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| **Session 7: Water Supply, Sanitation and Hygiene Promotion** | **1 hour 30 minutes** |
| **Note:** This session is primarily knowledge based (explaining WASH standards and indicators and providing context for them) and partially attitude oriented (heightening awareness of the importance of WASH programming). There is minimal skill work, in the form of an activity in which participants watch a video on a WASH programme and design a simplified evaluation of the programme (including some humanitarian maths). There is an emphasis on the importance of breaking disease-causing contamination pathways as a central goal of WASH programming and as a rationale for the six standard WASH themes. Visual and tactile exercises allow participants to visualise volumes, turbidity (relative clarity), and experience the feeling of carrying full water jerry cans the maximum distance advised by Sphere. The indicators that are highlighted in this session were selected because they are the easiest to visualise and grasp through experiential learning, so that abstract numbers can be comprehended “in human terms.” The session includes:  1. **PowerPoint presentation** – with trainer’s notes in the “Notes View”, which explain the key themes on the slides and provide instructions for activities and their debriefing.  2. **A small group** **exercise** that will have the participants link the “five Fs” elements of the pathogenic pathways to the six categories of Sphere WASH standards.  3. **Tactile/visual activities** to be conducted by participants.  4. **A short video** **with a simple evaluation exercise** depicts various elements of a WASH programme implemented in Uganda. Participants will watch the video, evaluate what they see and hear, then design a simplified evaluation plan for information they still need. | This session includes a quick case study focusing on the **evaluation** phase of the humanitarian programme cycle. |
| **Learning objectives**  By the end of this training, participants will be able to:   * Explain the primary objective and three essential concepts behind WASH programming * Identify the main transmission pathways of infectious pathogens and barriers to break the chains of transmission * Use some of the technical numerical indicators with enhanced confidence and understanding * Relate the quantitative technical aspects of Sphere to its foundational rights-based aspects | |

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| **Key messages**  There are four key messages of the session that you should highlight. The goal is that participants will be able to absorb and restate these key messages with colleagues after the training.   * The main objective of WASH programmes in humanitarian response is to reduce public health risks by creating barriers along transmission pathways. * Community engagement is at the centre of all WASH programming. * WASH programming does not only concern hand washing, water quantity and quality. * Monitoring and evaluation are essential components of any WASH programme. | |
| **Concise session plan (this is a fast-paced session)** | **Timings** |
| 1. Introduction and learning objectives – presentation (slides 1 and 2) | 3 mins |
| 1. **WASH programming goals and overview –** PowerPointpresentation with small groupactivity (3–12) | 27 mins |
| 1. **Sphere standards and indicators in WASH** – PowerPoint presentation and quick tactile/visualisation demonstrations (13–20) | 20 mins |
| 1. **Video-based case study – WASH evaluation exercise** (21–24) | 35 mins |
| 1. Summary and conclusion (25 and 26) | 5 mins |
| **Other files and preparations you will need**  **Files:** There are prepared handouts for this session which will make your session logistics easier if they are printed and prepared for distribution ahead of time.  The small-group exercise requires a printout of one **sheet per table/small group** of eachthe **STP 7 WASH Activity.docx** and **STP 7 WASH F Markers.docx**. The game pieces will need to be cut out ahead of the session and put in an envelope (one envelope **per table/small group).** Each table/small group will also need a flip chart, markers, and tape.  **For the tactile/visualisation activities**, you will need:   * at least one jerry can that holds 15 litres of water (two to four are ideal for larger training groups) * one each additional demonstration jerry cans of 10 and 20 litre volumes * one or two buckets of 10–15 litre capacity (with or without lids) * 30 metres measuring tape * four clear plastic 1 litre water bottles * small amount of soil to mix into the bottles * 250 g of bar soap | |
| **General norms for all Sphere training sessions**   * Apply the principles of adult learning by using an active learning approach in your session design and facilitation. See the **STP Facilitator’s Guide** for more such information and tips. * Remember that different sessions in this package have different content and therefore different approaches to training based on that content. Content has been simply classified as relating to **skills, knowledge, and attitude**. Most sessions include some aspect of each, in different ratios.   + **Skills**-based content results in the participant being able to do an activity or perform a skill. It is best taught by practice, hands-on application, and repetition.   + **Knowledge**-based training results in the participant knowing certain information. This can be measured by quizzes, discussion after the session, or the participant’s ability to explain the content to someone else.   + **Attitude**-based content is intended to change the way participants think about certain topics or the way they approach humanitarian work. This content is about encouraging, convincing, and eliciting buy-in from the group to the extent possible. * Communicate to participants core messages that they will be able to retain and apply **– not** everything you want to tell them. What they need to know to be able to successfully use Sphere in humanitarian response is always less than what you want to tell them and more than they can remember. * Use the learning objectives to guide you if you need to prioritise some elements of the session for the sake of time. * Always use the activities (e.g. case study, role play, plenary discussion, matching game, photo or video analysis) during the session. Participants will learn more by doing, and be much more interested, than if they are lectured at. * Decide how you will share the responsibilities if you have a co-trainer. * You are encouraged to use the session plans and activities from this package for your topic or to modify and develop your own – as long as the learning objectives are met. * Have a plan B (and C) to mitigate unexpected challenges (power failure, more or fewer participants than planned, last-minute room changes, etc.) * Although estimated timings are provided in the notes, consider your group’s size and discussion style, and do the required maths to determine feedback and debriefing time needed. Six groups of four people with each person speaking for 2 minutes = 48 minutes if everyone speaks! It would take 24 minutes if one representative speaks for each group for 4 minutes. * Close your session on-time with an activity wrap-up, summary, debrief, or challenge to action.   **Sphere Training Package surveys**  The Sphere Training Package is updated every few years. Your feedback is highly valuable during and between revisions for monitoring use, and for assessing the quality of the sessions and their suitability for different audiences.   * If you recently delivered training using one or more sessions from this training package, please complete this survey: <https://www.surveymonkey.com/r/STP2019facilitatorsENG> * If you recently finished working through this training package for private study, please complete this survey: <https://www.surveymonkey.com/r/STP2019studiersENG>   **Participant feedback**   * However long or short your training event, Sphere recommends asking your participants for feedback. If using a paper questionnaire, you may use your own form or adapt the one provided in the file **STP 20 Evaluation Form Template.docx**. If you have Wi-Fi at the training venue and everyone can access a phone or PC, you may prefer to use an online survey. Sphere has a central post-event participant survey which you can test here: <https://www.surveymonkey.com/r/spheretesten>. Contact [learning@spherestandards.org](mailto:learning@spherestandards.org) to request a unique way of collecting survey responses (SurveyMonkey calls this a “collector”) or tailored version for your event.   **Sharing a training report**   * If you have recently organised or facilitated a workshop, please send an event report to [learning@spherestandards.org](mailto:learning@spherestandards.org). This may be shared via Sphere digital platforms so please don’t include private or sensitive information. The file **Training event report template.docx** included in this package may be used as a template if your organisation doesn’t provide one. | |
| **Tips for local modification**   1. If you do not have access to power or equipment to present PowerPoint slides, print the slides on A3 paper in advance and conduct the session as a live event. 2. If you cannot play the included video, skip it and ask if there are any particular examples of a WASH programme in the country in which you are holding your training. Ask those who are familiar with the programme to present it as a micro-case study and then ask other participants to design a list of priority evaluation questions for any information missing from the presented case study. Note that a live presentation will take longer than the video, so you will need to adjust session length accordingly. | |