1st Edition

TRAINER'S GUIDE

TECHNICAL COMPETENCY UNIT

ADM.TEC 023.1

Develop Strategy to Link Relief, Recovery, and Development

AHA CENTRE asean
ONE ASEAN ONE RESPONSE

ASCEND

ASEAN Standards and Certification for Experts in Disaster Management

ASEAN Standards and Certification for Experts in Disaster Management

Develop Strategy to Link Relief, Recovery, and Development

ADM.TEC.023.1

Trainer's Guide

ONE ASEAN
ONE RESPONSE

Project Sponsors:

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

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

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

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

General information on ASEAN appears online at the ASEAN Website: www.asean.org

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The ASCEND Programme and Toolbox Development:

Overview

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1.1 The ASCEND Programme

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

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

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

1.2 The objectives of ASCEND

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

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

1.3 Advantages and benefits of an ASCEND certification

For ASEAN

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

For AHA Centre

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

For disaster management professionals

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

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

1.4 The ASCEND Toolbox

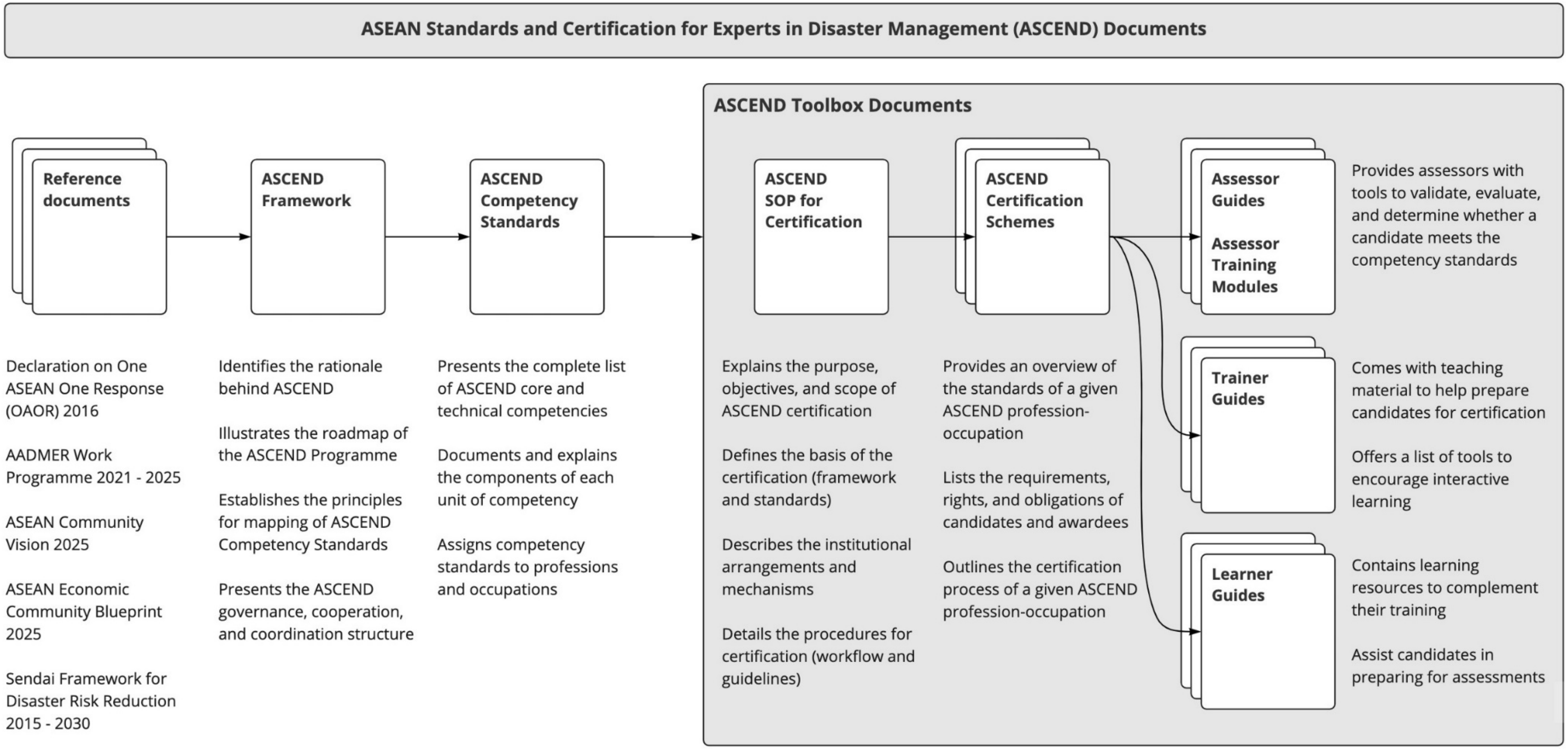
A set of technical requirements must exist before it is possible to implement the ASCEND programme in participating ASEAN Member States. The first requirement is the ASCEND Competency Standards that contains forty-three (43) regionally recognised core and technical competencies in selected disaster management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

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

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

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

Figure 1: Overview of ASCEND Toolbox Documents



Competency-based Training (CBT):

Introduction for Trainers

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

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

Competency-based learning and assessment

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

Table 1: Competency areas and descriptions

Competency area	Description
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

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Trainer's Guide

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.

3.3 Unit of Competency

Unit title : **Develop Strategy to Link Relief, Recovery, and Development**
Unit number : ADM.TEC.023.1

Unit description : This units deals with the skills and knowledge required to design a WASH strategy in the aftermath of a disaster to link with recovery or development phase

ELEMENT AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
Element 1. **Lead the design and implementation of exit strategy of WASH programme** **1.1** Perform stakeholder consultation for transitioning into recovery and sustainability **1.2** Design exit strategy **1.3** Communicate an exit strategy to the stakeholders **1.4** Incorporate exit strategy into WASH programme design **Element 2.** **Lead/co-lead a programme learning review of WASH Program interventions**	**Unit Variables** This unit provides advice to interpret the scope and context of this unit of competence. It relates to the unit as a whole and facilitates holistic assessment. This unit applies to leading and managing a project dealing with a wide range of issues related to public health and may include: Exit strategy describes how the programme intends to withdraw its resources while ensuring that the achievement of the programme goals (relief or development) is not jeopardised and that progress towards these goals will continue (Rogers & Macías, 2004). Stakeholders may be different depending on location, context, and governance structure. This may include representatives from: • Local (formal and/or informal) leaders, e.g. village heads, religious leaders • At-risk groups, e.g. women/ mother, children, elderlies, people with disabilities, HIV/AIDS groups • Workers association groups, e.g. farmers, fisheries, SME groups • Government agencies from WASH sector or other relevant sectors • NGOs • Private sector

2.1 Select appropriate learning modalities and strategies based on the context and needs
2.2 Develop evaluation tools
2.3 Design learning review work plan
2.4 Analyse data collected from the learning review process
2.5 Develop recommendations for future interventions
2.6 Produce learning review documentation

- Research institution
- Media agencies

Identifying the right type of evaluation may be influenced by scope, level of results, timing, number of actors involved, the composition of the evaluators, and focus of the evaluation (Buchanan- Smith, Cosgrave, & Warner, 2016).

Assessment Guide

Evidence of the following is essential:

- Ability to link WASH in emergencies programme with recovery and/or development programme
- Ability to generate report for large scale WASH programme
- Ability to identify key messages to report back to the target beneficiaries

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 link WASH in emergencies programme with recovery and/or development programme
- Demonstrated ability to generate report for large scale WASH programme
- Demonstrated ability to identify key messages to report back to the target beneficiaries

Context of Assessment

This unit may be assessed on/off the job:

- Assessment should include a 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	Respond to the related parties about problems occurring in the field
Communicating ideas and information	3	Provide direction on the work plan to staffs
Planning and organising activities	3	Make an outline of a project
Working with others and in teams	3	Coordinating with related stakeholders

Using mathematical ideas and techniques	**2**	Preparing project progress reports
Solving problems	**3**	Provide solutions when misunderstandings occur
Using technology	**2**	Use communication tools when coordinating with staff

Preparing for Training Sessions:

Equipment, Material, and Tools

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Trainer’s Guide

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/

PowerPoint Slides and Presenter Notes

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5.1 Instructions for using PowerPoint presenter

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

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

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

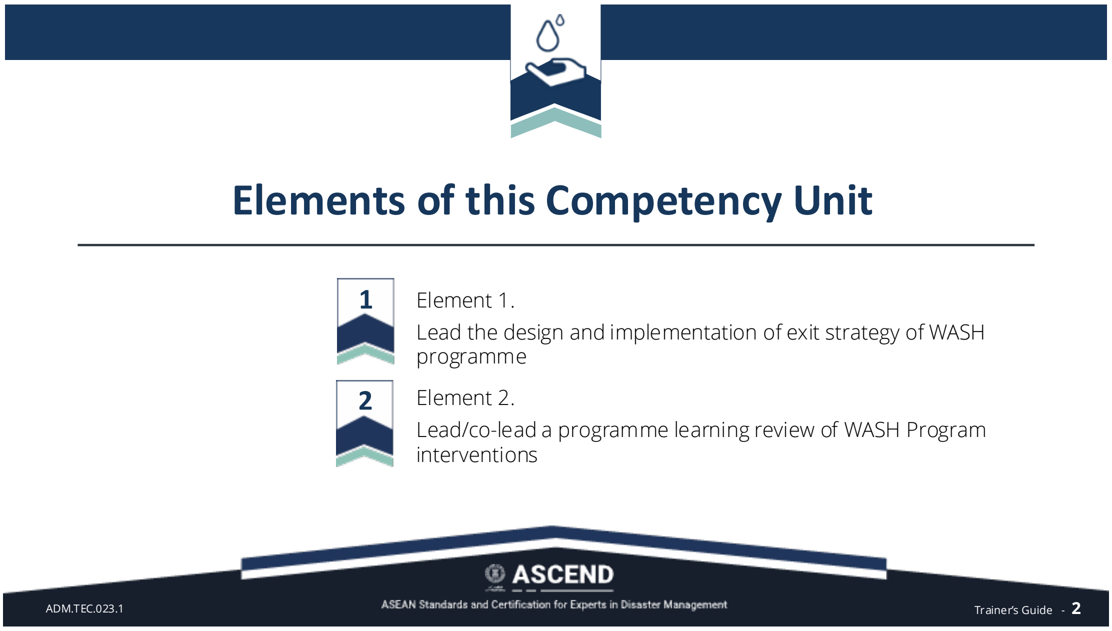
A video tutorial is available here: https://support.microsoft.com/en-us/office/use-presenter-view-in-powerpoint-fe7638e4-76fb-4349-8d81-5eb6679f49d7

5.2 PowerPoint slides and presenter notes

Image 1: Slide 1

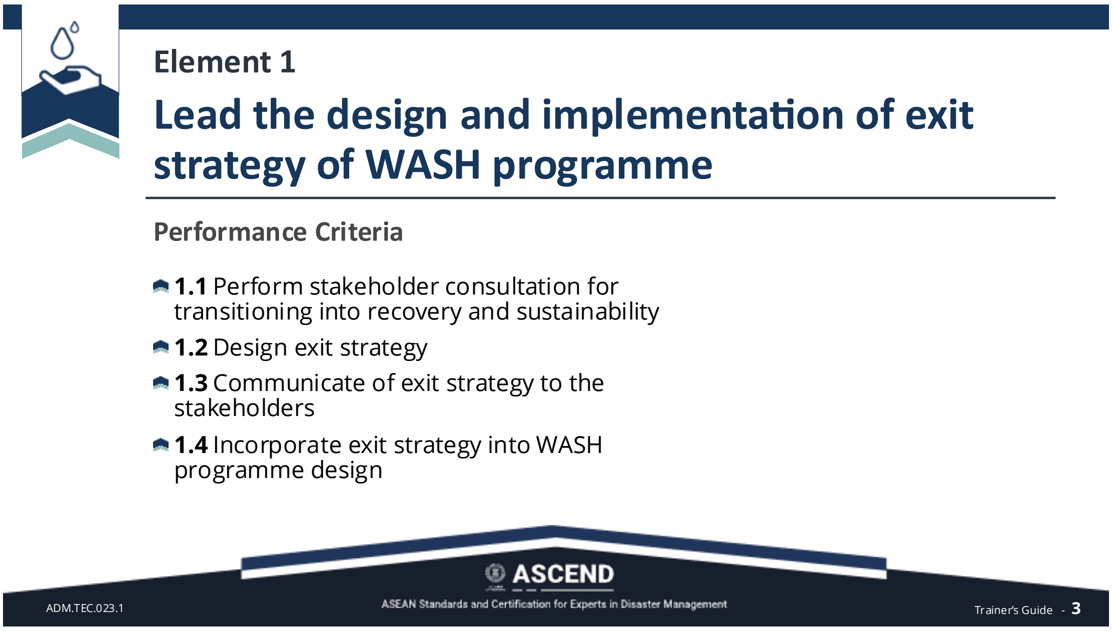
Slide No.	**1**
Trainer Notes	Trainer welcomes students to class.

Image 2: *Slide 2*



Slide No.	**2**
Trainer Notes	Trainer advises participants this Unit comprises three Elements, as listed on the slide explaining: • Each Element comprises a number of Performance Criteria which will be identified throughout the class and explained in detail • Participants can obtain more detail from their Learner's Guide • At times the course presents advice and information about various protocols. Still, where their workplace requirements differ from what is presented, workplace practices, standards, policies, and procedures must be observed. .

Image 3: Slide 3



Slide No.	**3**
Trainer Notes	Trainer identifies for participants the Performance Criteria for this Element, as listed on the slide.

Image 4: *Slide 4*

Slide No.	**4**
Trainer Notes	Stakeholder consultations seek to build and sustain strong and long-term relationships between WASH cluster actors and their stakeholders. It builds trust or what is sometimes called the "social license to operate". A critical aspect of any exit strategy is communicating how the WASH programmes will eventually end and what stakeholders can do. Communication should be done clearly and consistently from the start of the programme to encourage self-sufficiency within the affected communities.

Image 5: *Slide 5*

Slide No.	**5**

Trainer Notes

The representatives for secondary and external stakeholders are generally actors from the WASH sector. It is necessary to determine who the key sector actors are in policy-making at the national level. The authorities are responsible for implementing WASH regulations, local or international NGOs, and private actors who supply WASH supplies and services at sub-national and local levels. The list of potential stakeholders are:

- Representatives from the line ministries responsible for Water Resources Management, provision of water services, sanitation services, rural water supply and urban water supply
- Representatives from cross-sector line ministries of transportation, energy, environment, agriculture, health, and education
- District, municipal, rural and urban authorities, including Water Boards
- Regulatory agencies or bodies (if any)
- The traditional authorities (where relevant)
- Private sector actors involved in the water and sanitation goods and services
- Local NGOs and CSOs, especially those representing marginalised groups
- Affected population

The roles and responsibilities of the different stakeholders should be clearly defined and communicated to all concerned. The roles and responsibilities of primary stakeholders should be based on consultation and the level of ownership they demonstrate.

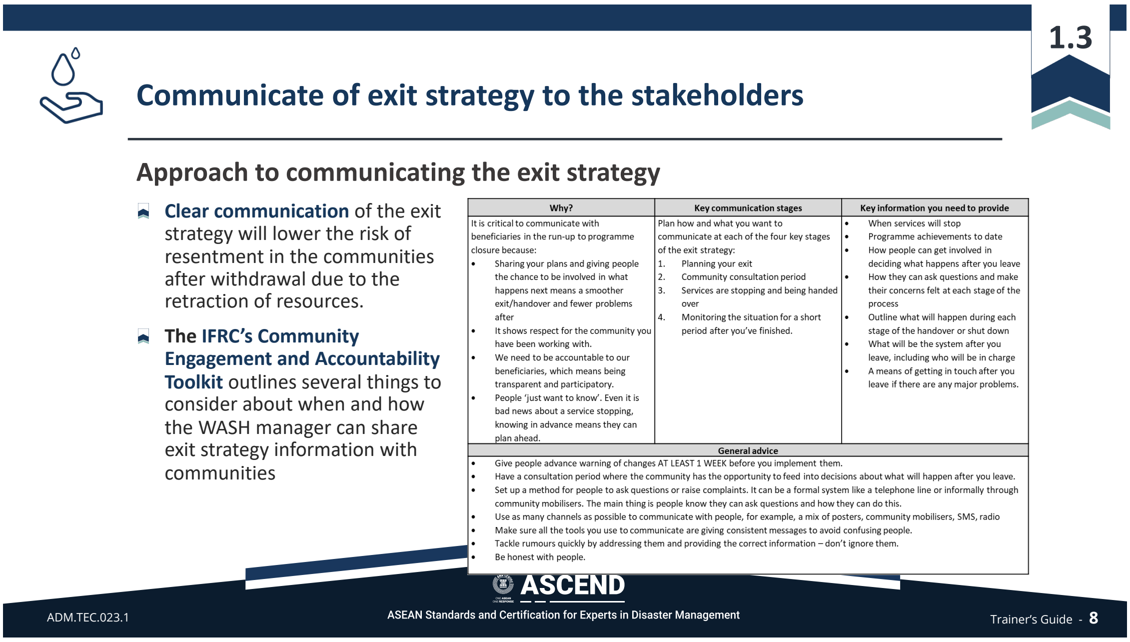
Image 6: *Slide 6*

Slide No.	**6**
Trainer Notes	Once the response programme of the WASH cluster is going to be over, it is required to take some strategies to make programme efforts sustainable. An exit strategy plan involving all stakeholders is necessary to reduce reliance, foster ownership, and raise the WASH cluster's accountability to stakeholders. **Time limit**: Relief, recovery and development programmes all have time limits dictated by funding cycles. Time limits may increase a programme's focus on establishing sustainability systems or impose artificial timing constraints. **Achievement of programmes impacts**: Although achieving the intended programme impact is often challenging within a given timeframe, indicators of programme impact can sometimes be used as exit criteria. **Achievement of benchmarks**. Benchmarks are measurable indicators linked to the graduation process and the programme components to be phased out or over. They are part of the monitoring and evaluation planning matrix from the onset.

Image 7: Slide 7

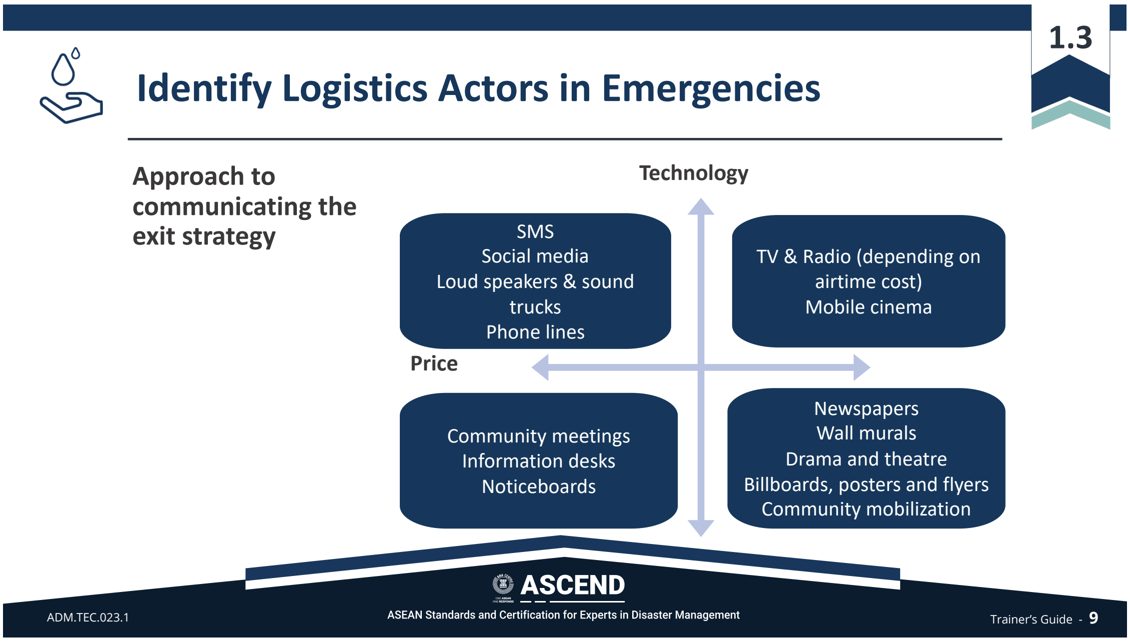
Slide No.	**7**
Trainer Notes	The components above by Action Against Hunger – International (ACF-IN) can develop exit strategies.

Image 8: *Slide 8*



Slide No.	**8**
Trainer Notes	This element covers the communication stages, the information to share, and the channels to reach out to the communities about the exit strategy.

Image 9: *Slide 9*



Slide No.	**9**

Trainer Notes

IFRC has also provided what considerations in choosing communication channel of a humanitarian project:

Considerations when choosing a communication channel:

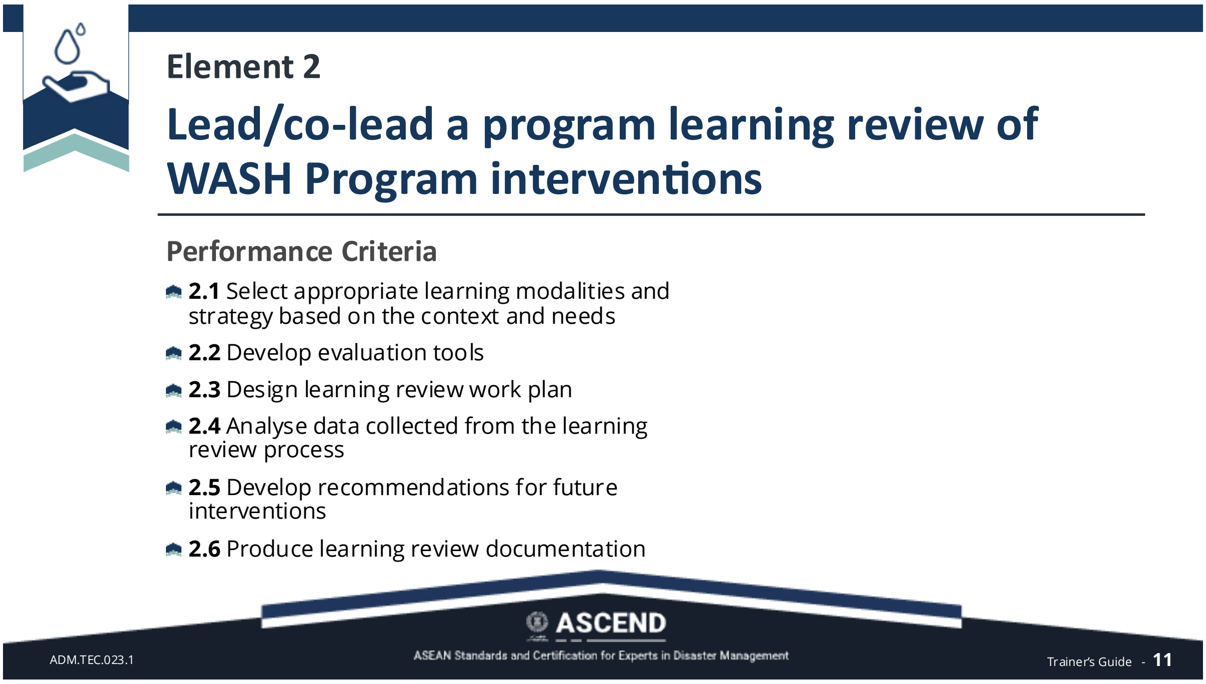
- Should be based on assessment data
    - What channels are used by the community?
    - Cultural and literacy considerations
    - What capacity is available in terms of people, time and funding?
- Based on the programme needs
    - 1 or 2-way communication
    - Change behaviours or improve accountability
    - The geographical spread of the people that need to be reached
    - How much time do you have to get activities up and running?
- Which channels are the Government or agencies using?
- How could the choice of channel affect neutrality and impartiality?

Image 10: Slide 10

Sustainability strategies	Key outputs
• Train the WASH team to take over technical and managerial aspects of maintaining water points. • Implement user fees to cover operating costs and maintenance of water points. • Strengthen relations with the government officers to ensure a technical resource is available if needed.	• WASH teams will be able to access further technical assistance when necessary. • Water sources will be reliable, adequate, accessible, and of good quality. • Communities will demand and pay for water. • User fees will be sufficient to cover maintenance and periodic replacement of capital equipment.

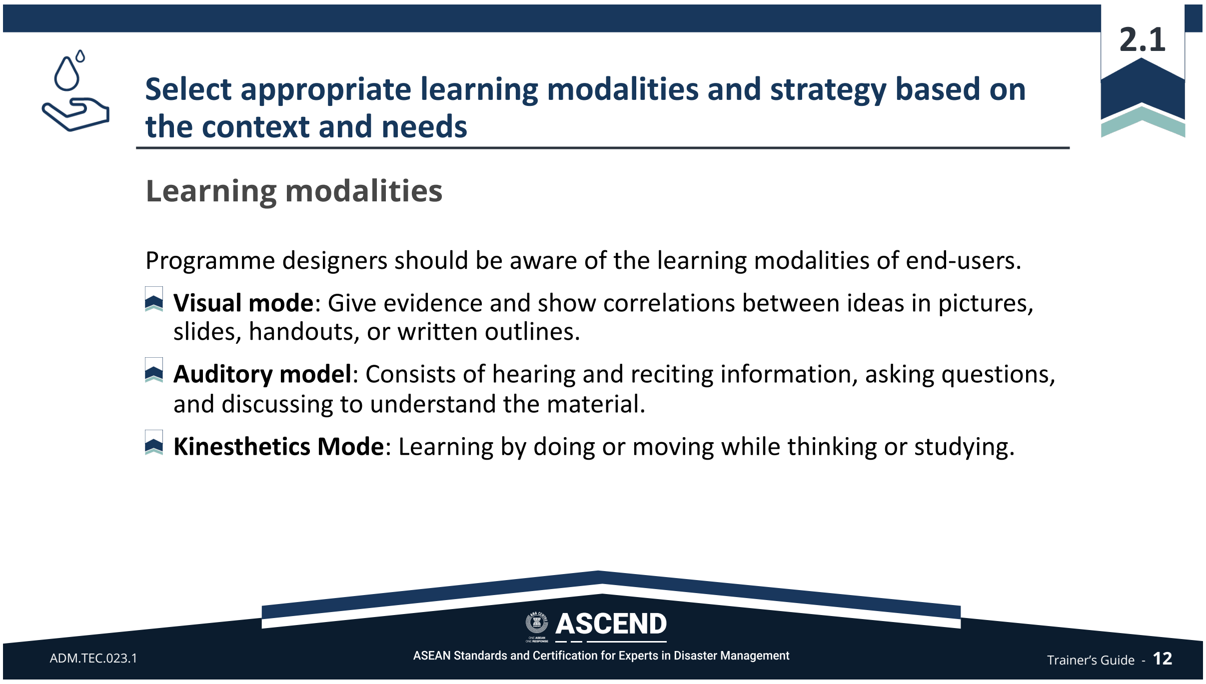
Slide No.	**10**
Trainer Notes	After **the exit strategy** is determined, they need to be integrated into the WASH programmes. WASH teams should be actively involved in creating exit strategies to ensure that sufficient technical advice influences decisions on whether WASH operations should be continued or phased out.

Image 11: *Slide 11*



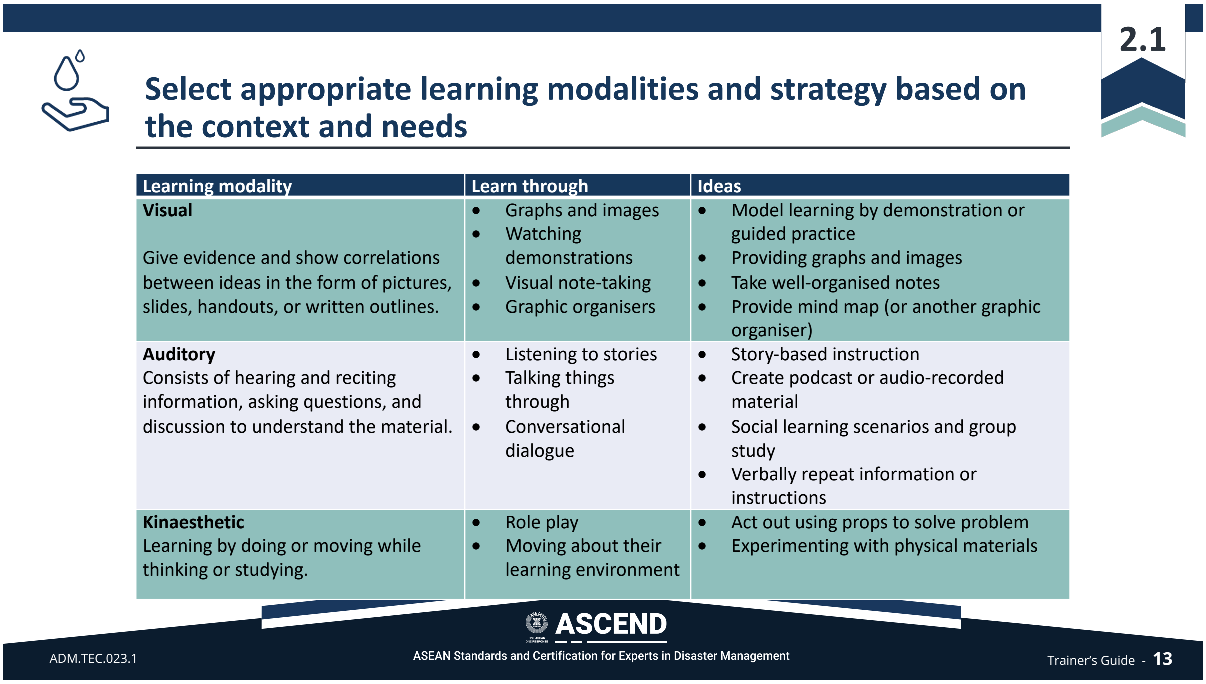
Slide No.	**11**
Trainer Notes	Briefly talk about the sub-elements of the Element and why it is important for WASH professionals to know these.

Image 12: *Slide 12*



Slide No.	**12**
Trainer Notes	Modality is the method or approach for performing a particular task. Learning modalities are the sensory preferences of individuals when giving, receiving, and storing information. They are classified under three headings: visual, auditory, and kinesthetic.

Image 13: *Slide 13*



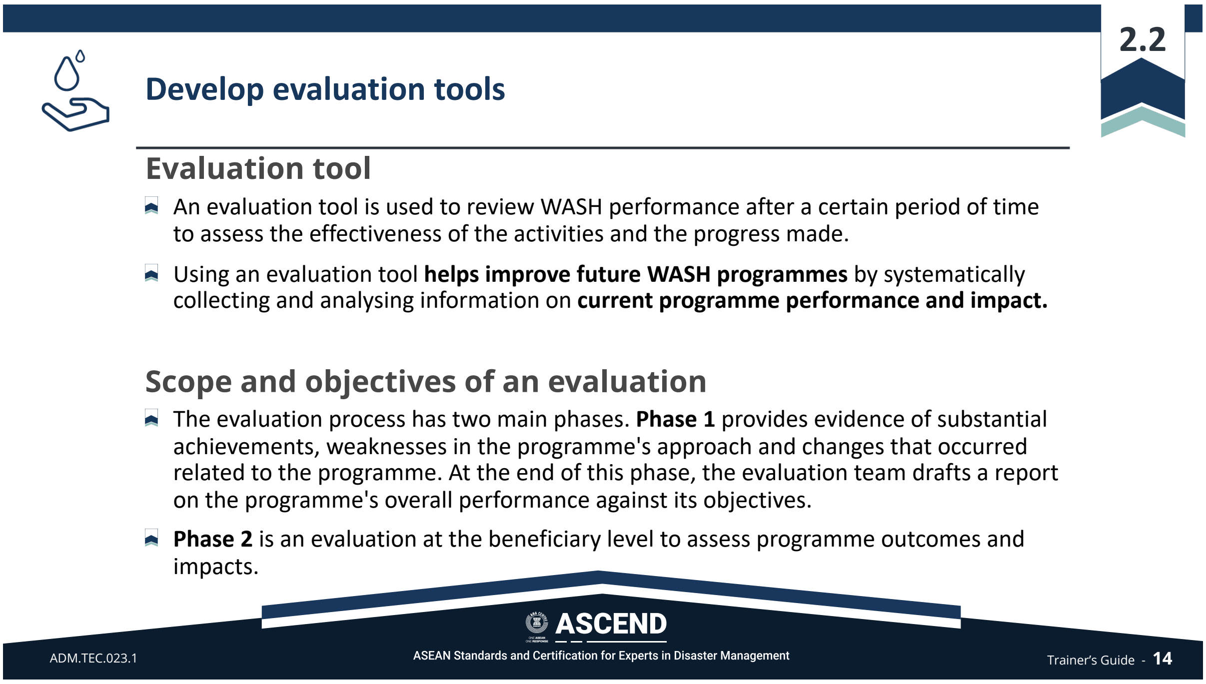
Learning modality	Learn through	Ideas
Visual Give evidence and show correlations between ideas in the form of pictures, slides, handouts, or written outlines.	• Graphs and images • Watching demonstrations • Visual note-taking • Graphic organisers	• Model learning by demonstration or guided practice • Providing graphs and images • Take well-organised notes • Provide mind map (or another graphic organiser)
Auditory Consists of hearing and reciting information, asking questions, and discussion to understand the material.	• Listening to stories • Talking things through • Conversational dialogue	• Story-based instruction • Create podcast or audio-recorded material • Social learning scenarios and group study • Verbally repeat information or instructions
Kinaesthetic Learning by doing or moving while thinking or studying.	• Role play • Moving about their learning environment	• Act out using props to solve problem • Experimenting with physical materials

Slide No. 13

Trainer Notes

It is essential to use a monitoring and evaluation framework to determine whether the objectives of the WASH programme are achieved. A similar monitoring and evaluation system applies to learning reviews.

Image 14: *Slide 14*



Slide No.	**14**

Trainer Notes

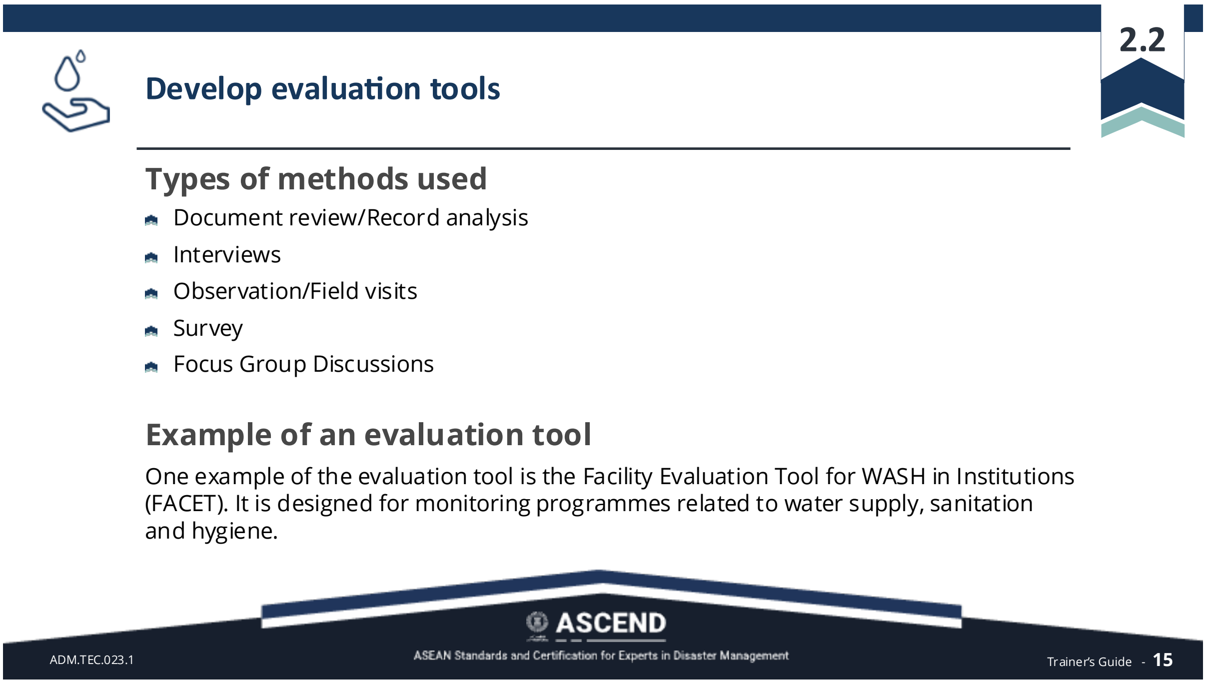
This tool offers a simple, tried-and-tested framework for carrying out a WASH Cluster performance review. It is designed for use by the Cluster Coordinator or review initiator and the review team. It is often used within two months after a rapid-onset emergency and for rollout countries every two years. The actual timing will depend on the practicalities of getting access and gathering timely, accurate data. The tool provides performance indicators, a review methodology and supporting tools, and templates for data collection, analysis, and reporting. External evaluation needs to be performed within two years after a programme ends. An independent research team can conduct this.

UNICEF, 2018 highlights three areas that good evaluation processes contribute to strengthening:

- Accountability
  Present proof of the WASH programme effectiveness after a particular time of implementation to the affected population and donors
- Organisational Learning
  Provide information on critical gaps and challenges so that future WASH programmes can design solutions that address what is lacking and tackle the implementation problems.
- Targeted Learning
  It gives programme managers insights on what to transform and prioritise when developing new strategies and activities. The scope of the evaluation can refer to the following programme areas:
    - WASH in Urban or Rural Areas
    - WASH in Schools

- WASH in Health Facilities
- WASH Knowledge Management
- WASH Enabling Environment

Image 15: Slide 15



Slide No.	**15**

Trainer Notes

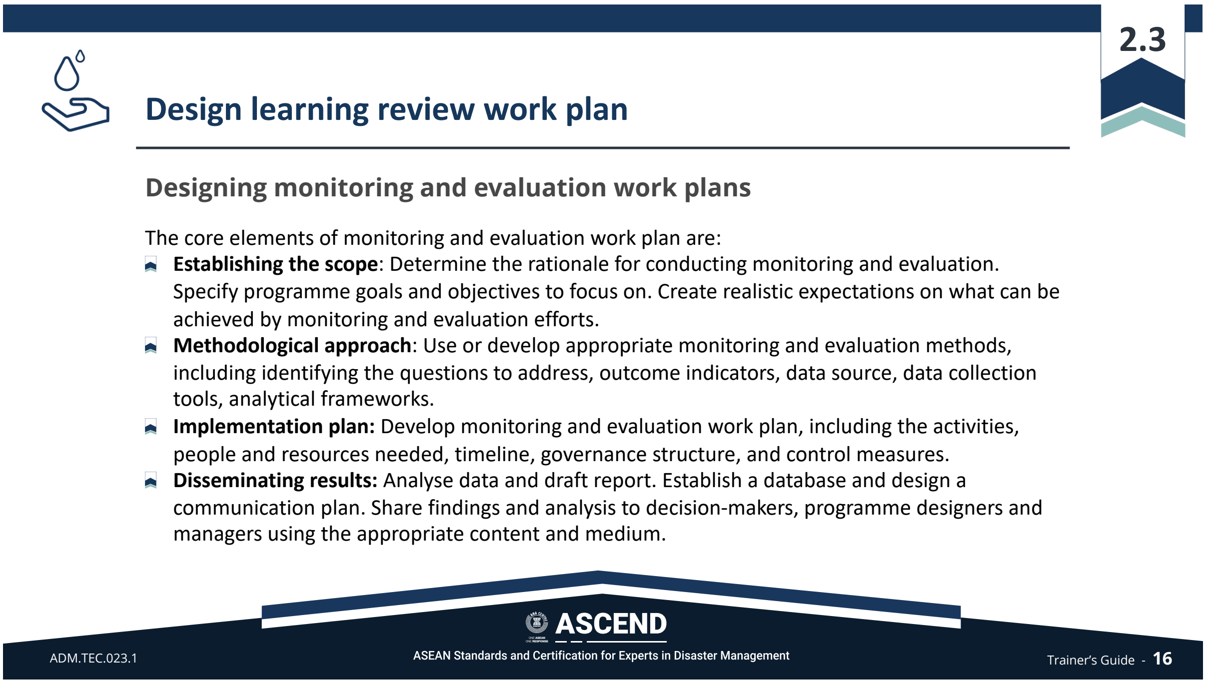
Document review/Record analysis
This method uses existing documents collected or developed before the evaluation. The data may come from staff reports, databases, meeting reports, or records like water usage. Past programme reviews and evaluation reports are the secondary data sources. A web-based platform can be used to archive information.

Interviews
Another review method is by doing interviews with members of the affected community. It can be done by asking a set of questions to an individual or group. The interview can be structured or open-ended, depending on the objectives of the interview. Interview data is transcribed and analysed for themes relevant to the evaluation.

Observation/Field visits
Observation and field visits another evaluation method. It requires going to the actual sites covered by programme implementation and gathering data on the ground. This method is labour-intensive, but it allows the evaluation team to gather first-hand information. It is best used together with interviews since the evaluation is already deployed.

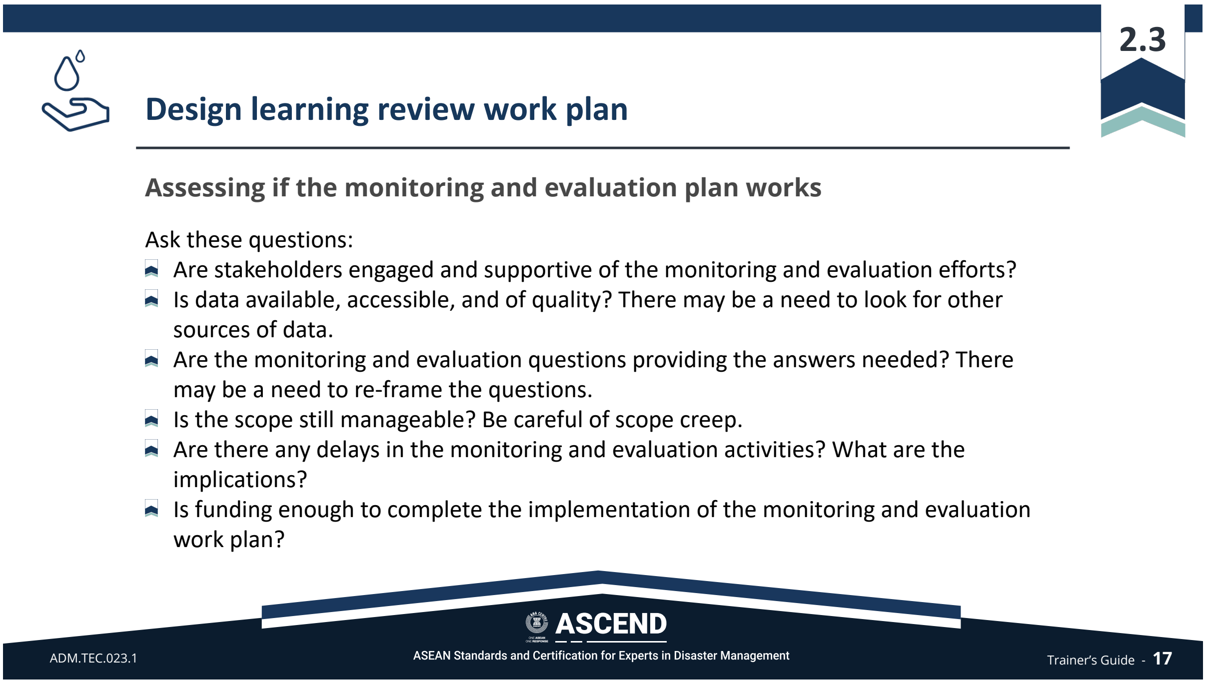
Survey
A paper or web survey can be utilised to gain more information about a particular evaluation concern. Surveys can cover more significant numbers of respondents and can be disseminated with the help of partners. But the problem with surveys is that it is difficult to clarify or follow up on responses, and answers may be too variable to be useful.

Image 16: Slide 16



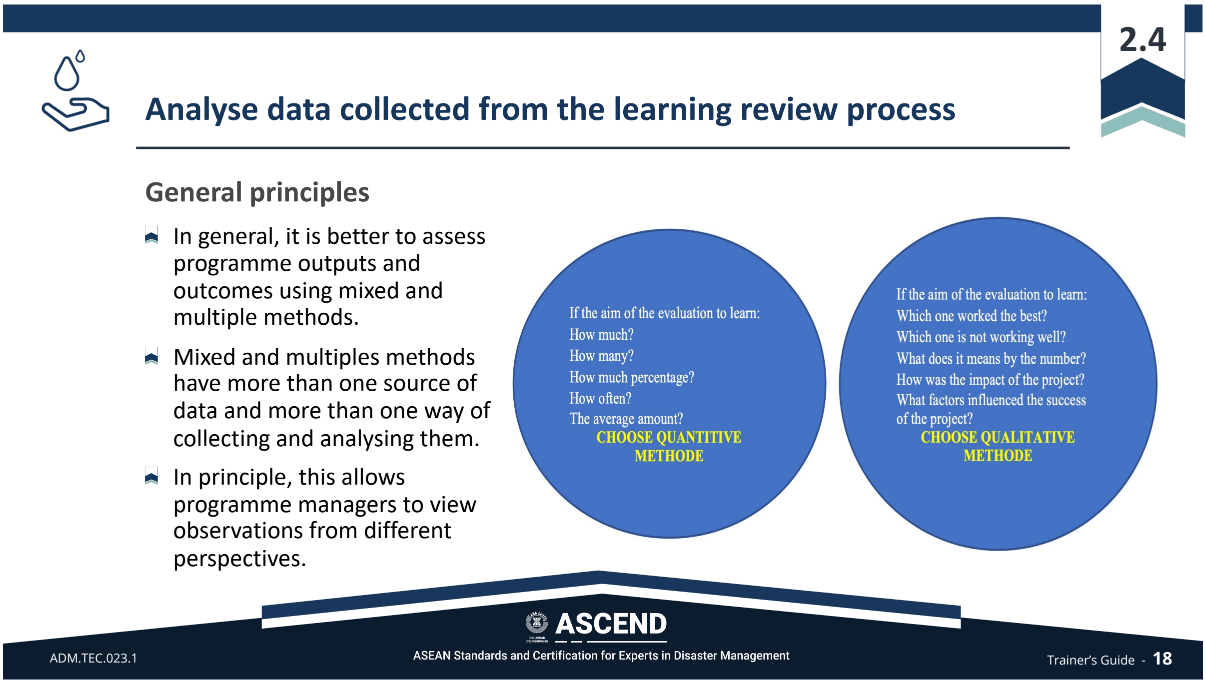
Slide No.	**16**
Trainer Notes	The purpose of designing and implementing a learning review plan is to help an organisation identify issues, uncover the reasons behind them, and find ways to overcome those challenges and improve how they do things. Learning review work plans include data collection, analytical frameworks, and a timeline.

Image 17: Slide 17



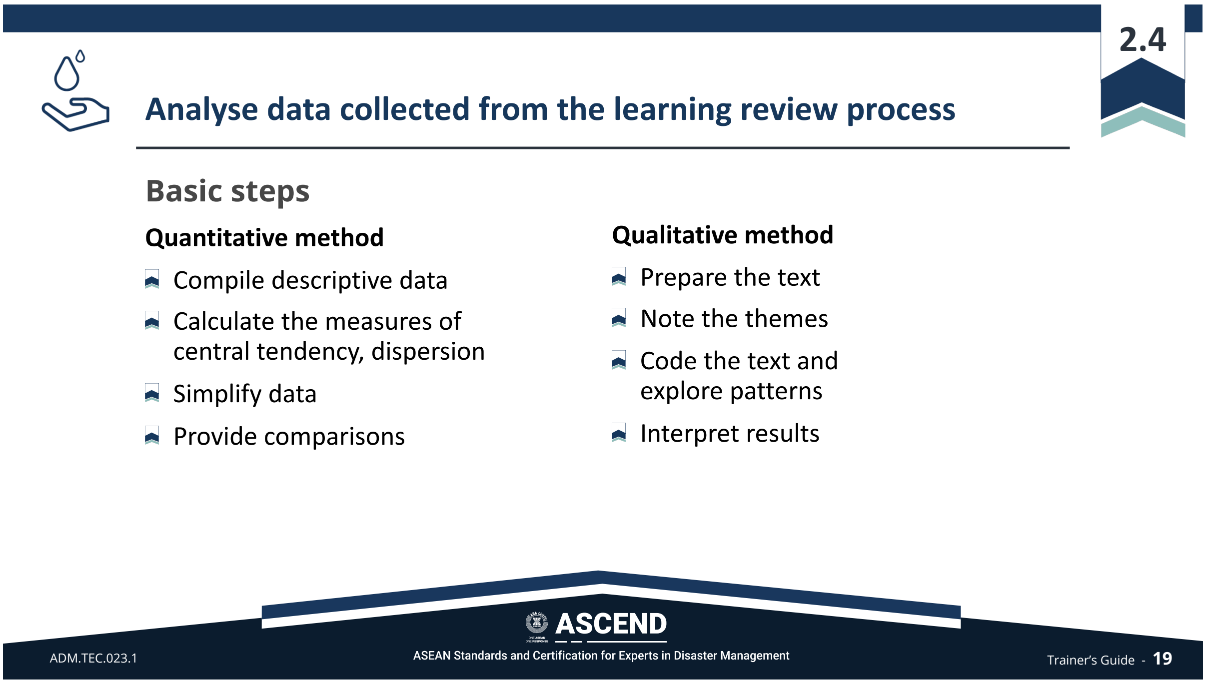
Slide No.	**17**
Trainer Notes	Trainer identifies questions in assessing if monitoring and evaluation plan works

Image 18: *Slide 18*



Slide No.	**18**
Trainer Notes	The type of methods to use depends on the nature of questions that need answers or what an organisation seeks to evaluate and learn.

Image 19: *Slide 19*



Slide No. **19**

Trainer Notes

Quantitative data expresses a certain quantity, amount or range that have a measurement unit. It is often analysed using statistical techniques and tools.

- **Compile descriptive data**
  Use descriptive statistics to identify the main features of the data and conceive any pattern. In each survey question, tally the score and examine the distributions. Start by putting results together to see how many people choose a particular answer. The percentage will show the proportion of the respondents' answers to each question. Arrange them into one standard scale so they can be compared across groups.
- **Calculate the measures of central tendency and dispersion**
  The next step is to identify the most representative score using measures of central tendency. The three measures are mode, median, and mean. The dispersion in the data is usually determined using range and standard deviation measures
- **Simplify data**
  Emphasise the patterns in the data like where the results gravitate to, positive and negative trends, etc.
- **Provide comparisons**
  Create a matrix table to compare different data, contrast subgroups, and explore the overall patterns and distribution in the data.

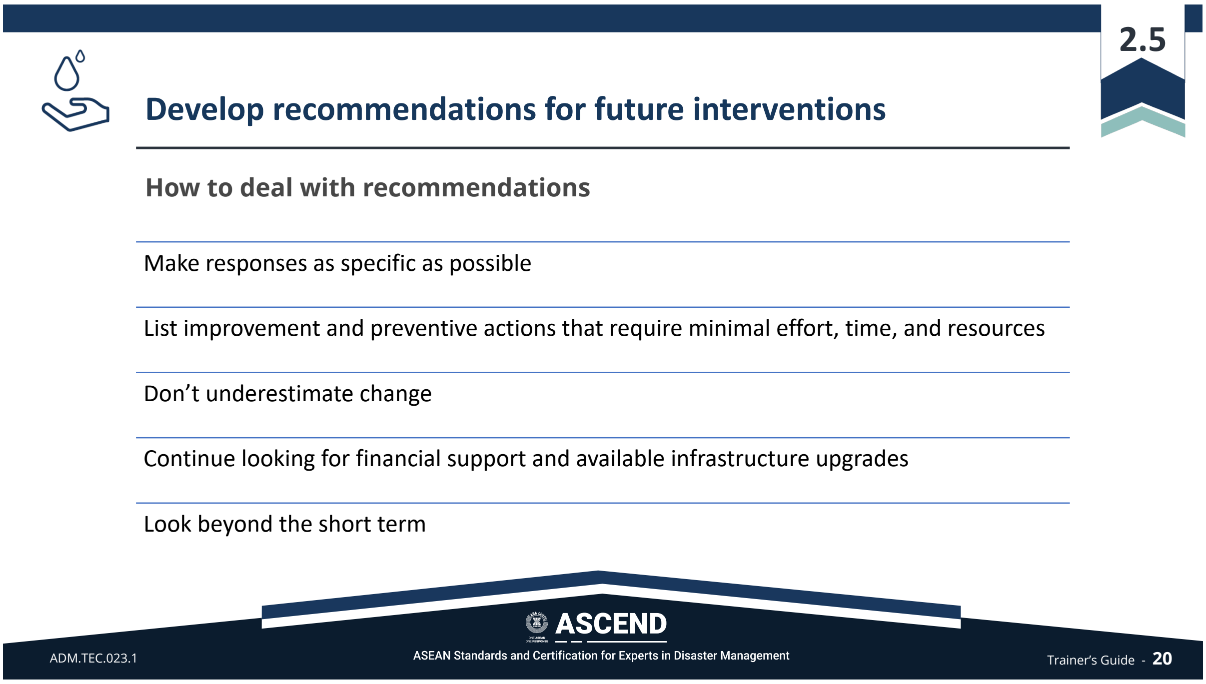
Qualitative data are non-numerical and describes characteristics or qualities. This type of data is often collected using interviews, FGDs, observation, and questionnaires (surveys). It is usually presented in narrative form.

- **Prepare the text**

Review recording, transcribe interviews and create summaries. Transcripts and summaries should be appropriately labelled with respondent code and interview date, location, and length.

- **Note the themes**
  After preparing the transcripts and summaries, re-read the qualitative data, and note the themes. Create categories with descriptions and keep track of how data fits into those categories. There may be two tiers of categories: upper-level and lower-level. Upper-level categories are those that directly answer the interview questions. Lower-level categories are interesting and relevant data that supports upper-level categories.
- **Code the text**
  The relevant data should be systematically coded into themes. A general suggestion is only to use between 3-7 themes, so it is manageable.
- **Interpret results**
  The results of the analyses should be interpreted using a broader theme, such as the purpose and objective of the learning review. Interpreting the result involves answering questions such as:
    - Which activities worked well?
    - What were the challenges?
    - What kind of improvement can be done?
    - What are the outcomes?
    - What were unexpected discoveries reported?

Image 20: *Slide 20*



Slide No.	**20**

Trainer Notes

One of the main reasons for conducting a learning review is to develop evidence-based **recommendations** for future interventions.
Data should support the suggestions for improving organisational performance, capacity-building, stakeholder partnerships, programme management, and more.
Before taking deciding on what to implement, it is wise to **consider the feasibility of recommended actions.**

One way to do this is to list what activities are within the organisation's control and those that require external support.

- **Make responses as specific as possible**: Determine the person who will be in charge, when it is to be completed, and what kind of resources or support is required for each response. Every response should be realistically achievable both in terms of capacity, time, and resources.
- **List improvement and preventive actions that require minimal effort, time, and resources**: For example, one way to encourage cleanliness in the latrine area is to provide water and soap or place posters with pictures describing the basic hand hygiene principles.
- **Don’t underestimate change:** Any action can make a difference, no matter how small it is. Installing a water supply is a huge effort, but small actions can be started towards that direction. For example, the organisation can conduct advocacy campaigns for new water supply to local authorities or provide technical assistance on designing plans.
- **Continue looking for financial support and available infrastructure upgrades**: Additional support can be gained from donors, NGOs, or even

the government by if the organisation can show that they have a detailed work plan.

- **Look beyond the short term**: Some activities take time to produce the desired results. Always remember that WASH efforts are continuous processes and improvement can be achieved over time.

Image 21: *Slide 21*

2.6

Produce learning review documentation

Documenting the learning review

Documentation is also a communication tool. It should have:

- A logical structure to organise material and avoid repetition
- Headings that act as signposts for readers and relevant content
- Consistent terms and title, with explanations of technical terms
- Concise and clear writing style, avoiding complicated and long sentences

Learning review documents may include:

- Learning needs review
- Competency frameworks
- Audit of training courses
- Alternative pathways for capacity-building

Documenting good practice and lessons learned is important, but it is not enough. A significant challenge is passing the good practices and lessons learned and applying them in succeeding efforts.

ASCEND

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ADM.TEC.023.1 Trainer's Guide - 21

Slide No.	**21**
Trainer Notes	Documenting a learning review is more than just a record-keeping task. Good documentation captures and communicates the key principles that guide decision-making and action. It also identifies and highlights what to address and overcome to improve and progress. Therefore, it provides the evidence-base for strategy design. Documenting good practice and lessons learned is essential, but it is not enough. A significant challenge is passing the good practices and lessons learned and applying them in succeeding efforts.

Image 22: *Slide 22*

Slide No.	**22**
Trainer Notes	This remarks the end of the training. Trainer may advises learners with additional materials references or gives a sharing session related to the training materials. Trainer gives closing statements.

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