions. These decisions aim to achieve individual and team results within the organisation. They should be made alongside tactical and strategic decisions. - They can be short-term (for example, deciding on the expected outcomes of a staff meeting) or long-term (setting project management objectives and milestones). **Tactical** Includes the policies and procedures to support strategic decisions and guide operational decisions, thereby defining the goals and objectives of an organisation.

- When an organisation wants to determine what programs and projects to develop for aid effectiveness, needs assessments can provide a valuable guide for tactical decisions.
- At the tactical level, the focus of needs assessment is to help improve the performance of an organisation. For instance, how well they respond to the needs of affected populations, their clients, and donors

3.3

Design need assessment work plan

Who Should Be Involved in Needs Assessment?

	Strategic Needs Assessment	Tactical Needs Assessment	Operational Needs Assessment	Combined Needs Assessment
Information sources				
Clients	***	**	*	***
Customers	***	**	*	***
Community members	***	**	*	***
Senior managers	***	***	*	***
Functional heads or managers	**	***	***	***
Performers	*	**	***	***
Supervisors	*	**	***	***
Suppliers	**	**	***	**
Volunteers	**	**	***	***
Ministry officials	***	**	*	***
Elected officials	***	**	*	***
NGOs	***	**	*	***
Local community groups	***	**	*	***
Needs Assessment Team				
Executive sponsor	***	***	**	***
Project manager	***	***	***	***
Administrative staff	**	*	*	**
Data collection staff	*	**	**	**
Communications staff	***	**	*	***

* = Valued partners who, if available, can improve the quality of your assessment.
** = Important partners who, although not essential, contribute to a successful assessment.
*** = Critical partners whose participation is essential for success.

Source: Watkins, Meyers, and Visser, 2012.

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Trainer Notes	• Putting together a team (or a committee) to carry out the assessment is critical to the success of the performance improvement efforts.

• Having partners representing various backgrounds and perspectives in the needs assessment will also help improve the quality of the assessment and encourage buy-in to the recommendations that follow.

Things to Consider when Designing WASH Needs Assessment Work Plan

• On water sources: Potential water sources include access to an existing piped water network, the location of the water source (GPS coordinates), the volume of available water, the quality of the water, the cost of development, existing users, and considerations for protection.

• On sanitation: existing sewer networks, ground conditions including soil type (rocky, sandy, clay), soil permeability (a percolation test), specialised construction and desludging equipment needed, and nearest sludge disposal site.

• On solid waste management: access to existing waste collection services, location of nearest landfill or transfer station, or identification of suitable sites for new waste disposal pits

• On the environment: flood risk and vector breeding potential

• On security: understanding the links of natural resources to conflict and instability

Slide No. **39**

Trainer Notes	**How to Manage a Needs Assessment:** Below is a list of some points to remember when managing a needs assessment:

How to Manage a Needs Assessment:

Below is a list of some points to remember when managing a needs assessment:

- Involve both internal and external partners as early as possible. It is challenging to conduct a needs assessment without engaging all relevant partners.
- Find a top-level sponsor. Managing a needs assessment requires a combination of responsibility (for the results of assessments), authority (to make decisions and allocate resources), and accountability (for the conduct of assessments).
- Establish measurable objectives and deliverables and clearly define the scope and timelines.
- Successful needs assessments do not occur by chance. They are completed by an individual or a team with effective leadership and management skills.
- There is no such thing as a "perfect" needs assessment. Teams need to find an appropriate balance between time, budget, and the quality of results expected.
- Communicate frequently and early. Rather than allowing partners to become passive observers, keep them engaged and active throughout the needs assessment.
- Focus on achieving results.

3.4

Analyse data collected from the need assessment

On Prioritising Needs

Important

- It is necessary to identify the target groups before prioritising needs.
- Usually, these groups are most vulnerable to disaster impacts or have the most significant difficulty coping with its effects.
- It is also necessary to define the program goals or project objectives before collecting data from target groups.
- Based on need, list concerns and then rank in order of importance (using decision-making techniques).

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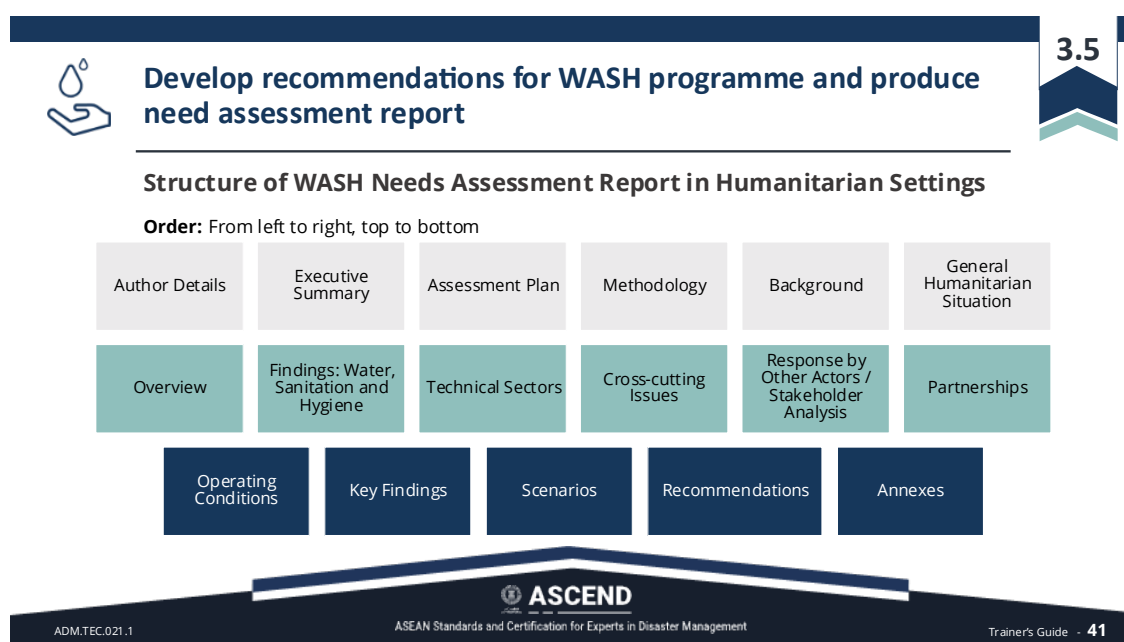
Slide No.	40

Trainer Notes	- After collecting the data, it needs to be analysed to help identify the gaps and determine the priority of needs. - The findings from analyses can assist the organisation in delivering timely and appropriate services to the affected sites. - After prioritising needs, the next step is to summarise, document, and communicate findings, including describing the main gaps or causes to address. - Share these findings within your team, organisation, and partners so they can also check them for errors and inconsistencies.

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Trainer Notes	• After the data is collected and analysed and the needs or gaps are identified and prioritised, a solution must be developed to address the needs and gaps. • These solutions come in the form of recommendations meant to help improve the activities and interventions of a particular organisation. • The final product is a needs assessment report that will be circulated to both internal and external partners

Image 42: *Slide 42*

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

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