

# Global Hygiene Promotion in Emergencies (HPiE) Training Report

**Spain / 21<sup>st</sup> – 27<sup>th</sup> April 2024**



**Organized by IFRC & Spanish Red Cross, with support from Austrian, German, Swiss, British, Swedish and Netherlands Red Cross Societies**

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## 1. Background

Hygiene promotion is the foundation of any successful WASH programme and operation; yet it often does not receive as much attention (or resources) as water and sanitation. The [hygiene promoter role](#) has been identified as a gap profile, which is critical for WASH rapid response and Emergency Response Unit (ERU) rosters outlined on [IFRC GO - Deployments](#) for example: Mass Sanitation Module 20 (MSM20), Household Water Treatment and Safe Storage (HWTSS) and Water Supply Rehabilitation (WSR).

This was an advanced level course for Hygiene Promotion in Emergencies (HPiE), which aimed to prepare National Society staff to implement high quality hygiene promotion programmes and operations which adhere to IFRC WASH guidelines for hygiene promotion in emergencies. This training aligned with [IFRCs WASH Technical Competency Framework](#) (Tier C - Design hygiene promotion programmes and evaluate the outcomes) for hygiene promotion, and the [Rapid Response Profile for WASH Officer – Hygiene Promoter](#).

## 2. Objectives of the training

The overall goal of the training was to increase the surge pool of hygiene promotion (HP) profiles at global, regional, and country level, and to build on the existing knowledge and skills of National Societies to implement effective, appropriate, and inclusive hygiene promotion actions in emergency contexts.

Secondary goals were to provide a platform for capacity and experience sharing, to strengthen the global network of hygiene promotion/public health/CEA/PGI etc. practitioners, and to harmonize current HPiE global training packages. Many National Societies are already conducting HP and Public Health related trainings at field and national level (for example, for cholera preparedness and response) and the training provided an opportunity to harmonise these existing local and global tools.

**Specific objectives** of the training were:

- Increase the pool of skilled hygiene promoters (in emergency contexts) that can be deployed as surge rapid response capacity (either stand alone or as part of a WASH or public health ERU).
- Develop a potential pool of HPiE trainers, who could be utilised for future trainings at global, regional, and country level.
- Ensure HPiE training package familiarisation and harmonization at global and regional levels.

## 3. Overview of the training programme

The 7-day face-to-face training was developed from the existing syllabus of the Hygiene Promotion in Emergencies (HPiE) specialised trainings conducted to date (Sweden, Austria, Indonesia, France, German, and Spain). The training focused on a scenario-based WASH assessment, planning and monitoring, as well as volunteer management and soft skills.

Based on experiences and recommendations, the training:

- Utilised practical activities and exercise to complement and cement theoretical learning (e.g. theory in the morning and practice in the afternoons).
- Made use of one realistic scenario right across the training (this training will focus on diarrhoeal diseases such as cholera, highlighting the link between public health and WASH).
- Integrated cross-cutting aspects such as PGI, CVA and green response, right thorough the training (rather than having isolated or stand-alone sessions on these topics).
- Included a diverse group of participants, including from sectors other than WASH such as public health.
- Applied a mentor model, where experienced 'facilitator mentors' were assigned to each group to support and follow that group throughout the training and practical activities.



- Prior to the training, participant knowledge, experience and expectations were evaluated (through an online survey) and used to tailor the training curriculum and activities accordingly.

Throughout the training, emphasis was put in providing opportunities for National Societies to share and discuss their experiences, lessons, and recommendations. In addition to presentations from both facilitators and participants, emphasis was put on practical group exercises and interactive discussions.

On the final day of the training, participants started to think about action points. After the training a follow up email was sent to participants and facilitators to document key activities/plans/goals that they will be expected to work after returning home. A post-training evaluation survey will be conducted 3 months after the training to follow-up with participants and facilitators on learning paths and monitor progress of identified actions.

#### 4. Summary of the training content

A detailed training agenda can be found in [Annex 1](#), including content and timing of each session. In alignment with previous WASH trainings, core content/topics were:

- Introduction to the course, role of HP as part as broader surge
- Rapid Response System and WASH tools
- Public health and WASH
- Step 1. Identifying the problem
- Step 2. Target groups
- Step 3 Barriers and Motivators
- Step 4. Objectives
- Step 5. Planning
- Approaches (CLTS, PHAST, RANAS, Adapted HP box, WASHem)
- Step 6. Implementation
- Step 7. Monitoring and readjusting
- Step 8. Evaluation
- Handover and exit strategy
- Reinforcing skills
- Volunteer management
- Cross cutting (CVA, green response, CEA, MHM and incontinence, Washington Group)

#### 5. Participants

##### a) Participant profile

This was an advanced level training; participants were expected to have previous knowledge and experience with hygiene promotion and in responding to emergencies. Candidates for training were expected to have the following profile:

- A minimum of three (3) years' work experience within hygiene promotion, WASH, public health, or health communication.
- Completion of a Foundation level (or similar) Hygiene Promotion training, and be familiar with common WASH response modalities such as NDRT, RDRT, ERU etc.
- At least one previous experience in emergency response.
- Fluent in both written and spoken English, and skills to present and convey information to others.
- Willing and available to facilitate related response trainings and participate in refresher courses and Technical Working Groups (TWGs).
- Available for one emergency deployment in the 24 months following the training (line manager approval for attending the training and possibility to be deployed was required).

Upon successful completion of the training, participants will be included in the [IFRC Rapid Response personnel](#) register for surge deployments (global and/or regional levels).

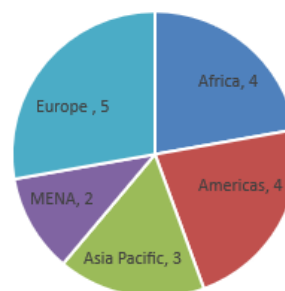
## b) Analysis of participants and facilitators

The selected number of participants was 24, between 3 and 5 participants from each region, to ensure a balanced geographical representation. Unfortunately, several participants could not attend due to last minutes problems with the visa or flights connections.

The final number of participants was 18 with the support of 9 facilitators (7 females and 2 males). 5 facilitators were from IFRC and 4 from National Societies (Austrian, British, Spanish). The table and graph below provide a summary of participants and the geographical regions (where they are currently based/working). No data on the participant gender identity or disability was collected.

Region	Participants	Facilitators and mentors
Africa	4	1
Americas	4	0
Asia Pacific	3	1
MENA	2	1
Europe	5	6
<b>Total</b>	<b>18</b>	<b>9</b>

Which regions did the participants come from?



## 6. Mentoring

The training's approach relied on the Problem-Based Learning (PBL) methodology which is a student-centred approach in which participants learn and understand about a subject by working in groups to solve an open-ended problem. This problem is what drives the motivation and the learning.

An important component of the PBL methodology is the mentorship. In PBL, the mentor's main role and responsibility is to guide participants and facilitate their learning. Successful mentoring requires various competencies, characteristics, and modes of delivery. The mentor encourages self-directed learning and reflection, as well as boost students' motivation. This can be achieved through listening to the students, politely challenging their thinking, giving constructive feedback and creating a safe learning environment, conducive to learning.

### a) Participant assessment

In this training, mentors also supported the participant assessment process by observing and assessing the participant's attitudes and skills against seven competencies (see list below) established for the role of Hygiene Promotion Officer. (See [Annex 4: Participant assessment form](#))

These competencies and behavioural indicators were based on the [Core Competency Framework for IFRC Surge personnel](#) and the [WASH Technical Competency Framework](#). The seven competencies that participants were assessed against were:

Five (5) Core competencies:

1. National Society Capacity Strengthening
2. Direction Setting and Quality Programme Management
3. Collaboration and teamwork
4. Interpersonal communication
5. Cultural awareness

Two (2) Hygiene promotion competencies (technical competencies):

6. [Hygiene promotion] – Design a hygiene promotion programme and evaluate the outcomes.

7. [WASH and Inclusion] – Design and evaluate WASH programmes with disability, gender, and vulnerability considerations in WASH hardware and software activities, including the design of WASH facilities.

Through the week, the assessment was primarily based on specific competencies of the IFRC WASH Competency framework that mentors observed daily and provided written feedback next to each competency following many discussions.

#### **Learnings:**

- The mentoring process was a new experience for some and helped to translate the theory of observation into reality.
- It is important to recognize that people generally have biases, which the mentors had to be aware of in their evaluation. Inherent or hidden biases that we are unaware of (e.g. gender stereotypes) are especially important to consider and recognise that mentors and facilitators can judge different participants in different ways based on their own biases and views, rather than solely on their performance.

#### **7. Positive aspects of training**

- This was the first global WASH training on hygiene promotion and there was a great representation of nationalities, diversity, culture, and backgrounds – this created positive dynamics between participants and facilitators and exchanges of experiences.
- The training promoted and shared a commitment to professional learning and development of facilitators and participants. Overall, the training was interesting and challenging for the participants. The approach (theory followed by practical) is proven to help reinforce knowledge (learning by doing). Content on participatory training and facilitation methodologies and activities were used during the whole training.
- Pre-learning, pre-reading and reference material was sent 2 months before the training, giving participants the opportunity to read and understand the content of the training (see [Annex 2: Pre-training learning](#)). Two pre-training webinars were done to ensure participants were on track with the objectives, preparations, and logistics. Participants were expected to summarize their pre-reading in a creative summary (e.g. song, video, poem, poster, etc.), which not only was used to reinforce learning but also gave participants the opportunity to test the boundaries of their own comfort zones in a safe space. These HP creative reading summaries were a great way of ensuring participants were engaged before joining the training and introducing the participants at the beginning. The WhatsApp group was as well a good platform to exchange information and cool moments 😊 and can be used to keep on engaging participants post-training.
- A 'baseline questionnaire' was done before the training to evaluate the knowledge and experience of the participants (see [Annex 3: Summary of the pre-training questionnaire](#)). The survey results helped to identify gaps in participants knowledge and allowed facilitators to tailor the content of the training syllabus and target some sessions towards that the gaps – however this can still be strengthened further by asking different and/or more detailed questions, and by jointly reviewing the results with all facilitators. The survey also helped the facilitators to identify confident participants to lead specific technical sessions and contributed towards the process of group selection.

#### **8. Challenges**

- Feedback from the overall training evaluation by participants was positive however some felt that there was too much information provided and that time was limited. Some participants felt they need more time and trainings to be properly prepared for deployment.
- Some participants reported finding the evaluation / assessment aspects of the mentoring system to be stressful. One person anonymously wrote in the feedback box that it was 'creating unnecessary competition between participants and leading to a missed opportunity to learn from each other'.

- Participative trainings are more challenging than generic technical trainings and it takes time to warm up the participants and to open the mindset of participants, so that they understand that participation and workgroups are the main methods used and not so many traditional learning methods.
- The anonymously pre-test questions were not well designed for the level of the training participants (the level of questions was too low). A post-test was not carried out as the pretraining level was too easy.

## 9. Recommendations for future trainings

<b>Participant selection</b>	<p>The course is best run with no more than 30 participants as the mentoring part is quite heavy. A key criterion for selection has been applied and HP role profile has been updated. This is currently an ill-defined concept, and we still need that NS supporting delegates agree on these criteria before selecting participants. Attention should be paid to those working in a second language to ensure that this does not unduly disadvantage them or their group as some of the participants could be deployed regionally.</p>
<b>Pre online training and pre-reading</b>	<p>All participants should complete the technical pre-training requirements beside of the compulsory IFRC Rapid Response requirements (<a href="#">Annex 5. Pre-training learning</a>). Pre webinars should be done to ensure participants are on track with pre-trainings, preparations, and logistics.</p> <p>The HP creative reading summary is a great way of ensuring participants due the prereading. However, for the next training the expected content of the creative summaries should be better communicated, so that people really try to produce something that summarizes their own personal learning rather than generate generic HP messages or delegate the task to their own colleagues.</p>
<b>Facilitator preparations</b>	<p><b>Regular online meetings/webinars:</b> To improve the flow and overall content of the training course, it is beneficial to organise regular facilitators meetings, increasing in frequency as the training dates approach. It is important to have one person in the overall lead (who has the 'big picture'), and to be clear about responsibilities (who is doing what). Make sure that action points/notes are shared after each facilitators meeting. Logistics and admin should be part of the regular meetings.</p> <p><b>In person at the training venue:</b> Facilitators should meet one day before the training to: introduce and get to know each other, review the agenda and objectives of the training, finish preparations of sessions and materials together, and any final organisation of practical details (e.g. finalise groups, training room layout) etc.</p>
<b>Monitoring the training's progress outcomes</b>	<p>It is recommended to monitor and readjust the training throughout the process:</p> <ol style="list-style-type: none"><li>1. <b>At least 3 months before the training:</b> To provide an initial baseline of participants knowledge, skills, and expectations, to support the formation of groups, to identify people with specific technical skills and relevant experience who could be utilised as facilitators, to tailor the syllabus contents and times to the level of the audience needs and expectations. (See <a href="#">Annex 3: Summary of results from pre-training questionnaire/survey</a>)</li><li>2. <b>Daily feedback from participants:</b> Throughout the training workshop, efforts were made to get feedback from the participants on the content and process with participatory methods. (See <a href="#">Annex 5. Analysis of daily training evaluation and final evaluation</a>)</li><li>3. <b>Immediately after the training:</b> To gather feedback from the participants and tailor the content for future trainings. (See <a href="#">Annex 5. Analysis of daily training evaluation and final evaluation</a>)</li></ol> <p>Action points after the training</p> <ol style="list-style-type: none"><li>4. <b>3 months after the training:</b> to measure short term outcomes of the training and participants and/or effects from participants and facilitators after the training.</li><li>5. <b>Annually:</b> The tool could also be used annually for roster members if they have been deployed or facilitated trainings, etc.</li></ol>

<b>Content</b>	<p>The content and level of the training was in general appropriate for the training. The participants feel few presentations were too rushed so insufficient time allowed enough time to complete the tasks. This has been recorded in the session plans.</p> <p><u>The handouts and presentations from the training should be further contextualized and revised for each training.</u> To ensure that participants are clear on expected outcomes for each session, each presentation should start with learning objectives of the session, and also end with a summary to reinforce key messages.</p> <p><u>Work group and group discussions</u> are an important part of any training, especially for adults. They build participants teamwork skills, as well as encouraging participation, inclusion, peer support and leadership.</p> <p>The <u>Scenario</u> was specially reviewed for the level of the training with more interactive activities, critical thinking, to allow participants teamwork digging deeper into concepts and gaining a solid understanding.</p>
<b>Participants self-assessment and evaluation</b>	<p>Based on the identified training need, context, and objectives, develop a framework for evaluation prior to each training. The purpose for each assessment or evaluation tool used is clarify in <b>Annex 6: Overview of assessment and evaluation tools</b>.</p> <p><b>Self-assessment tools:</b></p> <p><u>Anonymously pre-test and post-test</u> of participant knowledge can be used as a proxy measure for training impact as well as an indicator for impact (or as a measure of an individual's change in knowledge over the training. However, in this case we would need to review the questions in the correct level and strongly linked to the learning objectives of the training.</p> <p><u>Self-assessment questionnaire</u> Having participants reflect on their own skills, abilities, areas for improvement and interests can be more valuable. Appraisal checklist of participants included competencies (e.g. teamwork, communication, analytical skills, strategically oriented etc) to conclude with a recommendation for deployment.</p> <p><b>Participants evaluation:</b></p> <p><u>Assessment of competencies</u> by mentor or Learning Focal Point To objectively assess participants skills against specific competencies for the role WASH Officer - Hygiene Promoter. Participants who are judged to be successful will be added to the IFRC Rapid Response Roster by the end of the training.</p> <p>Suggestions on how to reduce the 'stress' of being evaluated/observed. For next trainings we should encourage the participants to bring available appraisals (e.g. from previous deployments if possible) so Learning focal points can support in the decision about whether they included in the roster not only based on their performance at the training.)</p> <p>Daily meetings with participants in their small groups with their mentors are important at the end of the day to get and give feedback on the teamwork and see group dynamics.</p>

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## 10. ANNEXES

Annex 1. Training agenda

Annex 2: Pre-training learning and tasks

Annex 3: Summary of results from pre-training questionnaire/survey

Annex 4. Participant assessment form

Annex 5. Analysis of daily training evaluation and final evaluation

Annex 6: Overview of assessment and evaluation training tools for participants

All the sessions and handouts: [Training package](#)

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## Annex 1: Training agenda

AGENDA - Global hygiene promotion in emergencies training 2024, Madrid													
HORA	Sunday 21st April (Day 1)	Monday 22nd April (Day 2)	Tuesday 23rd April (Day 3)	Wednesday 24th April (Day 4)	Thursday 25th April (Day 5)	Friday 26th April (Day 6)	Saturday 27th April (Day 7)						
08:00 - 09:00	Breakfast / Exercise / Drink coffee and chat												
09:00 - 09:30		30'	Set the scene and group dynamics	30'	Recap	30'	Recap	30'	Recap	30'	Full training recap and Parking lot		
09:30 - 11:00		90'	2.1 Public health and WASH	90'	3.1 Wrap up of Steps 1 - 3	75'	4.0 Finalising EPoA	90'	5.1 Step 7 and 8 (theory) - monitoring, review, adjust	30'	6.1 = 5.3 cont.	60'	7.1 Feedback from the mentors
					15'	Group-Photo			60'	6.2 Experience sharing from participants (families)	30'	7.2 Self assessment; Action planning and training evaluation	
11:00-11:30		Morning break											
11:30 - 13:00		90'	2.2 Step 1, 2 and 3 (theory)	90'	3.2 Step 4 (design) and 5 (planning) - theory	90'	4.1 Volunteer management	45'	5.2 Accessibility exercise (role play/observation) - different latrine users	45'	6.3 Reinforcing training skills , National society capacity building , challenges National society sharing	45'	
							45'	5.3 Step 7 and 8 (practical)	45'			DEPARTURE (After 12:30pm)	
13:00 - 14:00	Lunch												
14:00 - 16:00	ARRIVAL (Before 13:00pm)	90'	1.1 Welcome and logistics 1.2 Introduction to the course, role of HP as part of broader surge/ERU context. Overview of the scenario. 1.3 Self-assessment and objective setting.	120'	2.3 Step 1, 2 and 3 (practical) - assessment and behaviour change tools (PSD, pocket chart, spidergram, ? )	120'	3.3 Step 4 and 5 (practical) - developing PoA including outputs, indicators and targets; coordination with other surge components e.g. different ERUs,	120'	4.2 Step 6 (theory)	120'	5.3 Step 7 and 8 (practical) continued	120'	6.4 Group work - Readjust / Exit strategy / Hand-over
16:00-1630	Afternoon break												
16:30 - 18:00	90'	1.4 Get to know each other activity! (60 mins) Creating the 3 groups and knowledge quiz.  Watch/do some participants summary outputs* (google drive)	90'	2.4 World café - cross cutting topics.  Stations: - cash and vouchers (CVA) - green response - Washington Group Q's - feedback mechanisms (CEA Feedback Kit) - MHM and incontinence		3.4 World Café Concepts: 1 - WASH 'Em 2 - CLTS & PHAST 3 - HP Box 4 - Doer / NonDoers & RANAS	90'	4.3 Step 6 (practical) - options for delivering HP (loudspeaker, community discussion/planning, songs and community shows, film/movies, radio, social media, nudging ...)	90'	Mentoring feedback and questions  Field visit to El Escorial	90'	6.5 Handover briefing to 3rd rotation. (presentations of groups)	
18:00 -18:30	30'			Wrap up / daily evaluation ^ mentoring		Wrap up / daily evaluation		Wrap up / daily evaluation		Wrap up / daily evaluation			
18:30 -20:00	90'			Free time		Free time		Free time		Free time			
20:00-21:00	Dinner												
	Welcome dinner							30'	Field visit to El Escorial	30'			
								60'		60'			

## Annex 2: Pre-training learning

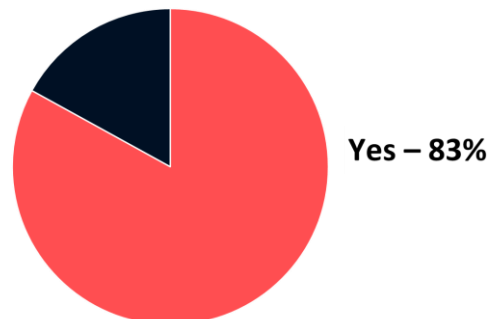
Course	No. of mins	Link	What do you need to do?
The 8 Steps for Hygiene Promotion in Emergencies	30	<a href="https://ifrc.csod.com/ui/lms-learning-details/app/course/95c4f09-b861-48bf-a73d-870450x74b26">https://ifrc.csod.com/ui/lms-learning-details/app/course/95c4f09-b861-48bf-a73d-870450x74b26</a>	Do the course on the IFRC learning platform (if you have not already done so)
CEA and WASH fact sheet	30	<a href="https://watsanmissionassistant.org/?mdocs-file=19757">https://watsanmissionassistant.org/?mdocs-file=19757</a>	Read the document
IFRC Protection, Gender and Inclusion (PGI) in WASH Guidance note	45	<a href="https://watsanmissionassistant.org/protection-gender-and-inclusion-pgi/">https://watsanmissionassistant.org/protection-gender-and-inclusion-pgi/</a>	Read the document
Compendium of Hygiene Promotion in Emergencies	15	<a href="https://www.emergency-wash.org/hygiene/en/hp-components">https://www.emergency-wash.org/hygiene/en/hp-components</a>	Familiarize yourself with the structure of the compendium, no need to read it in detail (unless you want, of course;-)
	60	<a href="https://www.youtube.com/watch?v=cTlgP-2R5K8">https://www.youtube.com/watch?v=cTlgP-2R5K8</a>	For all your pre-reading: Create an interesting summary of all your pre-reading (or choose one and go into more detail). You can use any method that you prefer, a song, poem, poster, AI-art....  Go wild and use the opportunity of a safe learning space to test the limits of your comfort zone! Here is a musical summary of the 8-steps manual as an example.
Your own summary!			Bring your questions and experiences to the training!
TOTAL MINUTES		180	
TOTAL HOURS		3.0	

Recommended (nice to do if you have time)	WASH in Emergencies - Surge Series episode	20	<a href="https://ifrc.csod.com/ui/lms-learning-details/app/course/4793992-443e-46a8-b6c1-08366ea76048">https://ifrc.csod.com/ui/lms-learning-details/app/course/4793992-443e-46a8-b6c1-08366ea76048</a>	These videos and courses are recommended if you have time - choose a topic you are interested to know more about! You do not need to share the certificates.  Add your insights into your creative learning summary!  Bring your questions and experiences to the training!
	IFRCs Menstrual hygiene management (MHM) Guide and Tools, and videos & Case studies	60	<a href="https://watsanmissionassistant.org/menstrual-hygiene-management/">https://watsanmissionassistant.org/menstrual-hygiene-management/</a>	
	Monitoring, Evaluation, Accountability and Learning (MEAL) in Emergencies	90	<a href="https://kayaconnect.org/course/info.php?id=2171">https://kayaconnect.org/course/info.php?id=2171</a>	
	Basic Principles of Disability Inclusion in Humanitarian Response	30	<a href="https://kayaconnect.org/course/view.php?id=886">https://kayaconnect.org/course/view.php?id=886</a>	
	Understanding Older People and Their Needs in a Humanitarian Context	30	<a href="https://kayaconnect.org/course/info.php?id=890">https://kayaconnect.org/course/info.php?id=890</a>	
	ACAPS Good enough guide - Humanitarian Needs Assessment (and video Three Keys for humanitarian needs assessment)	60	<a href="https://www.acaps.org/sites/acaps/files/resources/files/humanitarian_needs_assessment-the_good_enough_guide_2014.pdf">https://www.acaps.org/sites/acaps/files/resources/files/humanitarian_needs_assessment-the_good_enough_guide_2014.pdf</a> and <a href="https://www.youtube.com/watch?v=Sp8Gc2cvBhM">https://www.youtube.com/watch?v=Sp8Gc2cvBhM</a>	
	National Society preparedness videos - video 4 (epidemics) and video 7 (CEA)	10	<a href="https://www.youtube.com/watch?v=Odxu3K2CFN0">https://www.youtube.com/watch?v=Odxu3K2CFN0</a> <a href="https://www.youtube.com/watch?v=cYv6SvxdY">https://www.youtube.com/watch?v=cYv6SvxdY</a>	
	Fundamentals of Field Surveys - Introduction and 1. Introduction to Field Survey	120	<a href="https://ifrc.csod.com/ui/lms-learning-details/app/course/4bb1a1b6-ac6c-46fe-aa83-3785a0b0f757">https://ifrc.csod.com/ui/lms-learning-details/app/course/4bb1a1b6-ac6c-46fe-aa83-3785a0b0f757</a>	
	WASH and PGI videos - Episode 1 (speaking the same language) and episode 2 (SADD data)	10	<a href="https://www.youtube.com/watch?v=CQCYxx16AtU">https://www.youtube.com/watch?v=CQCYxx16AtU</a> <a href="https://www.youtube.com/watch?v=Wbv4v6Z">https://www.youtube.com/watch?v=Wbv4v6Z</a>	
	Information, Education and Communication (IEC) in WASH emergencies	360	<a href="https://kayaconnect.org/course/info.php?id=1241">https://kayaconnect.org/course/info.php?id=1241</a>	
	Sphere - WASH section	30	<a href="https://handbook.spherestandards.org/en/sphere/#ch006">https://handbook.spherestandards.org/en/sphere/#ch006</a>	
	Public Health in Emergencies - Modules 4 (HHWTSS) and 5 (Rapid Health Assessment)	240	<a href="https://ifrc.csod.com/ui/lms-learning-details/app/course/3870bac5-f099-4a04-b508-937290133570">https://ifrc.csod.com/ui/lms-learning-details/app/course/3870bac5-f099-4a04-b508-937290133570</a>	
	WASH in Epidemics	120	<a href="https://kayaconnect.org/course/info.php?id=3967">https://kayaconnect.org/course/info.php?id=3967</a>	
Mandatory before joining Surge roster (to be deployed)	World of Red Cross	270	<a href="https://ifrc.csod.com/ui/lms-learning-details/app/course/b6831822-8670-4a23-91db-455e42cc8af2?isCompletionRedirect=true&amp;lo&amp;isCourse16&amp;isCourse18&amp;id=b6831822-8670-4a23-91db-455e42cc8af2">https://ifrc.csod.com/ui/lms-learning-details/app/course/b6831822-8670-4a23-91db-455e42cc8af2?isCompletionRedirect=true&amp;lo&amp;isCourse16&amp;isCourse18&amp;id=b6831822-8670-4a23-91db-455e42cc8af2</a>	
	Stay Safe 2.0 - Level 1 (Fundamentals)	120	<a href="https://ifrc.csod.com/ui/lms-learning-details/app/course/2f94c72f-0d7a-4ad9-912c-e138912ee1f9">https://ifrc.csod.com/ui/lms-learning-details/app/course/2f94c72f-0d7a-4ad9-912c-e138912ee1f9</a>	
	Code of Conduct	20	<a href="https://ifrc.csod.com/ui/lms-learning-details/app/externalContent/b2ebbc54-8457-46c8-9a11-86bd07e5d11a">https://ifrc.csod.com/ui/lms-learning-details/app/externalContent/b2ebbc54-8457-46c8-9a11-86bd07e5d11a</a>	

### Annex 3: Summary of results from pre-training questionnaire/survey

- 26 participants completed the survey (Africa – 6, Americas – 5, Asia – 6, MENA – 5, Europe – 4).
- 40% reported having used IFRCs HPiE guide (8 steps) before in a response (national or international).
- Approximately half (55%) reported having used an HP Box A or B before in an emergency response.
- 83% said they have experience in organising and facilitating trainings on HP.

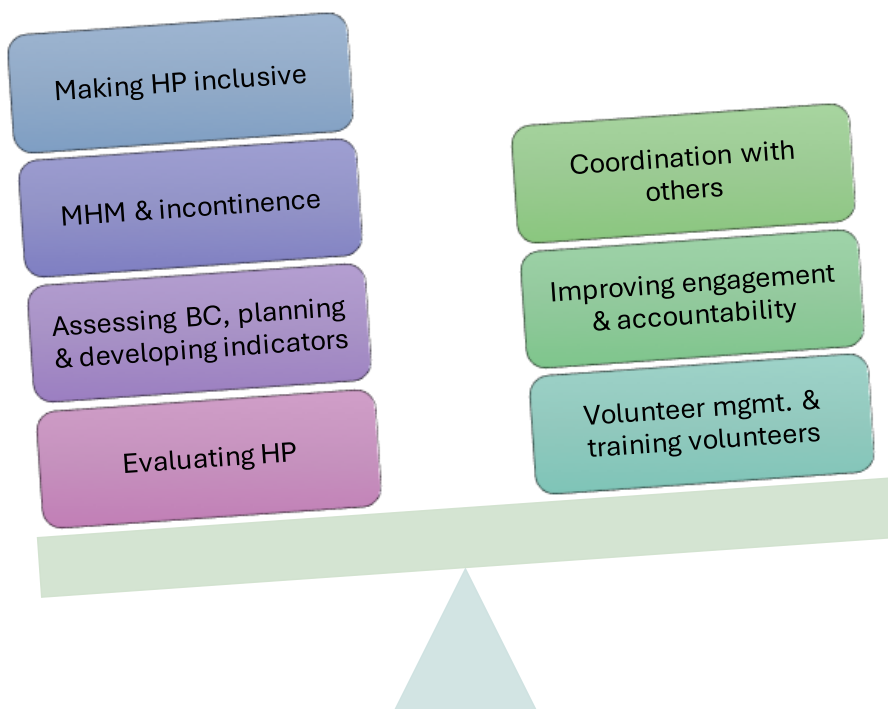
Do you have experience organising and facilitating a training on HP?



- Participants were asked to rate how knowledgeable and skilled they feel in different topics within HP. See the diagram below.

Topics with most ratings “Limited knowledge & skills”

Topics with most ratings “Very knowledgeable and skilled”



## Annex 4: Participant assessment form

(Ctrl + click on the icon below to open the full participant assessment form; or direct url:  
<https://watsanmissionassistant.org/?mdocs-file=20564>)

**Participant assessment process**

The participants be assessed by Learning Focal Points (LFPs, or "Mentors") in coordination with the facilitation team on seven competencies throughout the training:

a) **Five (5) Core competencies:**

1. National Society Capacity Strengthening
2. Direction Setting and Quality Programme Management
3. Collaboration and teamwork
4. Interpersonal communication
5. Cultural awareness

b) **Two (2) Hygiene promotion competencies (technical competencies):**

6. [Hygiene promotion] – Design a hygiene promotion programme and evaluate the outcomes.
7. [WASH and Inclusion] – Design and evaluate WASH programmes with disability, gender, and vulnerability considerations in WASH hardware and software activities, including the design of WASH facilities.

✓ Each competency has behavioural indicators which are observable. These indicators have come from the [Core Competency Framework for IFRC Surge personnel](#) and the [WASH Technical Competency Framework](#).

✓ Participants will complete an initial self-assessment at the beginning of the training, and again at the end of the training. This is a learning tool for participants, to reflect on their own strengths and areas for development. The self-assessment is not included in the final evaluation of participants.

✓ The LFPs/mentors should have individual meetings (at least at the beginning, middle and end of the training) to explain the competency assessment, provide feedback, discuss their self-assessment and progress, further professional development or requirements before deployment.

✓ The LFPs (or mentors) are responsible for filling in this competency assessment form for their assigned participants, based on their observations and discussions with the facilitation team. The LFP feedback reflected in the evaluation is the consensus opinion from all LFPs and facilitators.

✓ An individual can be considered skilled in a competency even if she/he isn't skilled in each of the behavioural indicators.

✓ Based on the majority benchmark (skilled, needs development, not observed) selected for the respective indicators - a final decision should be made on whether the participant reaches Tier 2 for the selected competencies in the WASH Officer - Hygiene Promoter profile. LFPs can also give suggestions for the participant's development. Behavioural indicators marked as 'needs development' mean that the participant would need to improve in certain skillsets/areas in order to reach the applicable tier.

✓ Behavioural indicators marked as 'not observed' do not mean that the participant doesn't possess it, but just that the LFPs didn't have the opportunity to directly observe it in the few days of the training, or the individual could have performed it in a moment that wasn't witnessed, or the exercise didn't call for it.

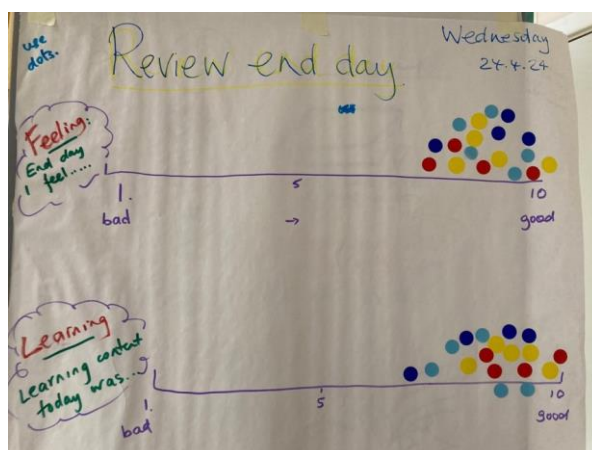
✓ The final assessment will be shared with the participants, and they will have the opportunity to add their feedback or development goals at the end of the training.

## Annex 5: Analysis of daily training evaluation and final evaluation

### Daily feedback from participants

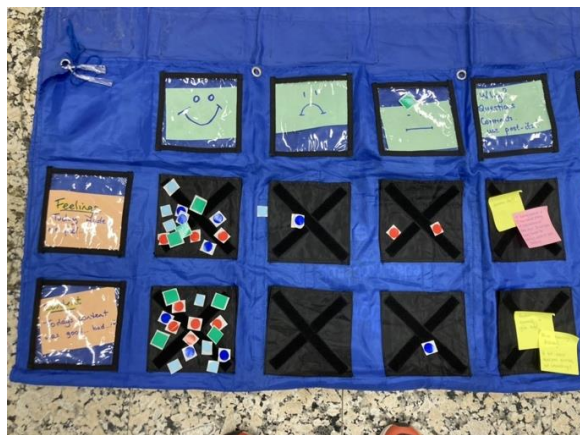
Throughout the training workshop, efforts were made to get feedback from the participants on the content and process. The **methods** included:

- **Feedback box** which was available all the time, with 'post-its' for comments
- **Flipchart in 3 sections & participants answer the questions using 'post-its'**: what was good today? what could be improved? Questions I have? *This worked well having the 'post-its' for comments; and was helpful for Day 1, as a key comment about the fast pace could be addressed in future days.*
- **Scale 1 – 10 on flipchart with dots/stickers & one or two questions**: are the learning objectives being met? How happy I feel today? Participants put their stickers along the scale. *This was a useful as a visual exercise to see an overall trend but does not give any details as to why people feel the objectives are not being met or they are unhappy.*



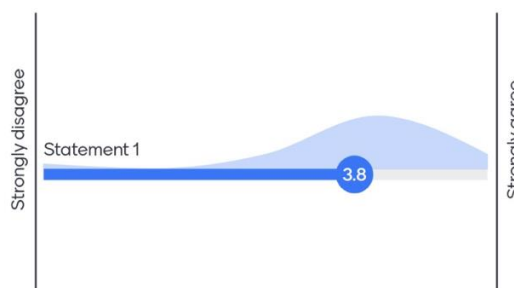


- **Pocket chart voting:** using the pocket chart voting cloth, putting various questions down the side & options of view at the top e.g. smiley or miserable face & include a pocket for general comments. *This was useful as was anonymous, & very visual way of sharing the results*



- **Menti poll on-line with questions.** One word to describe the day, a question on the achievement of the learning objectives, & an open question for general feedback.

**Today's learning objectives were achieved:**



Mentimeter

**One word to describe today:**

18 responses



**In summary the feedback throughout the week included:**

- The training methods were appreciated: the variety, interaction, the practicality, and the scenario.
- There were many comments through the week about the timing being rushed, too much information and too fast, with some people feeling overwhelmed, asking for more quality time to focus.
- Some practical points that could be addressed, e.g. giving clear instructions on group activities.

- There were a couple of points raised about particular sections of the training, asking for clarifications, e.g. the PoA; so more time was given on this the following day.
- Some points on the sessions which would be useful for future training, e.g. the session on volunteers to have more emphasis on HP, and to link more with Step 6. Also, getting more participants involved in the session on HP methods. The participants appreciated hearing from other participants.

There were only a few comments in the **Feedback box**. One was a practical point asking for the agenda, it was then shared on the WhatsApp group. There was also a comment: “the over-emphasis of the assessment is mounting unnecessary competition between participants, hence missing the opportunity to learn from each other.”

**The facilitation team had daily meetings** to review the participants’ feedback, note lessons learnt and plan for the following day. This included a discussion specifically on the aspect of the mentoring.

## **Participants’ final evaluation**

At the end of the training, 19 participants completed an on-line survey evaluation.

**Learning Objectives:** Twelve participants (63%) thought the learning objectives were ‘totally achieved’, and the remainder of the participants ranked the objectives as being ‘mostly achieved’.

**Training methods:** Fourteen participants (73%) thought the training methods were ‘excellent’, and the remainder marked them as ‘good’.

**Facilitation:** Twelve, participants (63%) ranked the facilitation as ‘excellent’, and remainder ranked it as ‘good’

### **What is something that can be improved next time?**

- To have time to go more in deep for some of the sessions.
- More days needed for the training; language capacities should be considered.
- More time to practical session
- Improve the time management.
- Give more time to do group discussion or practical exercise.
- I think day 4 and 5 could be strengthened by integrating examples from the field while explaining the theory. You must have great examples of really bad survey questions and great ones etc.
- More time for group work
- Time. Need to slow down.
- Providing more clear instructions before the activities; sometimes we would receive new information as we were working and that can affect the participants’ performance.
- Better time management for the sessions, the session from the second day (indicators, objectives etc.) needed more time and very few sessions needed better preparation (data collection/flags and VM)
- All is good except the timing.
- More time between sessions to assimilate concepts.
- Incorporate the learned strategies in the work plan!
- Ample time to work on practical and exercises for more analytical thinking.
- Give Time More Participatory methods, less PowerPoint.
- The training should be designed in such a way that it’s clear to participants that HP is not a stand-alone. Also, the mentors in a group should not only play an observably role but they should provide strong leadership role. For example, simulating the role of Ops Manager or a WASH Coordinator or a NS Counterpart. So that participants should already have an idea of how to work with other personnel.

## Annex 6: Overview of assessment and evaluation training tools for participants

What?	Details	Timing	Purpose
<b>Pre/post-test</b>	Anonymous  Use online tool (e.g. Kahoot)  Simple short answer questions on key HP topics	Day 1 and Day 7	<ul style="list-style-type: none"> <li>Understand which areas/topics need more focus or time during the training</li> <li>Proxy-measure of overall change in knowledge from training (general, not specific to individual participants)</li> <li>Reflection tool for participants</li> </ul>
<b>Self-assessment</b>	Participants to reflect and rate their own skills / abilities (for each of the competencies being assessed)	Day 1 and Day 7	<ul style="list-style-type: none"> <li><b>Learning tool</b> - not included in the formal participant assessment. Participants <b>reflect</b> on which areas they are strong or need development.</li> </ul>
<b>Assessment of competencies by mentor (LFP)</b>	The mentor or LFP assigned to each participant will observe whether they demonstrate behaviours which indicate they are skilled in the selected competencies	Throughout training	<ul style="list-style-type: none"> <li>To <b>objectively assess</b> participants skills against specific competencies for the role WASH Officer - Hygiene Promoter (Tier 2).</li> <li>Participants who are judged to be successful will be added to the IFRC Rapid Response Roster.</li> </ul>
<b>Feedback / overall training evaluation</b>	<p>Daily feedback – simple, quick, different methods e.g. thermometer, drop box, QR code with ranking question etc.</p> <p><b>End of training – add a few questions to the Post-test</b> (e.g. do you think learning objectives were achieved?, rate methods / facilitation, what is something that can be improved for next time?)</p>	<p>Daily feedback</p> <p>End of training (Day 7)</p>	<ul style="list-style-type: none"> <li>Understand what can be changed/improved – both day by day at the training, and for the next HpiE training</li> </ul>