



LEARNING AND TRAINING STRATEGY

2017-2020

GLOBAL WASH CLUSTER

ACRONYMS

| | |
|------|---|
| AAP | Accountability to Affected People |
| AR | Augmented Reality |
| AS | Assessment Specialist |
| CAST | Cluster Advocacy and Support Team |
| CBO | Capacity Building Officer |
| CC | Cluster Coordinator |
| CDC | Centre for Disease Control |
| CLA | Cluster Lead Agency |
| FST | Field Support Team |
| GCCU | Global Cluster Coordination Unit (UNICEF) |
| GWC | Global WASH Cluster |
| HIF | Humanitarian Innovation Fund |
| HPC | Humanitarian Programme Cycle |
| HR | Human resources |
| IASC | Inter Agency Standing Committee |
| IM | Information Management |
| IMO | Information Management Officer |
| IMWG | IM Working Group |
| ISAC | Interagency Standing Committee |
| JIPS | Joint IDP Profiling Service |
| KII | Key Informant Interview |
| M&E | Monitoring and Evaluation |
| MoU | Memorandum of Understanding |
| SAG | Strategic Advisory Group |
| SbP | Standby Partner |
| SO | Strategic Objective |
| TK | Toolkit |
| TWIG | Technical Advisory Group |
| WASH | Water Sanitation and Hygiene |
| VR | Virtual Reality |
| WP | Work Package |

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THE STRATEGY AT A GLANCE



FIGURE 1 THE GWC LEARNING AND TRAINING STRATEGY AT A GLANCE

1. INTRODUCTION

1.1 Background

The Global WASH Cluster (GWC) has the primary mandate of *strengthening system-wide preparedness and coordination of technical capacity to respond predictably to humanitarian emergencies, and provide clear leadership and accountability in the main areas of humanitarian response*. As priority, the GWC exists to support the achievement of the 6+1 core coordination functions at country level as described in the Cluster Coordination Reference Module¹, which supports the effective and predictable delivery of appropriate WASH services for those affected by an emergency.

Within the GWC, the building of capacity for humanitarian response in emergencies has been noted as a priority in regional, national and global forums. This priority is reflected in the GWC Strategic Plan (2016-2020) where capacity building is a key strategic objective.

UNICEF, Cluster Lead Agency (CLA) for the GWC, through the Global Cluster Coordination Unit (GCCU), is also establishing a capacity development strategy for coordination linking to the Humanitarian Learning Framework, Strategy and Implementation Plan².

The *GWC Learning and Training Strategy* has been developed to address one of the key strategic objectives of the GWC Strategic Plan and align to the GCCU Capacity Development Strategy. Although the Strategy focuses primarily on capacity building for coordination, supporting the availability of, and access to, technical WASH training courses for partners is seen as key to ensuring the quality of a humanitarian WASH response.

1.2 Problem Statement

The lack of an existing learning and training strategy and harmonised tools has meant that training in coordination has, to date, been piecemeal and unpredictable. The *GWC Learning and Training Strategy* has been developed to address the learning and training needs across the GWC partnership through promoting the provision of predictable training programmes, resourced through identified methods and implemented through partnership agreements.

1.3 Document Structure and Key Project Outputs

The Strategy is divided into a number of sections and annexes. Section 1 is an introduction to the Strategy. Section 2 discusses the existing frameworks under which the Strategy sits. Section 3 gives the background and context to the outputs of the Strategy. Annex I lists the overarching recommendations that have

¹ https://www.humanitarianresponse.info/en/system/files/documents/files/cluster_coordination_reference_module_2015_final.pdf. The cluster functions are: 1. support service delivery, 2. inform the HC/HCT's strategic decision-making, 3. plan and implement cluster strategies, 4. monitor and evaluate performance, 5. build national capacity in preparedness and contingency planning. 6. support robust advocacy. The +1 function is accountability to affected populations.

² This Plan outlines the organisation's commitment to accessible, progressive learning opportunities and reinforces the importance of harmonised efforts that maximise capacity building resources and build an evidence base for continued resource allocation.

emerged as part of this work. Recommendations are also found in Annex IV (project proposals) and Annex VI (priority activity workplan). Annex II lists the coordination platform tasks. Annex III outlines the proposed training pathways. Annex IV describes the proposed project proposals. Annex V lists potential work for a technical focal point and technical steering group. Annex VI is a workplan for launching the priority activities in the framework of this strategy for the coming months. Annex VII is the Monitoring and Evaluation Plan. Annex VIII outlines a potential architecture for the GWC Coordination Toolbox. Annex IX lists the potential elements of the core Operational Coordination Platform Training course and Annex X lists the supporting organisations/individuals.

In addition to this Strategy documents, there are a number of other key documents³ that underpin this work. These include:

- ✓ The Learning Needs Review (an Excel document which lists the tasks that are undertaken during an emergency and which links to tools, skills and training needs);
- ✓ The Training Course Audit (an Excel document of over 370 courses linked to coordination and technical WASH and IT);
- ✓ The competency frameworks which focus on coordination, information management and technical WASH skills;
- ✓ The Training Pathways (an Excel document of courses proposed as part of the training pathways).

Figure 2 outlines the steps taken to develop the Strategy (these are outlined in full in Section 3).



FIGURE 2 THE ROADMAP TO THE STRATEGY AND TRAINING PROGRAMME PROJECT PROPOSALS

³ Contact CAST for access to documents

2. THE FRAMEWORK

2.1 The GWC Strategic Plan (2016-2020)

The core of the GWC Strategic Plan for 2016-2020 reflects the synthesis of GWC commitments under the Transformative Agenda, lessons learnt from the previous plan, external drivers, cross-cluster thinking and the GWC stakeholders' aspirations.

The GWC's vision is that increased coordination and response quality and capacity of national and sub-national WASH coordination platforms will result in the improved relevance, quality, coverage and effectiveness of WASH assistance provided to people affected by emergencies.

The GWC's goal is to improve the predictability, timeliness, and effectiveness of a comprehensive WASH response to humanitarian crises by focussing on capacity building as a way to effectively strengthen the response. Through the Strategic Plan, the GWC is focussing its support on four Strategic Objectives:

SO 1. Provide timely operational support to national and sub-national humanitarian WASH coordination platforms to meet the TA 6+1 core functions and improve humanitarian WASH technical response;

SO 2. Ensure that key WASH stakeholders (sub-national, national and global) have the capacity to coordinate and deliver an appropriate and timely response in emergency;

SO 3. Influence and advocate for an effective humanitarian WASH coordination response and funding; and

SO 4. Provide to the Humanitarian WASH actors a timely access to appropriate and accurate knowledge on coordination and response.

2.2 UNICEF-led Cluster/AoR Training and Learning Strategy (2016-2021)

The UNICEF-led Cluster/AoR Training and Learning Strategy (2016-2021) is being currently implemented with a dedicated staff member (Emergency Specialist for Capacity Development) working across the UNICEF-led Clusters/AoR. A number of GWC-relevant initiatives are being undertaken including the development of training modules which are proposed to become part of the GWC's training pathways. In addition, the Emergency Specialist for Capacity Development is working within the bigger UNICEF training framework and with the Agora team who implement UNICEF's eLearning platform. The Emergency Specialist is part of the GWC Training TWIG and has offered strategic direction during the development of the GWC Learning and Training Strategy.

2.3 The GWC Learning and Training Strategy (2017-2020)

The GWC Learning and Training Strategy (this document) addresses Strategic Objective 2 (SO2) of the GWC Strategic Plan and aligns with the UNICEF-led Cluster/AoR Training and Learning Strategy. The GWC Strategic Plan SO2 aims to **ensure that key WASH stakeholders (sub-national, national and global) have the capacity to coordinate and deliver an appropriate and timely response in emergency.**

The Strategic Objective has three outcomes which cover systems, partnerships and practitioners. Each outcome has a number of outputs, some of which related to learning and training and are outlined in Tables 1-3. How the Learning and Training Strategy addresses each of these outputs is also indicated in the following tables⁴.

SO2 - Outcome - 2.1 Systems

National Humanitarian WASH Coordination platforms and GWC partners benefit from a capacity building system established at global and regional levels to strengthen their ability to deliver the coordination functions.

A sustainable capacity building system for NHWC and GWC partners is established with coherent partnerships, mechanisms and tools developed at global and/or regional levels

TABLE 1 ADDRESSING OUTCOME 2.1 - SYSTEMS

| Outputs/Indicators | How does the Learning and Training Strategy address the Strategic Plan objectives? |
|--|--|
| 2.1.1 GWC Strategy on Learning and Teaching has been developed | This document |
| 2.1.2 Training packages to improve coordination functions have been developed by GWC in 4 languages | See training programme project proposal #3 in Annex IV |
| 2.1.3 Tools to strengthen operational support to NHWC platform and GWC partners have been developed / consolidated by GWC | Indirectly, the Learning and Training Strategy is advocating for the GWC tools to be consolidated and completed/ revised and branded as a 'coordination toolbox' which would include elements of the Cluster Coordination Handbook, the IMTK, the Assessment guidance, the Emergency Preparedness Toolkit and other individual tools. See Recommendation B1. |
| 2.1.4 Partnerships on Learning and Teaching have been established with key academic / humanitarian partners | See training programme project proposal #6 in Annex IV and Annex IX |
| 2.1.5 Key identified academic partners have mainstreamed at least one of the tools / trainings developed by GWC into their courses | See training programme project proposal #6 in Annex IV |
| 2.1.6 A system for coaching or mentoring of national and sub-national CCs by GWC members is set up | See Section 3 and Annex V – Coaching and Mentoring |

⁴ For information on the monitoring and evaluation framework please see Annex VI.

SO2 - Outcome - 2.2 Partnership

GWC partners have reinforced their capacity to support the delivery of core coordination functions of National and sub-National Humanitarian WASH Coordination Platforms

of GWC partners having taken at least one initiative to strengthen their capacity to improve the delivery of the coordination functions at national and subnational levels that has been assessed as instrumental by GWC partners

TABLE 2 ADDRESSING OUTCOME 2.2 - PARTNERSHIP

| Outputs/Indicators | How does the Learning and Training Strategy address the Strategic Plan objectives? |
|---|--|
| 2.2.1 Full and associate members of the GWC are engaged in capacity building initiatives that are considered instrumental by the GWC partners to reinforce the coordination functions | See Annex V – The setting up of a Technical Steering Group |

SO2 - Outcome - 2.3 WASH practitioners

The global pool of fit-for-purpose WASH practitioners to support humanitarian WASH coordination is sufficient to meet ‘normal’ demand

of WASH practitioners having followed an educational program validated by the GWC SAG or one of GWC training packages in Coordination & Leadership, Information Management and/or Assessment

TABLE 3 ADDRESSING OUTCOME 2.3 – WASH PRACTITIONERS

| Outputs/Indicators | How does the Learning and Training Strategy address the Strategic Plan objectives? |
|--|---|
| 2.3.1 Planned number of educational programs (validated by the GWC SAG) and trainings (corresponding to GWC training packages in Coordination & Leadership, Information Management and/or Assessment) have been delivered by universities/institutions | See Annex III (training pathways), training programme project proposal #6 in Annex IV |
| 2.3.2 Planned number of WASH practitioners have been trained on at least one of the priority topics identified by the GWC | See Annex III (training pathways), training programme project proposal #6 in Annex IV and Annex V |

See Annex VII for more information on monitoring and evaluation.

2.4 Learning and Training TWIG

A Learning and Training TWIG was set up in order to strategically steer the development of the Strategy. Members of the TWIG include GWC partners, standby partner representatives, training experts and online platform experts. See Annex X for a list of members of the TWIG.

2.5 Planning Risks and Assumptions

2.5.1 Risks

- Implementation of the individual components, and the Strategy as a whole, will require commitment from a wide range of stakeholders. Timelines may be impacted by the degree of buy-in from various collaborators.
- Globally, funding for humanitarian learning is limited and fragmented. Ensuring funding to maintain a Capacity Building Officer (on a full or part-time basis) will require ongoing advocacy.
- The development of some individual programme elements will rely on output from the GCCU within EMOPS/UNICEF. Ongoing funding for common initiatives may not be available for all of the common content development (e.g. core functions, HPC).
- The development of training for some core cluster processes is dependent on the finalisation of toolkits/tool guidance from the FST. Timelines may be impacted by the support requirements from ongoing/future emergencies.
- The proliferation of online training courses and commercial platforms indicates that there is a real market for online learning but there is difficulty in assuring the quality when there are so many courses available.

2.5.2 Assumptions

The following assumptions underpin this Strategy/priority programme development:

- A Capacity Building Officer will be employed to implement the Strategy over the next 6-12 months.
- CAST will consolidate existing tools and guidance (CC Handbook, IMTK, Assessment Guidance etc.) into one Coordination Toolbox.
- The AGORA Platform will be available as the training dissemination tool.
- The GWC will work with and through partners to deliver results.
- Clusters will need to provide experienced surge personnel to L3 emergencies at similar levels to current during the life of the strategy and the number of protracted and complex emergencies requiring expert personnel to support coordination will continue at similar levels during the life of the plan.
- National/sub-national authorities affected by crises will be a major primary focus for capacity building for coordination.
- Most of the countries that have humanitarian sector/cluster coordination processes are in protracted crises and therefore, support to government can often present challenges.
- There will be ongoing and potentially increased need for capacity in undertaking preparedness and transition.
- Training resources will continue to be limited at global and national levels comparative to overall need requiring a focus on cost efficiency as well as quality.
- There will be ongoing global focus on evidence and results for humanitarian action, requiring commitment to information management capacity globally and at country-level.

- GWC training target audiences will have mixed levels of experience and skill requiring a variety of teaching methods and access points to learning opportunities.
- The need to ensure greater inter-sectoral operational connectedness will remain.

2.6 Evaluation and Revision of the Strategy

The Strategy is built upon a monitoring framework which will measure the completion of tasks under each objective as laid out in the action plan for project proposals. This framework will show the contribution to the objectives and overarching strategic goals of the GWC Strategic Plan (2016-2020).

Evaluation systems will be built into training programmes and fed back to the GWC via individual M&E systems and a training pathway M&E system for each profile.

The Strategy will be reviewed in-line with GWC Strategic Plan's annual review. Although the Strategy has clear goals, it should also be seen as a **living document** with the partnerships, projects and mechanisms for development being adaptable to the changing landscape of humanitarian emergency response. See Annex VII for more information on monitoring and evaluation.

3. BACKGROUND AND CONTEXT

3.1 Developing the Strategy

In the development of this Strategy, a number of 'pre-strategy' tasks were required to be undertaken to assess the *status quo* regarding training in the WASH sector and within other sectors and humanitarian agencies.

In addition, new training technologies and eLearning platforms were assessed, as were policies and existing and potential partnerships.

Sustainability and resourcing of training (human and financial resources) were also considered.

Section 3 is divided into a number of sub-sections outlining each of the steps, as shown in Figure 3.



FIGURE 3 THE STEPS TAKEN IN THE DEVELOPMENT OF THE STRATEGY

3.2 Target Audience

3.2.1 Target Groups

To assess the learning needs of the GWC, a number of target groups who support the GWC were identified:

- A. WASH Specialists and M&E Officers within UNICEF (CLA);
- B. GWC partners;
- C. Existing national and sub-national cluster/sector coordination platform staff including Government agencies and other supporting organisations;
- D. Field Support Team staff (FST);
- E. Standby Partner staff (SbP); and
- F. Students (third level/post-graduate) in existing humanitarian or WASH-related academic programmes.

The learning and training needs of individuals from each group (or individuals within groups) will differ depending on their operational function. For instance, a Cluster Coordinator from a SbP may need to have some WASH technical knowledge along with good communication and coordination skills. A WASH partner may need WASH technical skills and some IT skills, an Information Management Officer might need just IT and communication skills but does not need to be a WASH expert. Thus, training pathways and offerings need to be flexible to suit differing experience and learning requirements.

A. WASH Specialists and M&E Officers - UNICEF

UNICEF WASH staff often assume the coordination role or may double hat, depending on the emergency timeframe and scale. In addition, the M&E profile within UNICEF is an ideal interchangeable role with the information management officer from the cluster/sector side. These staff profiles can be a key resource for the coordination platform.

B. GWC Partners

There are currently 72 partners in the GWC (Annex X). The GWC is made up of a mix of implementing partners, donors and training organisations. A representative group of partners were invited to participate in KIIs.

C. Existing national and sub-national cluster/sector coordination platform

There are currently 25 countries with cluster activation and another 20+ countries listed as having sector coordination systems in place (see Annex X for full country cluster list).

D. Field Support Team (FST)

There are currently 11 FST team members with 5 CC (including 1 senior CC) 4 IMOs (including 1 senior IMO), 1 Assessment Specialist and 1 FST Operations Manager. The FST are supported by a number of partners including ACF, Oxfam GB, Norwegian Church Aid, Solidarites International, IMPACT Initiatives, SDC, IFRC and donors including ECHO and OFDA. See Figure 4 for a breakdown of supporting agencies and FST profiles in 2016 across a total of 1,362 days of deployments.

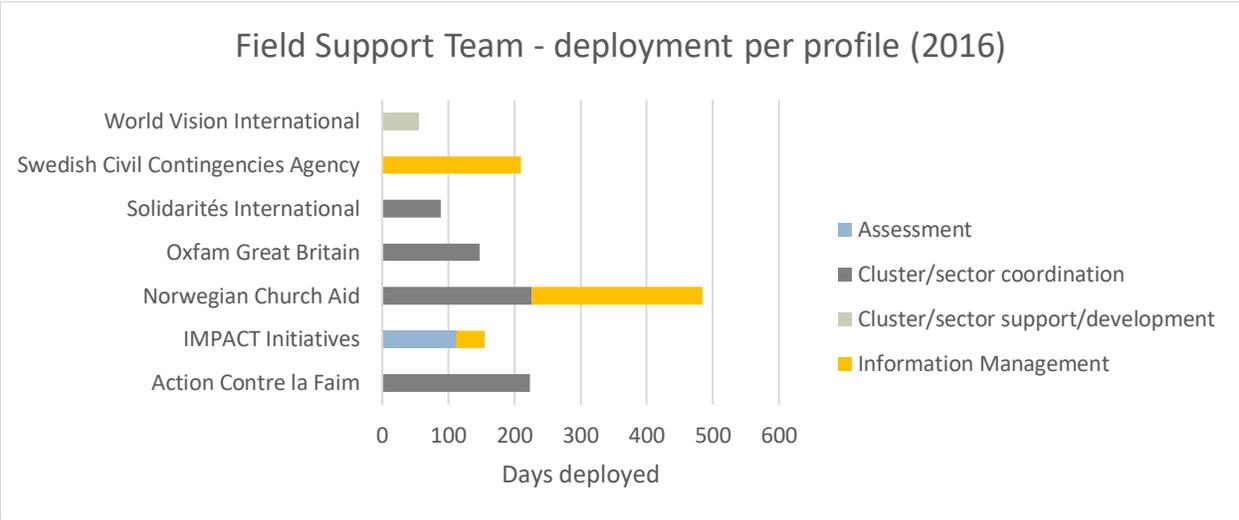


FIGURE 4 SUPPORTING AGENCIES, NUMBER OF DAYS DEPLOYED AND PROFILES FOR THE FIELD SUPPORT TEAM FOR DEPLOYMENTS IN 2016

E. Standby Partnership

There are currently nine organisations supporting the GWC through the Standby Partnership arrangement. The Coordinator for the Standby Partnership Secretariat supports the partners on learning needs and training delivery. Figure 5 shows the SbP profiles supported by the partners in 2016 across a total of 2,184 days of deployments.

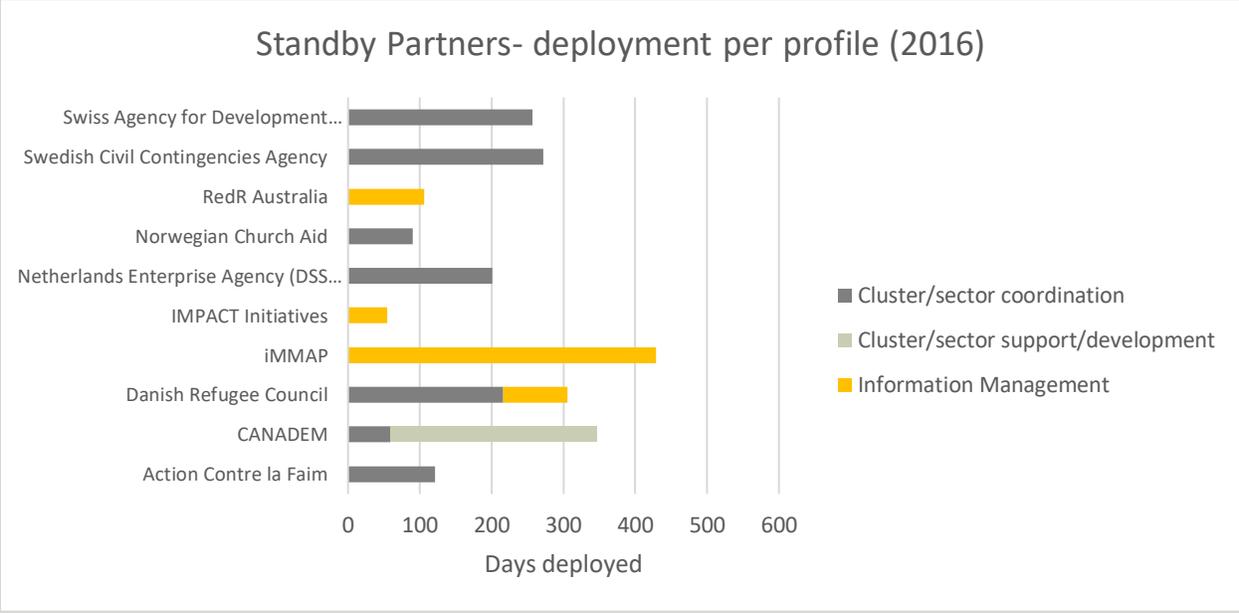


FIGURE 5 SUPPORTING AGENCIES, NUMBER OF DAYS DEPLOYED AND PROFILES FOR THE STANDBY PARTNERS FOR DEPLOYMENTS IN 2016

F. Students

Students are undertaking courses relevant to technical WASH and to coordination. Targeting students, by facilitating access to some technical up-skilling courses, would create a greater pool of potential candidates for both the WASH partners (technical officers) and the coordination platforms (coordinators, IMOs).

3.2.2 Key Informant Interviews

Key Informant Interviews (KII) were held both in person and remotely with a broad range of stakeholders including those in existing clusters/sectors, training organisations, GWC partners, INGOS, other humanitarian organisations. Depending on the KII, the discussion was targeted towards their profile (e.g. learning needs with INGOS, training opportunities with training organisations). Over 120 individuals were contacted with 60 undertaking KII or informal discussions on the project and capacity building in general. See Annex X for information on participants.

3.2.3 Target Profiles

Within the different target groups identified, there are a number of target profiles and a cross over in training needs from profile to group. The profiles include:

- 1) Coordinators;
- 2) Information management officers;
- 3) Assessment specialists; and
- 4) Technical WASH specialists

3.3 Learning Needs

3.3.1 Competency Frameworks

There are a number of competency frameworks that link to the target profiles.

*Coordination Competencies*⁵ - The UNICEF Cluster Coordination Competency Development Strategy (2014) identified 38 competencies in eight competency domains for the coordination platforms. The Strategy was the basis on which the Global WASH Cluster Leadership and Coordination training was developed (2016). These competencies are matched against the tasks that are required to be completed within the Coordination Platform⁶ and should be used in the development of any future training courses⁷.

*IM Competencies*⁸ – Currently (May 2017) there is an ongoing IM Competencies project which should be used as the basis to promote or develop training material for IT IMO tasks.

*Technical WASH Competencies*⁹ – A competency framework developed in 2015 identified the competencies of the various levels of technical WASH (Level 1-3). The Framework is divided into subsections within water, sanitation and hygiene. For the purposes of the Learning Needs Review, the competencies are further divided into: Programmatic Competencies; Water; Sanitation; Hygiene; Solid Waste Management (SWM); Drainage and; Vector Control (Table 7). This enabled a more precise search of existing courses for the Training Course Audit.

⁵ UNICEF Cluster Coordination Competency Development Strategy 2014 (Avenir Analytics)

⁶ See Learning Needs Review Document (CAST) and Annex I

⁷ See Training Course Audit (CAST)

⁸ Under development through the Information Management Working Group in Geneva

⁹ Developed by Jane Cilliers in collaboration with WEDC, RedR and with input from IWA and CAWST.

3.3.2 Learning Needs Review

A Learning Needs Review was undertaken and is available¹⁰ as a consolidated 'Excel' document listing the tasks (skills, tools etc.) required to implement a coordinated WASH response by the IMO, CC and assessment specialist (abridged version in Annex II). The document was developed as the identification of the tasks is needed before the training needs can be understood for the coordination platform.

The Learning Needs Review also identifies IT, cross-cutting, inter-sectoral, WASH technical and soft skills learning needs. The technical WASH learning needs review is based on a technical WASH competency framework.

Learning Needs Categorisation

i. Coordination Platform

To Identify and understand the learning needs of the coordination platform¹¹ across all WASH coordination tasks and systems, a number of methods were employed. These included: the identification of, and Key Informant Interviews (KIIs) with, target audiences; the identification of routine tasks and systems used for WASH coordination¹²; and the use of the cluster coordination competencies framework¹³.

ii. Technical IT Skills

To identify and understand technical WASH IT learning needs, the technical skills required to undertake all tasks within the HPC were identified. In addition, multiples KIIs and the assessment of existing IT/IMO competency frameworks were undertaken¹⁴.

iii. Cross-cutting responsibilities and inter-sectoral collaboration

To identify the cross-cutting (e.g. accountability to affected people/AAP) and inter-sectoral (e.g. WASH in schools) learning needs, information on cross-cutting themes was collected and inter-sectoral responsibilities were assessed.

iv. Technical WASH

To identify and understand technical WASH learning needs, KII were carried out with GWC partners. In addition, the existing competency framework was assessed and includes all technical WASH skills required to support a better WASH response.

v. Soft Skills

To identify the soft skills that are required to enable the effective running of the coordination platform. Essential soft skills have been identified using the cluster coordination competencies framework¹³.

¹⁰ Contact CAST.

¹¹ For the purposes of the strategy, the distinction between coordinators, information managers and assessment staff will not be the focus, rather the tasks that are required to be undertaken for the successful functioning of a coordination platform will steer the learning needs, regardless of the staff skills or traditional staff functional roles.

¹² Through analysis of multiple workplans across agencies and job descriptions.

¹³ UNICEF Cluster Coordination Competency Development Strategy 2014 (Avenir Analytics).

¹⁴ There is an interagency IMWG currently working on a technical competency framework which should be used as a basis to promote/develop technical training.

KII were also undertaken with various training organisations as these groups are likely to be aware of the learning needs through commercial opportunities that exist in emergency response.

i. Coordination Platform (including information management)

The Coordination Platform is traditionally made up of a coordinator and an information management officer. In addition, an assessment specialist may join the platform at specific times during an emergency.

For all sectors, including WASH, an integrated approach to undertaking the tasks required to run an effective coordinated platform is needed (combining coordination and information management). Traditionally though, separate work planning and the sub division of tasks has meant/can mean that a silo arrangement is seen, where the bigger picture (of how task outputs lead from one key process to another) is not understood. In addition, if staff resources are low, the staff in place may not have the knowledge or tools to complete critical tasks within the process chain. This is especially possible when there is no IM resource or a double hatting coordinator is working two jobs. It is at these times when critical support in the form of a Standard Operating Procedure to run the Cluster/Sector is required. *At present, there is no SOP to consolidate the tasks of the Platform.*

Table 4 lists the main systems and categories of tasks undertaken to support cluster coordination and information management. Annex II describes the full ‘coordination platform’ task list and gives information on the type of tasks and who is normally responsible for undertaking the tasks. In addition, the sub-categories, tools, sources and competencies are available in the Excel document ‘Learning Needs Review’. Those further highlighted in the table (e.g. Coordination/1.2 Establishing the cluster) are used in Figure 6 to illustrate the type of information available in the Learning Needs Review. The Review identifies the profiles who traditionally undertake the tasks (coordinator, IMO or both).

TABLE 4 SYSTEMS AND CATEGORIES FOR THE COORDINATION PLATFORM, INCLUDING IM (PLEASE SEE LEARNING NEEDS REVIEW FOR FULL LIST OF 77 SUBCATEGORIES, TOOLS, SOURCES AND COMPETENCIES). SEE ANNEX II FOR MORE INFORMATION.

| System | Category |
|---------------------------|-------------------------------------|
| Preparedness | 0.1 Sector Preparedness |
| | 0.2 Personal Preparedness |
| Coordination | 1.1 General Knowledge |
| | 1.2 Establishing the Cluster |
| | 1.3 Operational systems |
| | 1.4 Collaboration |
| | 1.5 Information Dissemination |
| Needs Assessments | 2.1 Planning for Needs Assessments |
| | 2.2 Designing Needs Assessments |
| | 2.3 Design of Data Acquisition |
| | 2.4 Processing Data |
| | 2.5 Analysis |
| | 2.6 Reporting and Dissemination |
| Strategic Planning | 3.1 Population Profile |
| | 3.2 Strategic Objectives |

| | |
|--|---|
| | 3.3 Gap Analysis and Priority Areas |
| | 3.4 Standards |
| | 3.5 Indicators & Monitoring Plans |
| | 3.6 Capacity-Caseload |
| | 3.7 Strategic Plan development |
| | 3.8 WASH Contingency planning |
| Resource Mobilisation | 4.1 Mobilising and building human resource capacity |
| | 4.2 Mobilising and managing materials and equipment |
| | 4.3 Donors, appeals, proposals |
| Implementation and Monitoring | 5.1 Develop Tool |
| | 5.2 Acquire data |
| | 5.3 Analyse data |
| | 5.4 Reporting Tools |
| Operational Review and Evaluation | 6.1 Cluster performance monitoring |
| | 6.2 End of Mission Report |
| | 6.3 Handover |
| | 6.4 Lessons learnt |
| Transition | 7.1 Transition |
| Capacity Building | 8.1 Supporting the Coordination Platform & GWC Partners |

Advocacy cuts across all the Systems but is also included in the *cross-cutting responsibilities and inter-sectoral collaboration topics* (see Table 6). In addition, soft skills are required across many of the systems e.g. collaboration, undertaking assessments, working with partners.

Each system (category or sub-category) has a number of tasks that need to be undertaken and each task will require specific skillsets and potentially tools, templates, software and ultimately training. For example, when undertaking Needs Assessments (system) a Secondary Data Review (SDR) is required (task) and the individual(s) undertaking the SDR need WASH knowledge, quantitative / qualitative skills (skillset), templates and software (see example in Figure 6).

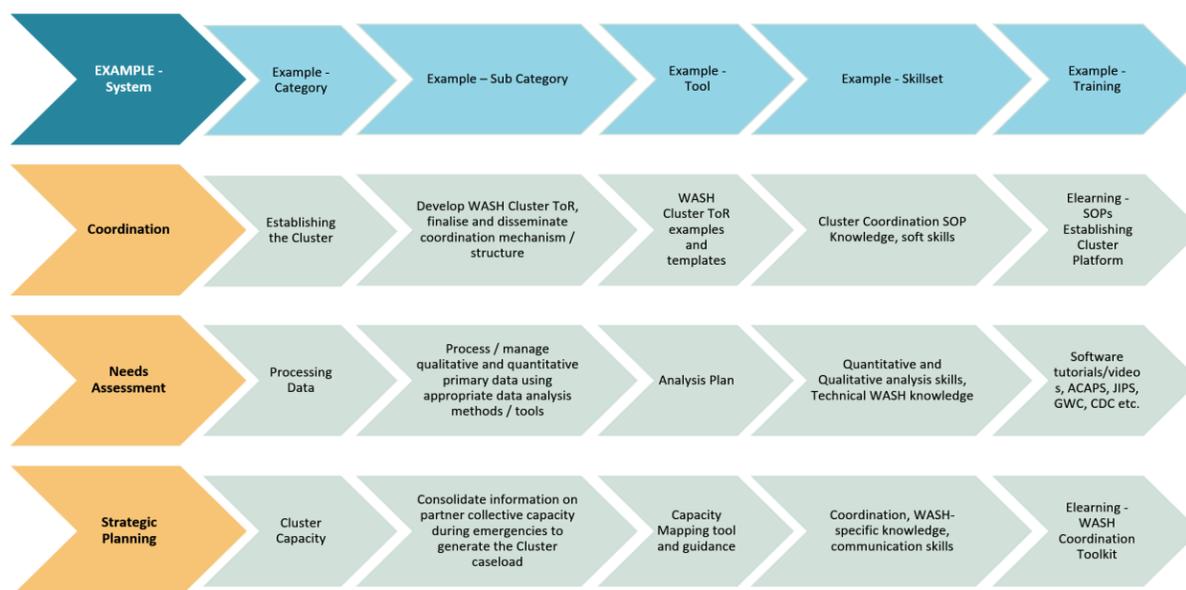


FIGURE 6 EXAMPLES OF SYSTEMS, TOOLS, SKILLSETS AND CAPACITY BUILDING

The systems relate primarily to the Humanitarian Programme Cycle but link out to technical IT skills (section ii), cross-cutting and inter-sectoral learning needs (section iii), specific technical WASH skills (section iv). In this way, all tasks and required technical knowledge should be identified so that appropriate existing or potential learning needs and training are identified.

ii. Technical IT Skills

Technical IT skills are required by not only an IMO, but also by GWC partners, coordinators and assessment specialists. Section ii divides technical IT skills into two areas, the first are tools that are used in everyday situations in non-humanitarian situations and the second are humanitarian-specific tools. Table 5 is a draft list of the Technical IT skills which will be finalised once the IMO competency framework is completed.

TABLE 5 TECHNICAL IT SKILLS¹⁵

| Use | Function | Tool Examples |
|---------|-----------------------|--------------------------|
| General | Contact management | Mail Chimp |
| General | Communications | Twitter |
| General | Data Storage | Dropbox or alternative |
| General | Multiple | Word |
| General | Quantitative analysis | Excel |
| General | Quantitative analysis | SPSS, R or alternative |
| General | Qualitative analysis | QDA Miner or alternative |
| General | Mapping | ArcGIS |
| General | Mapping | QGIS |
| General | Mapping | PowerPoint |
| General | Visualisation | Tableau |

¹⁵ This table outlines an example of the technical tools and items that might be used during and emergency and is not a definitive or exhaustive list.

| | | |
|---------------------|---------------------------|-----------------------------|
| Humanitarian | Contact management | HID |
| Humanitarian | Information dissemination | HR.info |
| Humanitarian | Data use and storage | HDX |
| Humanitarian | Base datasets | CODS, FODS |
| Humanitarian | Dataset harmonisation | Pcodes |
| Humanitarian | Mobile data collection | KOBO Toolbox or alternative |

iii. Cross-cutting responsibilities and inter-sectoral collaboration

Supporting a successful WASH (and consequently overall) response, requires inter-sectoral collaboration. Training will help the coordination platform identify collaboration mechanisms. In addition, addressing cross-cutting issues (CASH, AAP etc.) can be supported by training. This section identifies the type of responsibilities that a coordination platform has when working e.g. with the Education Sector or on e.g. SGBV issues that relate to WASH facilities (see Table 6). The training needs are listed in the Learning Needs Review.

Many of the competencies for this section also come from the UNICEF Cluster Coordination Competency Development Strategy (2014). Additional competencies can be developed from the overall needs in collaboration with the related agency.

TABLE 6 CROSS-CUTTING RESPONSIBILITIES AND INTER-SECTORAL COLLABORATION TOPICS EXAMPLES

| System | Category |
|--|---|
| Inter sector/cluster collaboration examples include | |
| Camp Coordination and Camp Management | e.g. WASH in Camps |
| Early Recovery | e.g. CASH for work (see below) |
| Education | e.g. WASH in schools |
| Health | e.g. WASH in Health Centres, WASH-related disease control |
| Nutrition | e.g. WASH in Nutrition Centres, WASH-related nutritional issues |
| Protection | e.g. WASH-related protection issues |
| Cross-cutting examples include | |
| Gender | e.g. WASH facilities |
| Environment | e.g. SWM |
| S&GBV | e.g. Relating to WASH facilities |
| Cash | e.g. Markets |
| Advocacy | e.g. Fundraising |
| Accountability to Affected Populations | e.g. Communications |

iv. Technical WASH Skills

To better support the quality of the humanitarian response, it is critical to continuously support or promote the capacity building of individuals or groups in technical WASH skills. WASH is a broad topic, and hence there are many technical areas that are already addressed by trainings, both in-house with NGOs and by specialist training organisations/academic institutes.

For the Learning Needs Review, an existing competency framework⁹ helped identify the competencies of the various levels of technical WASH (Level 1-3). The framework is divided into subsections within water, sanitation and hygiene. For the purposes of this Review, the competencies are further divided into: Programmatic Competencies; Water; Sanitation; Hygiene; Solid Waste Management (SWM); Drainage and; Vector Control (Table 7). This enables a more precise search of existing courses.

TABLE 7 TECHNICAL WASH TOPICS¹⁶

| System | Category |
|---|--|
| Programmatic competencies | |
| Functional assessment | E.G. Assessing needs, standards to be used, work with govt, identify vulnerable groups |
| Capacity building | E.G. Coordination of capacity building and preparedness measures |
| Effective planning (and targeting) | E.G. Capacity, caseloads, use agreed tools, develop exit strategies |
| Design and implement Programmes | E.G. Oversea budgets, HR, implementation, policies, management of staff |
| Project management including M&E | E.G. Review programming, oversea monitor and evaluation plan, set and adjust indicators |
| Technical competencies | |
| Description - examples | |
| Water | Water quality assessment and analysis; Surface and groundwater supplies and sustainable O&M of water sources and supply; Water storage and distribution (large scale, piped, tankered/bottled); Water treatment (HH and bulk) |
| Sanitation | Excreta management (implement effective collection, faecal sludge transport and disposal, O&M and decommissioning latrines); Wastewater treatment and disposal (latrines, sewerage, rehabilitation of waste water); Management of dead bodies (Apply set standards and context specific guidelines; Health (physical and mental) considerations collection and disposal) |
| Hygiene | Implementation (Management of fieldworkers, coordination, campaigns, education and social marketing, O&M of water supply and sanitation facilities); Monitoring & Evaluation (Monitoring: how, who, what and when?) Participatory monitoring and evaluation; Carry out evaluations and write reports/ inform stakeholders) |
| SWM | Assess, design and manage effective waste collection and storage system; Assess and design an effective solid waste disposal system; Effectively manage and dispose of medical waste |
| Drainage | Follow drainage design process; Assessment and assessing the situation; Understand surface water flows and its impact on the situation, Design the drainage system |
| Vector Control | Effective knowledge about common vectors and control measures: Planning a vector campaign |

¹⁶ Adapted from framework developed by Jane Cilliers in collaboration with WEDC, RedR and with input from IWA and CAWST.

v. Soft Skills

Leading effective coordination requires strong inter-personal and communication skills as well as the technical knowledge of humanitarian systems and coordination functions. The learning needs for developing valuable soft skills have been identified in the cluster coordination competency framework developed by UNICEF and Avenir Analytics¹³. The framework identifies the inter-personal skills and behaviours that are needed to lead coordination in challenging humanitarian contexts. These skills are often overlooked in favour of technical capacities, but without these soft skills, evidence suggests that humanitarian coordination cannot succeed.

The framework identifies eight essential competency domains for both cluster coordinators and information managers. These include: coping with pressure and adapting to change; respect for diversity; maintaining a service oriented approach; applying humanitarian principles, norms, mechanisms and subject matter; personal commitment to achieving team results; communicating effectively; planning and organising; and effective coordination of teams (leadership). Table 8 identifies the domains and associated competencies along with the type of competency (e.g. Team, Functional).

TABLE 8 UNICEF CLUSTER COORDINATION COMPETENCY FRAMEWORK (AVENIR ANALYTICS, 2014)

| Competencies | | Types of competency | | | |
|--|---|---------------------|------|------------|------------------------|
| Competency domain | Competency | Key | Team | Functional | Leadership/ Management |
| Coping with pressure and "adapting to change" | Coping with personal stress | x | | | |
| | Helping others manage (minimise) stress | x | x | | |
| | Adapting in situations of rapid change | x | | | |
| Respect for diversity | Working effectively with people from all backgrounds | x | | | |
| | Understanding and considering diverse opinions and points of view | | | | |
| | Considering all to whom services are provided as clients | x | | | |
| Maintaining a service oriented approach | Collecting, analysing and disseminating relevant information to colleagues and partners | | x | x | |
| | Collaborating with stakeholders to avoid duplication and maximise resources | | x | | |
| | Identifying partners' needs and matching them with appropriate solutions | | x | | |
| Applying humanitarian principles, norms, mechanisms and subject matter | Participating in cluster coordination based on clear understanding of humanitarian systems & principles | | | x | |
| | Creating strategic vision and shared goals based on humanitarian principles and norms | | | | |
| | Understanding the phases of humanitarian response | | | x | |
| | Applying professional competence and mastery of general subject matter (e.g. M&E, Funds Management) | | | x | |
| | Leading and influencing partners and stakeholders | | | | x |

| Competencies | | Types of competency | | | |
|---|---|---------------------|------|------------|-----------------------|
| Competency domain | Competency | Key | Team | Functional | Leadership/Management |
| Personal commitment to achieving team results | Making decisions and standing by them, even if they are unpopular | | | | x |
| | Delivering outputs within prescribed time, cost and quality standards | | | | |
| | Seeking feedback to learn and improve | x | | | |
| | Supporting cluster partners and providing oversight | x | x | | x |
| | Taking responsibility of delegated assignment | x | | | x |
| | Tailoring language, tone, style and format to match audiences | x | | x | |
| Communicating effectively | Actively listening to perspectives of stakeholders and team members | x | | | |
| | Interpreting messages and responding appropriately | x | | x | |
| | Speaking and writing clearly and effectively | x | | x | |
| | Making presentations and undertaking public speaking with confidence | x | | x | x |
| | Analysing data and translating to useful information | | | x | |
| | Setting realistic deadlines and goals | | x | | x |
| Planning and organising | Meeting timelines for delivery of products and services | | x | | x |
| | Identifying and organising resources to accomplish tasks | | x | | |
| | Managing data capture and storage | | | x | |
| | Building effective networks with key stakeholders | | x | | x |
| | Effective meeting organisation and management | | x | x | x |
| | Contributing to learning of colleagues and partners | | x | | |
| Effective coordination of teams (leadership) | Building consensus for direction | x | x | x | x |
| | Ensuring full participation of partners | | x | | x |
| | Promoting a climate of team work and harmony | x | | | x |
| | Facilitating a team approach | | x | | |
| | Providing and receiving feedback | x | | | |
| | Fostering dialogue | | x | | x |

3.3.3 Training Pathways for Targeted Profiles

Within the identified target groups and looking across the skillsets from the learning needs review, the target profile training pathways have been developed.

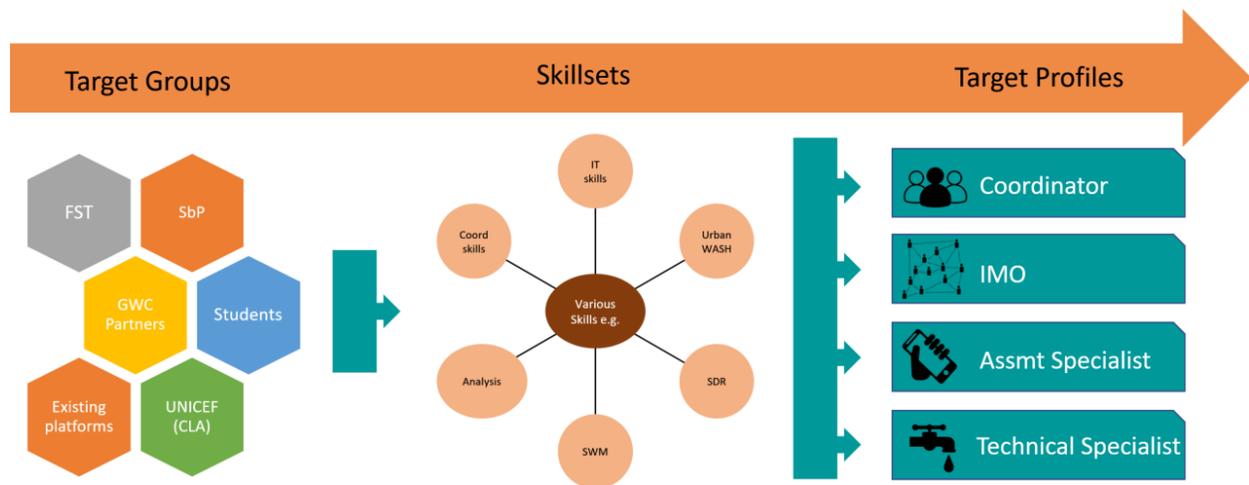


FIGURE 7 FROM TARGET GROUP TO TARGET PROFILE, IDENTIFYING THE TRAINING PATHWAYS

The FST, SbP and existing platforms all provide operational staff in the position of 1) coordinator 2) information management officer 3) assessment specialist and potentially, a technical specialist. In addition, some of the GWC partners also supply staff to these profiles, along with having staff in double-hatting positions. Technical WASH officers/specialists are primarily based within the GWC partner organisations. Some coordination staff will require technical WASH skills, thus defining training pathways for these target profiles needs to be flexible.

Currently there is no training pathway endorsed by the GWC. In addition, not all partners have training pathways or capacity building strategies within their organisations. At present, there is an overabundance of available courses but no guide on what training pathway particular people should take to enable them to successfully undertake their role in a WASH response.

Flexible training pathways have been proposed for coordinators, IMOs, and assessment specialists. A draft proposed pathway has also been developed for technical WASH Specialists (Figure 11) with the recognition that additional work is required to fully define this pathway and suitable courses¹⁷.

The project proposals outlined in Annex IV are based on the proposed training pathways. A number of key courses are currently planned or being developed by the GCCU, UNICEF or training organisations. These courses are part of the proposed pathways but will not be developed by CAST, rather by other agencies. Thus, these courses are not part of the project proposals contained in the annexes.

¹⁷ Training pathways of technical WASH staff/GWC partners would be further assessed by a proposed Technical Wash Training Steering Group /Technical WASH Training Focal Point (See Annex V)

Proposed Training Pathway - Cluster/Sector Coordinator

Target Group – WASH Specialists from UNICEF and GWC partners, FST, SbP, existing national and subnational staff, staff from other surge mechanisms, government staff or those from academic and operational backgrounds.

Training Pathway – The cluster/sector coordinator training pathway leads the incoming coordinator through the humanitarian, WASH basics, induction and information technology basics through to becoming a ‘general’ coordinator undertaking courses in platform, leadership and coordination and tool training to inter-sector and cross-cutting training. The coordinator can undertake additional courses to become an ‘expert’ being able to further build the capacity of others through training of trainers programmes.

Courses - Cluster/sector coordinators come from a wide variety of backgrounds, some primarily have technical WASH skills, while others have backgrounds in coordination. Not all the courses that are proposed in Annex II are mandatory if the coordinator already has experience in an area and the skillsets to undertake their role. The training pathway and course list is to ensure that the relevant skillsets are acquired by staff, either via previous experience or by training.

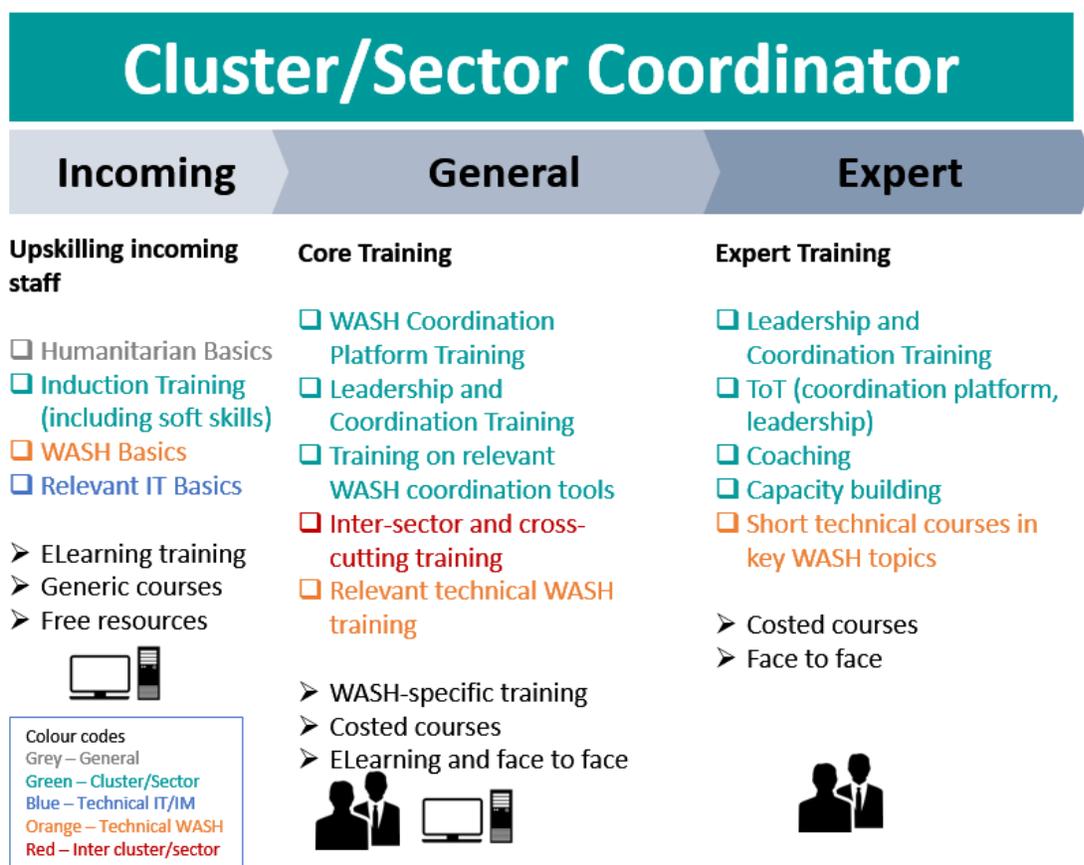


FIGURE 8 CLUSTER/SECTOR COORDINATION PROPOSED TRAINING PATHWAY (SEE ANNEX II FOR MORE INFORMATION)

Proposed Training Pathway - Information Management Officer

Target Group – M&E Specialists from UNICEF and GWC partners, FST, SbP, existing national and subnational staff, staff from other surge mechanisms government staff or those from academic and operational backgrounds.

Training Pathway – The IMO training pathway leads the incoming IMO through the humanitarian and WASH basics and induction training, along with key IT training if the IMO is not already skilled in these areas. General training includes courses in platform, leadership and coordination and tool training as well as additional IM training. The IMO can undertake additional courses to become an ‘expert’ being able to further build the capacity of others through training of trainers programmes.

Courses - IMOs come from a wide variety of backgrounds, some primarily have IT skills, while others have backgrounds in humanitarian emergency response. Not all the courses that are proposed in Annex II are mandatory if the IMO already has experience in an area and the skillsets to undertake their role. The training pathway and course list is to ensure that the relevant skillsets are acquired by staff, either via previous experience or by training¹⁸.

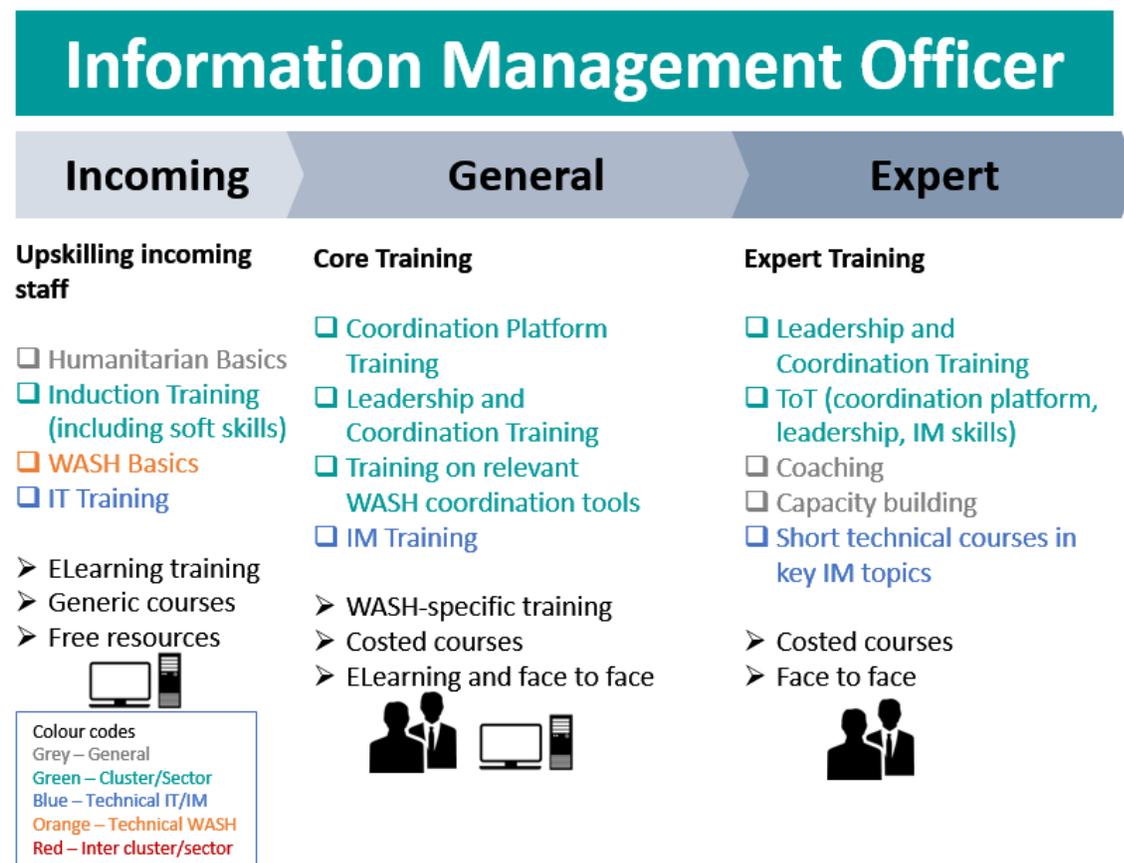


FIGURE 9 INFORMATION MANAGEMENT OFFICER PROPOSED TRAINING PATHWAY (SEE ANNEX II FOR MORE INFORMATION)

¹⁸ An IM competency framework initiative (in which the GWC are involved) will help further define the skillsets (and suitable training) required by IMOs.

Proposed Training Pathway - Assessment Specialist

Target Group – Assessment Specialists from UNICEF and GWC partners, FST, SbP, existing national and subnational staff, national statistics offices, staff from other surge mechanisms government staff or those from academic and operational backgrounds.

Training Pathway – The assessment specialist training pathway leads the incoming staff through the humanitarian, WASH basics and induction training, along with key IT and assessment training. General training includes courses in platform, leadership and coordination and tool training as well as advanced skills needed to undertake assessments. The assessment specialist can undertake additional courses to become an ‘expert’ being able to further build the capacity of others through training of trainers programmes.

Courses – Assessment specialists come from a wide variety of backgrounds, some have come via other humanitarian disciplines, while others have backgrounds in statistics or data analytics. Not all the courses that are proposed in Annex II are mandatory if the assessment specialist already has experience in an area and the skillsets to undertake their role. The training pathway and course list is to ensure that the relevant skillsets are acquired by staff, either via previous experience or by training.

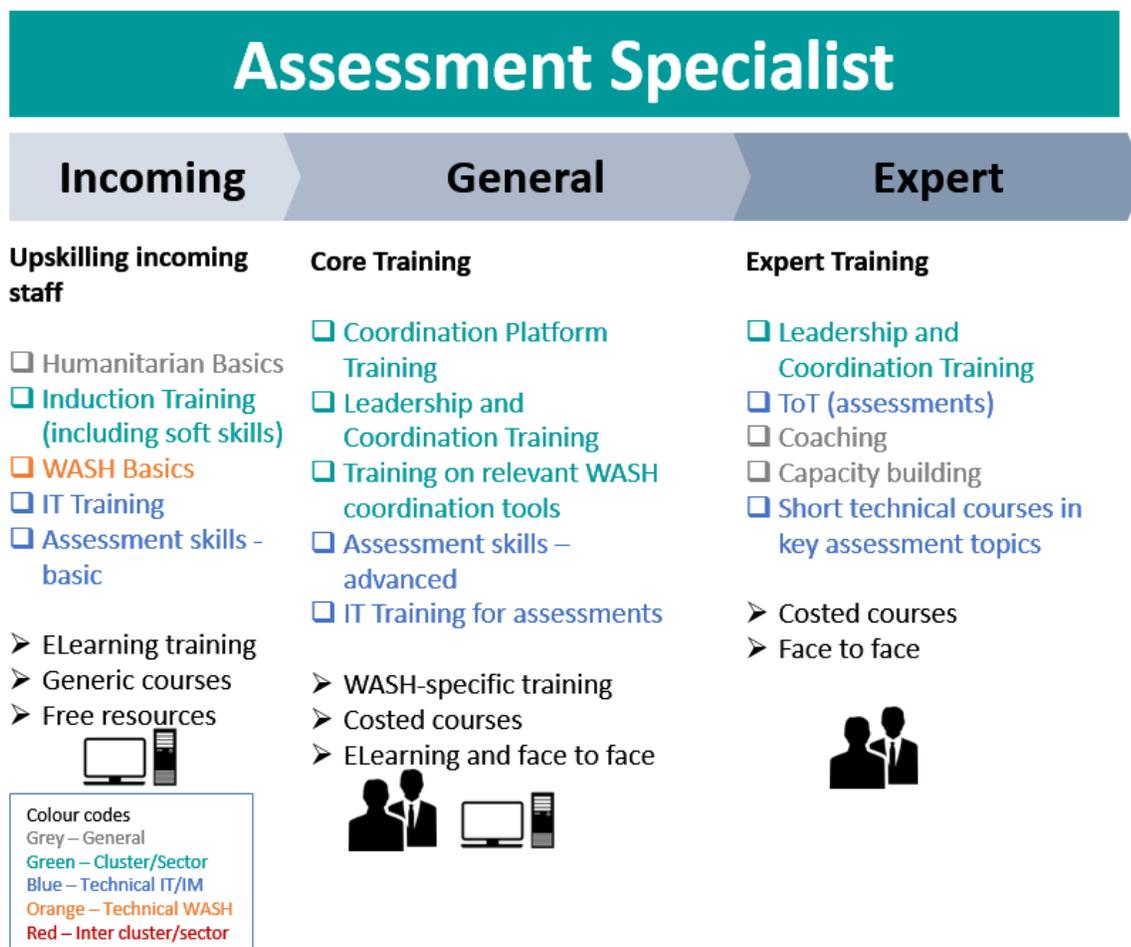


FIGURE 10 ASSESSMENT SPECIALIST PROPOSED TRAINING PATHWAY (SEE ANNEX II FOR MORE INFORMATION)

Draft Proposed Training Pathway - Technical WASH Specialist¹⁷

Target Group – Technical WASH Specialists from GWC partners and UNICEF as CLA, other implementing partners, staff from other surge mechanisms government staff or those from academic and operational backgrounds.

Training Pathway – The DRAFT proposed technical WASH specialist training pathway leads the incoming staff through the humanitarian and WASH basics, along with induction programmes from their own organisation. General training could include practical technical WASH courses (both short courses and accredited courses), coordination training for partners (e.g. how to access funding and soft skills) and relevant inter-sectoral and cross-cutting training. The technical WASH specialist could undertake additional courses to become an ‘expert’ after taking coaching and capacity building courses and key technical courses to upskill in particular areas.

Courses – The training pathway of technical WASH staff/GWC partners should be defined by a proposed Technical Wash Training Steering Group /Technical WASH Training Focal Point. Technical training courses are not proposed in Annex II unless they are key courses that could be undertaken but both the coordination team and the technical WASH specialist (such as standards or cash training).



FIGURE 11 TECHNICAL WASH PROPOSED TRAINING PATHWAY

3.4 Existing Trainings

An audit of the existing training courses was completed. The audit was based on information from KIIs, web searches and other related audits that have been completed by various groups¹⁹. In addition, information from training organisations helped to identify WASH-specific trainings that have been undertaken, are recurrent or planned in the future.

The audit was targeting the four areas identified in the learning needs review (coordination platform; technical IT skills; cross-cutting responsibilities and inter-sectoral collaboration and; technical WASH skills).

The audit gathered information on the course provider, audience, a description of the course, the objectives of the course and what topics the training addressed (e.g. coordination skills, needs assessment skills, GIS skills, WASH technical skills). There are 25 categories (e.g. GIS or Water) cross-referenced (tagged – see Table 9) against each training enabling a linking back to the WASH Learning Needs Review. In addition, information on the course type (face to face, MOOC etc.), length, location, languages, participation (open, invitation only etc.) accreditation, cost, contact notes and more information/web links etc. was recorded²⁰.

The audit contains over 370 courses and is a living document with a number of elements to be completed.

Note that that there is no quality control over, nor analysis of, the courses in the audit. Being listed in the audit does not imply that the course has been endorsed.

TABLE 9 TRAINING COURSE TAGS

| Category | Training Course Tag | Category | Training Course Tag |
|---------------------|-------------------------------------|-----------------------|--|
| General | General response etc. | Cross Cutting | Cross cutting Topics |
| HPC | Emergency Preparedness and Response | Cross Cutting | WASH & Sector related |
| HPC | Coordination | WASH Technical | WASH - Technical Multi |
| HPC | Needs Assessment | WASH Technical | Programme/Project Management |
| HPC | Strategic Planning | WASH Technical | Water |
| HPC | Resource Mobilisation | WASH Technical | Sanitation |
| HPC | Implementation/Monitoring | WASH Technical | Hygiene |
| HPC | Operation Review and Evaluation | WASH Technical | Solid Waste Management |
| HPC | Transition | WASH Technical | Drainage |
| IT Technical | Data and Analysis | WASH Technical | Vector Control |
| IT Technical | GIS | Other | Personal training, soft skills (e.g. meeting management, communication skills) |
| IT Technical | Mobile Data Collection | | |
| IT Technical | Visualisation | | |
| IT Technical | Dissemination/ media | | |

¹⁹ GCCU, IM Working Group and Standby Partnership amongst others

²⁰ This work is ongoing

3.5 Training Methodologies

The analysis of the course audit shows that there are multiple methods of training being carried out, from traditional classroom based face-to-face style courses, to new online interactive learning experiences. Many of the respondents in the KII indicated that they felt face-to-face training had the most impact but also saw the benefit of blended learning. The proliferation of online training courses and commercial platforms indicates that there is a real market for online learning but there is difficulty in assuring the quality when there are so many courses available.

In addition to a variety of circumstances dictating preferred training methods, individuals learn in different ways. In developing any training course, developers should be aware of the learning styles of the end users and a variety of training methods must be incorporated to ensure all types of learners are catered for.

Table 10 indicates some advantages and disadvantage of specific learning methodologies.

TABLE 10 THE ADVANTAGES AND DISADVANTAGES OF TRAINING METHODS

| Type | Examples | Advantages | Disadvantages |
|--------------------------------|--|--|---|
| Face to Face | <ul style="list-style-type: none"> • Short WASH technical courses • General induction courses • Academic courses | <ul style="list-style-type: none"> • Preferred training for learning and networking • Revised easily once base course available • Potential to review applicants in person • Enables training content feedback to be collected by trainers to inform/improve future training content | <ul style="list-style-type: none"> • Initial base course development time-heavy • Scheduling is difficult, especially with many ongoing emergencies • Participant travel costs • Facilitation/trainer training and travel costs |
| Online – Instructor Led | <ul style="list-style-type: none"> • Videoconferencing • Webinars • Virtual classrooms • Asynchronous training | <ul style="list-style-type: none"> • No travel costs • Supports large groups and multiple sites • Consistent training content | <ul style="list-style-type: none"> • Requires computer & internet • Potentially high equipment costs • Technology/ connectivity can fail • Logistically challenging |
| Online – Self Led | <ul style="list-style-type: none"> • Online traditional • MOOC • Videos • Whiteboard stories | <ul style="list-style-type: none"> • Consistent training content • Convenient access to training • Trainee sets own pace • Reuse does not require trainer participation • Costs do not increase with numbers | <ul style="list-style-type: none"> • Less Interesting • Difficult to modify • Storage and platform access • No face-to-face contact • Difficult to evaluate participants |
| Offline – Self Led | <ul style="list-style-type: none"> • DVDs, CDs, • Downloadable material | <ul style="list-style-type: none"> • Supports complex multimedia • No connectivity needed • Convenient access to training • Trainee sets own pace | <ul style="list-style-type: none"> • Difficult to modify/update if DVD-based • No face-to-face contact • Difficult to evaluate participants |
| On-the-job coaching | <ul style="list-style-type: none"> • Coaching • Mentoring • Shadowing | <ul style="list-style-type: none"> • Effective knowledge and skills transfer • Related to trainee's job • Face-to-face contact | <ul style="list-style-type: none"> • Differences from instructor to instructor, session to session. • Costly in terms of instructor-to-trainee ratio |

3.5.1 Online Training Software

There are numerous costed and free software systems on which to develop online training²¹. Through KII a number of systems have been recommended. These include [Articulate](#) which is used by UNICEF, [TruScribe](#) which is a *Whiteboard Animation Software* and has been used by [JIPs](#) and [Camtasia](#), which is used to edit videos. There are also a number of software and technical suppliers being used/recommended by humanitarian agencies.

3.5.2 Innovation in Training

Asynchronous Training

Asynchronous training uses online learning resources to facilitate information sharing outside of the normal constraints of location/time among a network of people, thus emphasising the importance of peer-to-peer interactions. This approach combines self-study with asynchronous interactions with a network of learners and a trainer.

Course management systems such as [CampusCruiser LMS](#), [Desire2Learn](#), [Blackboard](#) and [Moodle](#) been developed to support online interaction, allowing users to organise discussions, post and reply to messages, and upload and access multimedia. These asynchronous forms of communication are sometimes supplemented with synchronous components, including text and voice chat, telephone conversations, videoconferencing, and even meetings in virtual spaces.

RedR UK has just developed their first asynchronous training course which will be delivered over the Moodle system. The asynchronous course, Urban Humanitarianism, is an old two-week course that will now be spread over six weeks (around one hour per day). It works with participants in teams working together. Although they do not need to work online at the same time, they do need to do a number of tasks per week to stay in the same time frame. The GWC should assess the potential of this type of course (e.g. resources, reach, impact) for delivery of training material in the future.

Virtual Reality (VR)

Virtual Reality (VR) is a relatively new training tool and is used in training scenarios in both academia and industry. Until recently, the use of VR is minimal in emergency response. Benefits of VR can include²²:

- Ability to simulate dangerous or risky situations within a controlled environment;
- Training in more realistic simulations than those in a class-room environment;
- Catering for large numbers of students over various locations;
- Providing a highly visual approach which aids with learning/recall;
- Providing visualisation of complex concepts and theories;
- Exploring virtual scenarios as experience for real world scenarios;
- Ensuring that learning is fun and enjoyable where appropriate; and
- Providing more realistic but cost-effective training.

²¹ <http://www.capterra.com/training-software/>

²² <https://www.vrs.org.uk/virtual-reality-education/what-is-virtual-reality-training.html>

VR enables trainers to deliver large amounts of often complex information in a visually attractive way. Many learners find it easier to learn when presented with a visual explanation which they also find easier to retain and recall.

In addition, VR enables the training of large numbers of people within a virtual setting, i.e. remotely, without spending vast amounts of money on transporting learners and trainers to one location.

There are opportunities for the GWC to be involved in new and innovative training such as in Virtual Reality (VR) whereby the tools and processes used by GWC could be used as pilot for an academic institute looking for real world scenarios and potential commercial opportunities. VR should not be a key part of the Learning and Training Strategy, rather a parallel stream which the GWC could take advantage of in the future if the research proves the training to be effective.

3.5.3 Hosting Platforms

There are a number of widely used hosting platforms and many of these are technologically able to link to each other. Thus, there is potential to access courses available on a platform via a link to another platform. This means that a training path can point to courses in a single location while accessing courses from dispersed training portals.

Humanitarian training platforms

[Agora](#) is the UNICEF ELearning platform and is considered most suitable for the GWC to use as a dedicated platform to host both online and face to face training materials. In addition to hosting materials for specific trainings, Agora can host the monitoring and evaluation components required for the training pathways. Some key benefits of using Agora include:

- The ability to host dispersed courses. Agora developers are working with other platforms and organisations to incorporate additional non-UNICEF courses (e.g. Sphere, HLA, Disaster Ready, Learn and Connect);
- The potential to develop common content with these platforms;
- The ability to have blended learning with online material such as interactive eLearning, videos, webinars, face to face training resources, along with libraries, group pages, channels by topic;
- The ability to define career pathways;
- The option to use the platform when offline with special offline tools/software; and
- The ability of non-UNICEF staff to access the platform and recommended courses as defined by the GWC.

There are a number of other humanitarian training platforms and it is possible that the GWC will point to courses on these platforms via Agora as part of the training pathways. These include the [Kaya](#) platform, a new platform from the Humanitarian Leadership Academy, Learn and Connect, the UNHCR eLearning platform and [Disaster Ready](#), a well-established platform with a wide variety of courses.

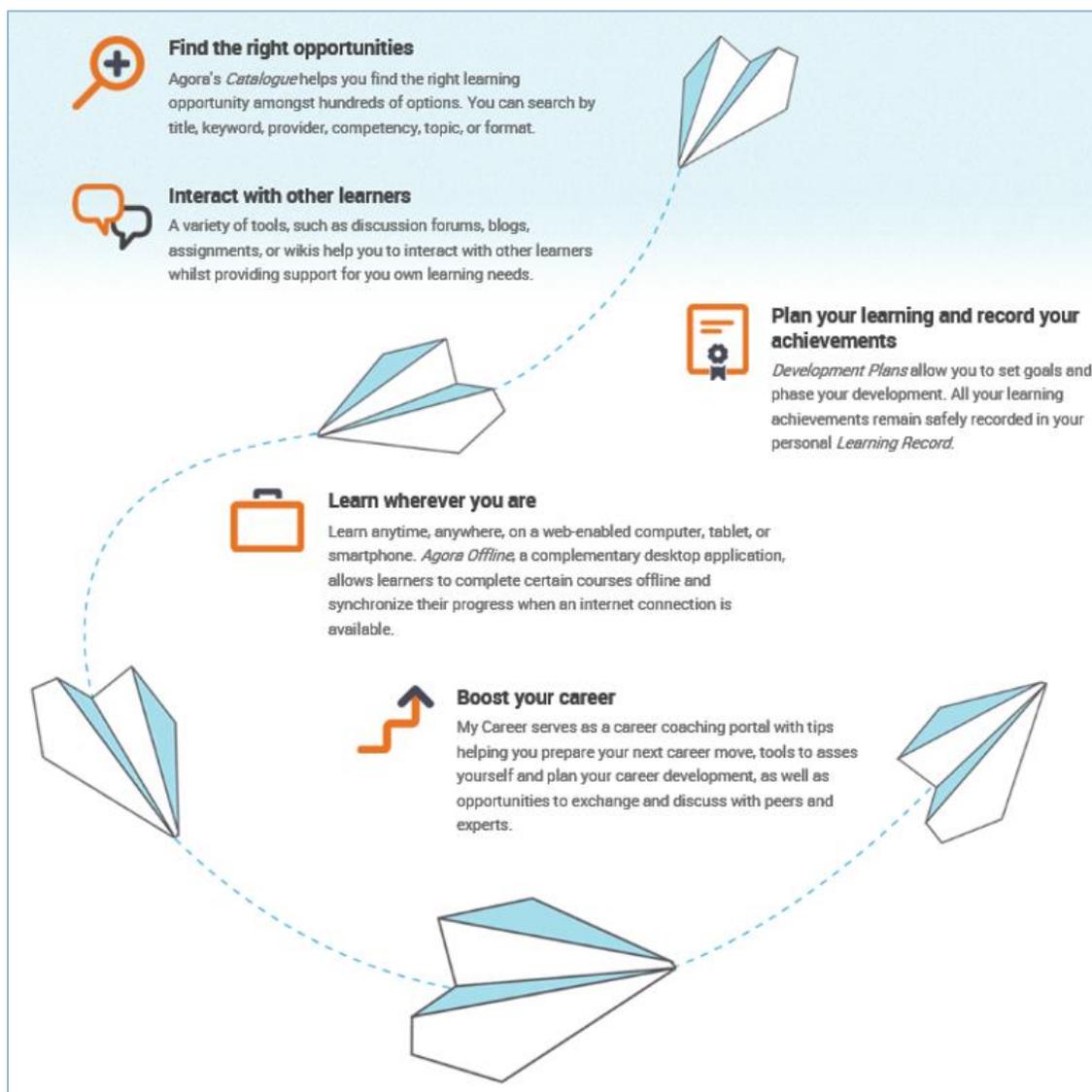


FIGURE 12 THE AGORA PLATFORM. THE TOOLS AFFORDED BY AGORA ARE RELEVANT AND APPROPRIATE FOR THE GWC TO UTILISE

General training platforms

In addition to the key humanitarian platforms, there are many other training platforms offering both paid and free courses, examples include [EdX](#), [Coursera](#), [Udemy](#), [Khan Academy](#) and [Lynda](#). The best know platform, Coursera, partners with universities around the world offering free and costed courses while Khan is a non-profit platform which offers a free library of video and text based material. In addition, platforms such as [YouTube/Vimeo](#) provide additional opportunities to share training and expertise. Specific training pathways can point to these platforms as part of the training routes.

3.5.4 Coaching & Mentoring

Coaching or mentoring is a key part of capacity building and there are currently a number of programmes available to the GWC. In addition, the GCCU are assessing programmes for the UNICEF co-led Clusters/AoR.

The Standby Partnership Programme in UNICEF has a new mentoring system. The purpose of the 'Trainee Deployment' system is to expand the capacity of the trainee through mentoring, leading to a more successful way of learning and professional growth for the mentor and the trainee, as well as the further development of Standby Arrangements. Trainee deployments are designed to improve the competencies of trainees who intend to undertake future deployments through Standby Arrangements. At the end of the deployment, the trainee should have a greater understanding of the functioning of the agency and should gain working experience in his/her functional area. The trainee will thus be better prepared for a future deployment.

RedR UK has an existing mentor programme with the GWC as an output of the Leadership and Coordination training course development. Initially, ten pairs (mentor/mentee) were matched, of these, nine have successfully completed at least one meeting. Three additional mentors were trained under the GWC project, but were not matched with a mentee. They have been incorporated into the broader RedR Mentoring Programme. Some of the challenges and opportunities are list below²³.

Challenges

- Mentees need to be self-motivated and proactive in their engagement with a mentoring scheme.
- Linked to this, applicants to be mentees tended not to provide clear objectives for their participation in the scheme. This meant that matching posed a significant challenge. This has been significantly overcome through a redesign of the application forms.

Success/Opportunities

- The online mentoring training was very well received by those who attended, when asked 'how relevant was the course' 87% of attendees responded 'excellent', and 100% responded good or excellent.
- Once the matching process was complete, all mentors responded positively to their chosen mentee.

In addition to these examples, some INGOS have undertaken mentoring programmes to varying levels of success. Within the KII, one respondent stated that shadowing was a better option but did cost more to resource. The use of interacting peer groups communication networks and exchange visits were also mentioned as potentially useful ways to coach and exchange knowledge between organisations.

²³ Lessons learnt – RedR UK April 2017

3.5.5 Knowledge Management

Since its inception, the GWC has provided national and global platforms for humanitarian WASH partners to share information and experiences in order to enhance better coordination and improve the technical response. Regional platforms, built on the model of the GWC, have also been instrumental to share information and develop consolidated strategies in Humanitarian WASH (i.e. in West and Central Africa, the Sword and Shield Strategy to fight against cholera and the WASH in Nutrition Strategy, in Latin and Central America, the consolidation of experiences around preparedness and more recently in Eastern and Southern Africa, the attempt to develop a strategy to respond to the drought caused by El Niño). These platforms have contributed to the generation of knowledge from these collective experiences in the sector. Through the rapid response mechanism, the GWC has been able to further capture technical information from field deployments.

However, the lack of a systematic way of capturing and sharing knowledge has been a substantial obstacle to exploit these opportunities further and systematise around the sector some key lessons, develop integrated strategies accepted by all partners and allow economies of scales. This has made knowledge management increasingly more important to the GWC operations.

Parallel to this work, the UNICEF WASH PD team recently completed a knowledge survey with UNICEF WASH staff (December 2016). A key result was that *WASH staff are nearly unanimous, regardless of region or job functional category, that they need support to conduct a variety of knowledge development and management tasks*. The extensive qualitative responses to questions about priority knowledge gaps makes it clear that finding information to inform programming is a significant challenge for WASH staff.

CAST is currently undertaking an assessment to identify knowledge management gaps in order to develop a knowledge management strategy and ultimately a knowledge management system. The knowledge management strategy will contribute to the operational support, capacity development, and evidence-based advocacy objectives of the GWC Strategic Plan for 2016-2020 by providing to the Humanitarian WASH actors a timely access to appropriate and accurate knowledge in order to improve coordination and response in Humanitarian WASH, before, during and after an emergency.

An existing knowledge management platform, [Knowledge Point](#)²⁴ has been available for a number of years. It was used extensively during the Ebola²⁵ crisis but is not as widely used in general emergencies. HIF have funded additional work on Knowledge Point and further development and marketing will now take place. In addition, CAWST have a knowledge base on [HHWT](#) and will look to expand this type of service in the future.

3.5.6 Quality Assurance – Capacity Building

Due to the large number of available courses and the lack of agreed competencies in many areas, there is an issue with the quality assurance for training and this, in turn, affects the training path of staff. In

²⁴ Maintained by RedR UK

²⁵ Knowledge Point platform was well used for the Ebola crisis as CDC and Tufts experts were on hand to answer questions and only had to do this once as answers were then available for others to read

partnership with the Humanitarian Leadership Academy, RedR and Pearson Education, the Bioforce Institute has opened the Collaboration Centre for Quality Learning in Humanitarian Action with the objective of enabling a faster, more effective and efficient humanitarian response with increased local participation and ownership, delivered by better trained and recognised aid workers. Two major outputs are to be developed to help build this framework: a quality standard for learning; and a quality standard for assessment. Both standards will be delivered with quality assurance mechanisms and support resources and services. The development of these standards will be of use to the GWC in the development and delivery of training.

3.6 Gaps in capacity building/training

The gaps in capacity building/training were identified in multiple ways including from learning needs reviews, KII, analysis of existing courses to what other clusters offer and identifying needs from recent surveys²⁶. This is not a definitive list as courses are being developed continuously.

Table 11 outlines gaps that have been identified in the various WASH topics from coordination to technical IT skills to technical WASH skills. This table also indicates the ongoing initiatives and plans to fill these gaps, if they exist. The table also indicates the target groups and the target profiles from these groups. For instance, if the target profile is coordinator, then the coordinator could come to the cluster/sector from the SbP programme or from UNICEF as a double hatter.

²⁶ WASH Programme Division in UNICEF recently completed a WASH Knowledge Survey (2017) and the gaps identified in this survey are included in the technical WASH gaps discussed here.

TABLE 11 EXAMPLES OF GAPS IDENTIFIED IN CAPACITY BUILDING

| Category | Sub Category | Status & Gaps | Ongoing Initiatives and Plans | Target Groups | Target Profile |
|--------------------------------|-------------------------------------|---|--|---|---|
| Humanitarian Essentials | General response training | There are > 100 courses in the Training Audit that deal with general response issues and humanitarian basics. Courses are delivered both face to face and online. Some of these courses are suitable for training pathways (e.g. BBR) while there are gaps in other areas (e.g. AAP). | The GCCU is working with UNICEF to create online modules and face to face training that address some of the general/generic response training needs which will be specifically suited to the agreed competency framework. | GWC partners Inc. UNICEF (CLA) WASH staff; Existing national/ sub-national clusters/ sectors; FST SbP; Students | Coordinators, information management officers, assessment specialists, technical WASH specialists |
| Coordination | Induction | There is no induction training for those deploying with the coordination platform | The development of an induction training package is proposed. | GWC partners Inc. UNICEF (CLA) WASH staff; Existing national/ sub-national clusters/ sectors; FST SbP | Coordinators, information management officers, assessment specialists |
| HPC | Emergency Preparedness and Response | There are a number of courses that fit into the emergency preparedness training category (>9) on DRR and one specifically on preparedness and response. | Ongoing work on Emergency Preparedness Tools within the GWC offer the opportunity to roll out training on preparedness, developed with partners. It is recommended that this should be a single short course that can be tailored to varying situations. | GWC partners Inc. UNICEF (CLA) WASH staff; Existing national/ sub-national clusters/ sectors; FST SbP | Coordinators |
| HPC | Coordination including IM | There are a variety of courses (>30) that look at coordination in emergencies generally and some that are specifically looking at e.g. leadership (GWC course) or people management. The GWC does not have operational coordination | It is recommended that an operational coordination platform training package be developed and rolled out for existing platforms and practitioners and mainstreamed into partners existing training as much as possible. This training would | GWC partners Inc. UNICEF (CLA) WASH staff; Existing national/ sub-national clusters/ sectors; FST SbP | Coordinators, information management officers, assessment specialists |

| Category | Sub Category | Status & Gaps | Ongoing Initiatives and Plans | Target Groups | Target Profile |
|----------|--|--|--|---|---|
| | | training for the platform (IMO, CC) | align with the existing 5-day package on leadership. | | |
| HPC | Needs Assessment | There are a variety of courses on needs assessment (>30) looking at assessment from the technical side e.g. sampling and data collection to analysis and profiling. There is no WASH-specific assessment training and it has been identified as a gap by partners. | The GWC has a draft assessment training package and it is proposed that this be further developed and rolled out with a resource plan. In addition, a broad module on needs assessment is proposed for the Operational Coordination Platform Training. | GWC partners Inc. UNICEF (CLA) WASH staff; Existing national/ sub-national clusters/ sectors; FST SbP | Coordinators, information management officers, assessment specialists, technical WASH specialists |
| HPC | Strategic Planning | There are ~15 courses that cover strategic planning as part of their general training modules | A module on strategic planning is proposed for the Operational Coordination Platform Training. | GWC partners Inc. UNICEF (CLA) WASH staff; Existing national/ sub-national clusters/ sectors; FST SbP | Coordinators, information management officers, assessment specialists, technical WASH specialists |
| HPC | Resource Mobilisation | There are a few courses that discuss resource mobilisation while one dedicated course (fundraising and grants) is available via Disaster Ready | A module on resource mobilisation is proposed for the Operational Coordination Platform Training. In addition, a partner training could include capacity building on project proposals/funding is proposed. | GWC partners Inc. UNICEF (CLA) WASH staff; Existing national/ sub-national clusters/ sectors; FST SbP | Coordinators, technical WASH specialists |
| HPC | Implementation and Response Monitoring | A few courses (>19) address monitoring in the broader sense while there are some courses directly looking at e.g. log frames. IM training normally covers response monitoring | A module on response monitoring is proposed for the Operational Coordination Platform Training. | GWC partners Inc. UNICEF (CLA) WASH staff; Existing national/ sub-national clusters/ sectors; FST SbP | Information management officers, technical WASH specialists |
| HPC | Operation Review and Evaluation | A few courses address evaluation in the broader sense looking at humanitarian settings. | A module on operation review and evaluation is proposed for the Operational Coordination Platform Training. | GWC partners Inc. UNICEF (CLA) WASH staff; Existing national/ sub-national clusters/ sectors; FST | Coordinators |

| Category | Sub Category | Status & Gaps | Ongoing Initiatives and Plans | Target Groups | Target Profile |
|----------------|--|---|--|---|---|
| | | | | SbP | |
| IT Tech | Data and Analysis | There are over 40 courses dealing with data management and data analysis. Individual clusters teach analysis while some specialist agencies (e.g. CDC) and software suppliers (e.g. Tableau) offer trainings | General data analysis skills are a prerequisite for IMOs and their training pathway will lead them through available training once the IMO competency framework is finalised. It is envisaged that a short course in analysis would be part of an assessment course as this is seen as a key gap by both the platform and partners. | GWC partners Inc. UNICEF (CLA) WASH staff; Existing national/ sub-national clusters/ sectors; FST SbP | Information management officers, assessment specialists, technical WASH specialists |
| IT Tech | Geographical Information Systems (GIS) | There are over 50 GIS courses available on the Audit. Some of these courses are related to specific software and are developed by the software providers while others are related to using GIS in disasters (e.g. Geo Information in Disaster Situations) | General GIS skills are not prerequisite for IMOs although 'expert' IMOs should have GIS skills. There are free GIS software packages and training and there may be support on the ground from e.g. OCHA and MapAction to use GIS to manage, analyse and disseminated information. At present a new course is not being proposed | GWC partners Inc. UNICEF (CLA) WASH staff; Existing national/ sub-national clusters/ sectors; FST SbP | Information management officers, assessment specialists, technical WASH specialists |
| IT Tech | Mobile Data Collection (MDC) | As more and more assessments are carried out with mobile data collection devices, more courses are being developed. There are multiple courses related to MDC from organisations that | Partners have indicated a technical gap in the use of MDC for assessments. A recommendation is to align assessment and MDC training with standards, question banks and guidance to help ensure | GWC partners Inc. UNICEF (CLA) WASH staff; Existing national/ sub-national clusters/ sectors; FST SbP | Information management officers, assessment specialists, technical WASH specialists |

| Category | Sub Category | Status & Gaps | Ongoing Initiatives and Plans | Target Groups | Target Profile |
|----------------|-----------------------|--|---|---|---|
| | | have created tools (e.g. Harvard/Kobo with OCHA) to specialist organisations who work with and train on MDC in emergencies (e.g. CartONG) | harmonised approaches to data collection, analysis and dissemination. It is recommended that a short course in MDC would be useful for partners and the coordination platform team. | | |
| IT Tech | Visualisation | There are over 20 courses dealing with visualisation listed and in addition, many of the platforms (e.g. Khan Academy, Disaster Ready) have multiple courses on visualisation. | For the GWC, the Coordination Toolkit will contain information on the products that are required for the cluster/sector. In addition, visualisation will be part of the Operational Coordination Platform Training. | GWC partners Inc. UNICEF (CLA) WASH staff; Existing national/ sub-national clusters/ sectors; FST SbP | Information management officers, assessment specialists |
| IT Tech | Dissemination/ media | There are many courses or online guidance dealing with the dissemination of information (e.g. on HR.info, on social media, via presentations) | For the GWC, the Coordination Toolkit should contain information on the where products are disseminated and what avenues to use (e.g. Twitter) | GWC partners Inc. UNICEF (CLA) WASH staff; Existing national/ sub-national clusters/ sectors; FST SbP | Information management officers |
| Other | Cross cutting | Cross cutting training is a broad topic and there are over 30 courses listed in the Audit covering GBV to CASH to Climate Change. Climate resilient WASH development and risk informed programming was also identified in 2017 UNICEF survey ²⁶ as a gap. | There are a number of cross cutting issues that have emerged as requiring training (e.g. Cash/markets). | GWC partners Inc. UNICEF (CLA) WASH staff; Existing national/ sub-national clusters/ sectors; FST SbP | Coordinators, information management officers, assessment specialists, technical WASH specialists |
| Other | WASH & Sector related | There are many courses related to inter-sector work or linkages including those with nutrition, health, education etc. | There are a number of gaps identified and it is proposed that some short courses are run to fill these gaps (e.g. Epidemiology) | GWC partners Inc. UNICEF (CLA) WASH staff; Existing national/ sub-national clusters/ sectors; FST SbP | Coordinators, information management officers, assessment specialists, technical WASH specialists |

| Category | Sub Category | Status & Gaps | Ongoing Initiatives and Plans | Target Groups | Target Profile |
|------------------|--|---|---|---|---|
| Other | Personal, Soft Skills (e.g. communication, meeting management) | There are many training courses especially on the large humanitarian platforms (e.g. Disaster Ready) that address some of the 'personal' or 'soft skills' training needs | Checklists are available in the GWC Toolkits which identify some of the personal topics that should be covered by staff (e.g. preparing for deployment). Soft skills training is delivered from incoming to expert profiles (induction training, operational WASH and Leadership/Coordination training) | GWC partners Inc. UNICEF (CLA) WASH staff; Existing national/ sub-national clusters/ sectors; FST SbP | Coordinators, information management officers, assessment specialists, technical WASH specialists |
| WASH Tech | WASH - Technical Multi | There are over 100 courses that deal in the general area of technical WASH | Note: that it is proposed a technical steering group/focal point takes forward the WASH Technical Training list to further identify gaps and opportunities with partners | GWC partners Inc. UNICEF (CLA) WASH staff; Existing national/ sub-national clusters/ sectors; FST SbP; Students | Coordinators, assessment specialists, technical WASH specialists |
| WASH Tech | Programme/ Project Management | Over 20 courses include aspects of programme/ projects in their training. Gaps identified in 2017 UNICEF survey ²⁶ include: designing proper ToRs and RFPs for research and evaluation activities, conducting quality assurance on inception and final reports, effectively managing research and evaluation teams, effectively advocating the results of the reports. | Note: that it is proposed a technical steering group/focal point takes forward the WASH Technical Training list to further identify gaps and opportunities with partners | GWC partners Inc. UNICEF (CLA) WASH staff; Existing national/ sub-national clusters/ sectors; FST SbP; Students | Coordinators, technical WASH specialists |
| WASH Tech | Water | Over 50 courses have been identified which contain an aspect of training on water (e.g. water utilities | Note: that it is proposed a technical steering group/focal point takes forward the WASH Technical Training list to | GWC partners Inc. UNICEF (CLA) WASH staff; Existing national/ sub-national clusters/ sectors; FST | Coordinators, assessment specialists, technical WASH specialists |

| Category | Sub Category | Status & Gaps | Ongoing Initiatives and Plans | Target Groups | Target Profile |
|------------------|--------------|--|--|--|--|
| | | management). Gaps identified in 2017 UNICEF survey ²⁶ include: strengthening the enabling environment, including analytical tools such as bottleneck analysis, climate resilience, risk management, adaptation, sustainability (functionality and financing mechanism) - sustainability checks; operation & maintenance models, monitoring the SDG target. | further identify gaps and opportunities with partners | SbP; Students | |
| WASH Tech | Sanitation | Over 40 courses have been identified which contain an aspect of training on sanitation (e.g. environmental sanitation). Gaps identified in 2017 UNICEF survey ²⁶ include: sustainability (toilet functionality and O&M financing)- sustainability checks; operation & maintenance models market and private sector development (providers, supply chain); sanitation marketing; public-private partnerships. | Note: that it is proposed a technical steering group/focal point takes forward the WASH Technical Training list to further identify gaps and opportunities with partners | GWC partners Inc. UNICEF (CLA) WASH staff; Existing national/ sub-national clusters/ sectors; FST SbP; Students | Coordinators, assessment specialists, technical WASH specialists |
| WASH Tech | Hygiene | Over 15 courses have been identified which contain an aspect of training on hygiene, some are broad WASH courses, while others are targeted (e.g. Participatory | Note: that it is proposed a technical steering group/focal point takes forward the WASH Technical Training list to further identify gaps and opportunities with partners | GWC partners Inc. UNICEF (CLA) WASH staff; Existing national/ sub-national clusters/ sectors; FST SbP; Students | Coordinators, assessment specialists, technical WASH specialists |

| Category | Sub Category | Status & Gaps | Ongoing Initiatives and Plans | Target Groups | Target Profile |
|------------------|------------------------|--|--|---|--|
| | | Hygiene and Sanitation Transformation (PHAST). Gaps identified in 2017 UNICEF survey ²⁶ include: behaviour change in hygiene; community mobilisation | | | |
| WASH Tech | Solid Waste Management | There are 4 courses dealing with SWM | Note: that it is proposed a technical steering group/focal point takes forward the WASH Technical Training list to further identify gaps and opportunities with partners | GWC partners Inc. UNICEF (CLA) WASH staff; Existing national/ sub-national clusters/ sectors; FST SbP; Students | Coordinators, assessment specialists, technical WASH specialists |
| WASH Tech | Drainage | There are 2 courses dealing with drainage, although there are potentially more general WASH courses dealing with drainage that remain to be identified | Note: that it is proposed a technical steering group/focal point takes forward the WASH Technical Training list to further identify gaps and opportunities with partners | GWC partners Inc. UNICEF (CLA) WASH staff; Existing national/ sub-national clusters/ sectors; FST SbP; Students | Coordinators, assessment specialists, technical WASH specialists |
| WASH Tech | Vector Control | There are 2 courses dealing directly with vectors/vector control (note that there are potentially inter-sectoral courses dealing with health that would also address vector control) | Note: that it is proposed a technical steering group/focal point takes forward the WASH Technical Training list to further identify gaps and opportunities with partners | GWC partners Inc. UNICEF (CLA) WASH staff; Existing national/ sub-national clusters/ sectors; FST SbP; Students | Coordinators, assessment specialists, technical WASH specialists |

3.7 Partners²⁷

There are multiple organisations who can provide significant input to the capacity building of the GWC target groups and profiles. These include existing GWC partners²⁸, roster supporting agencies (SbP/FST), non-partner training organisations and non-partner relevant humanitarian organisations.

3.7.1 UNICEF (as CLA) and the Global Cluster Coordination Unit

Under the Inter-Agency Standing Committee (IASC) cluster approach, UNICEF is the global lead agency for the WASH Cluster. In emergencies, where the cluster approach is applied, UNICEF is requested to lead coordination efforts and has the responsibility for establishing broad partnerships, and thereby promoting greater accountability for cluster results. Within UNICEF the WASH PD, GCCU and the Agora team are key partners.

3.7.2 GWC (implementing) Partners

The GWC partner implementers who were part of the KII process appeared to have similar models of capacity building for their staff, starting with induction programmes lasting 1-2 weeks, containing content on general humanitarian principles. Partners often also provided training on WASH topics in-house or through training organisations. There appears to be no models of 'sharing' in-house content and these partners developed and delivered their WASH training separately. Some organisations had a capacity building model whereby they give a training budget/time to staff to upskill in relevant areas (e.g. \$1,500-2,000) per staff member per year. Some partners were in active discussions with academic institutes regarding accredited training opportunities. From communication with NGOs, there appears to be duplication of effort in the upskilling of partner staff and there is an opportunity to pool capacity building resources, especially for the smaller implementing partners.

There are opportunities for partners to be involved in the consolidation or development of key capacity building material on both the technical WASH training (through consortia based on partner key expertise²⁹) but also in mainstreaming coordination and leadership training with the GWC, meaning that a greater number of skilled coordination personnel are available during large-scale emergencies and at a sub-national level.

3.7.3 Training Organisations

There are a handful of well-used and well-regarded training organisations who deliver training courses at their HQs, regionally and in-country (many are already part of the GWC). These organisations have different unique selling points, some delivering very hands-on training, some targeting various timeframes

²⁷ Please note that opportunities with partners are listed as examples only in the Strategy, while a larger list of potential partners, some of which common areas of work are still to be identified. Being listed does not imply an agreed project will take place.

²⁸ GWC partners have multiple functional areas, some being primarily implementers, while others are specialists in training and capacity building.

²⁹ As identified by the SAG and proposed Technical WASH Training Steering Group

in emergency/development transition, some focusing on specific areas of an emergency, some focusing on key geographic areas/languages and some using novel technologies to deliver training.

There are multiple academic institutes delivering training courses on both emergency and development issues. In addition, a number of institutes are involved in technical WASH training. As noted by KII and in the Partnerships and Resource Mobilisation Report³⁰, these institutes have the ability to take on long-term commitments and have the expertise to identify key gaps in service provision and develop training to fill these gaps. It has been noted that some WASH practitioners are generalists and there is space for upskilling in technical areas.

There are opportunities for CAST to work closely with the training organisations both in the longer term on academic programmes (e.g. WEDC, IHE) and on short technical and coordination training programmes (e.g. RedR UK, Bioforce, Cawst, implementing partners)

3.7.4 OCHA and the Clusters/Sectors

There are a number of coordination and technical areas where collaboration with OCHA is key. The IM Competency Framework is currently being developed by the IM Working Group on Training (co-chaired by OCHA, JIPS and the SbP programme). CAST should (directly or via the GCCU) be a part of the development to the framework and use the result of the work to input directly into any IM training that is developed. In addition, there are opportunities to work with OCHA on developing key skills tests in specific technical areas which could be used for recruitment or gauging the level of skills with audiences before training takes place.

UNICEF co-leads Clusters/AoR for Nutrition, Child Protection and Education. There is training oversight within the UNICEF co-led Clusters/AoR regarding what training is available and being developed. Ensuring that CAST does not develop/recommend the development of duplicated material will be aided by working closely with the Emergency Specialist (Capacity Development) in the GCCU. There are opportunities for joint capacity building projects including in coaching, training of trainers etc. where the GCCU are already developing material that the GWC partners can access.

There are other key clusters/sectors where CAST should link to, principally Health (WHO), Protection (UNHCR), Shelter (IFRC, UNHCR) and CCCM (UNHCR, IOM). This is important both for training in inter-sectoral or cross-cutting issues but also for ensuring that assessments and monitoring systems are harmonised, ensuring a better response.

3.7.5 Training Centres and Networks

A number of organisation have access to or manage training centres. There is an opportunity to tap into these centre and networks for course delivery at a local and regional level. These include e.g. [Humanitarian Leadership Academy](#), [WHO](#), [WET Centres-CAWST](#), [Bioforce](#)).

³⁰ Partnerships and Resource Mobilisation Report – GWC – Jean McCluskey 2017

3.7.6 Other Organisations/Groups

There are a number of key agencies who are involved in technical upskilling and service provision (e.g. JIPS, Map Action, CALP, ACAPS). Recommendations on working with these agencies are found within the Strategy task list in Annex IX.

3.7.7 Partner Clusters - Examples

CAST are currently involved in an initiative to contact each of the GWC partners and develop steering groups around the strategic objectives of the GWC Strategic Plan. There is an opportunity to develop communities of practice in different thematic areas with partner clusters at the capacity building level, linking into the steering group initiative.

Figure 13 shows potential clusters for the four areas of coordination, IM technical, WASH technical and cross-cutting/inter-sectoral within this Learning and Training Strategy.

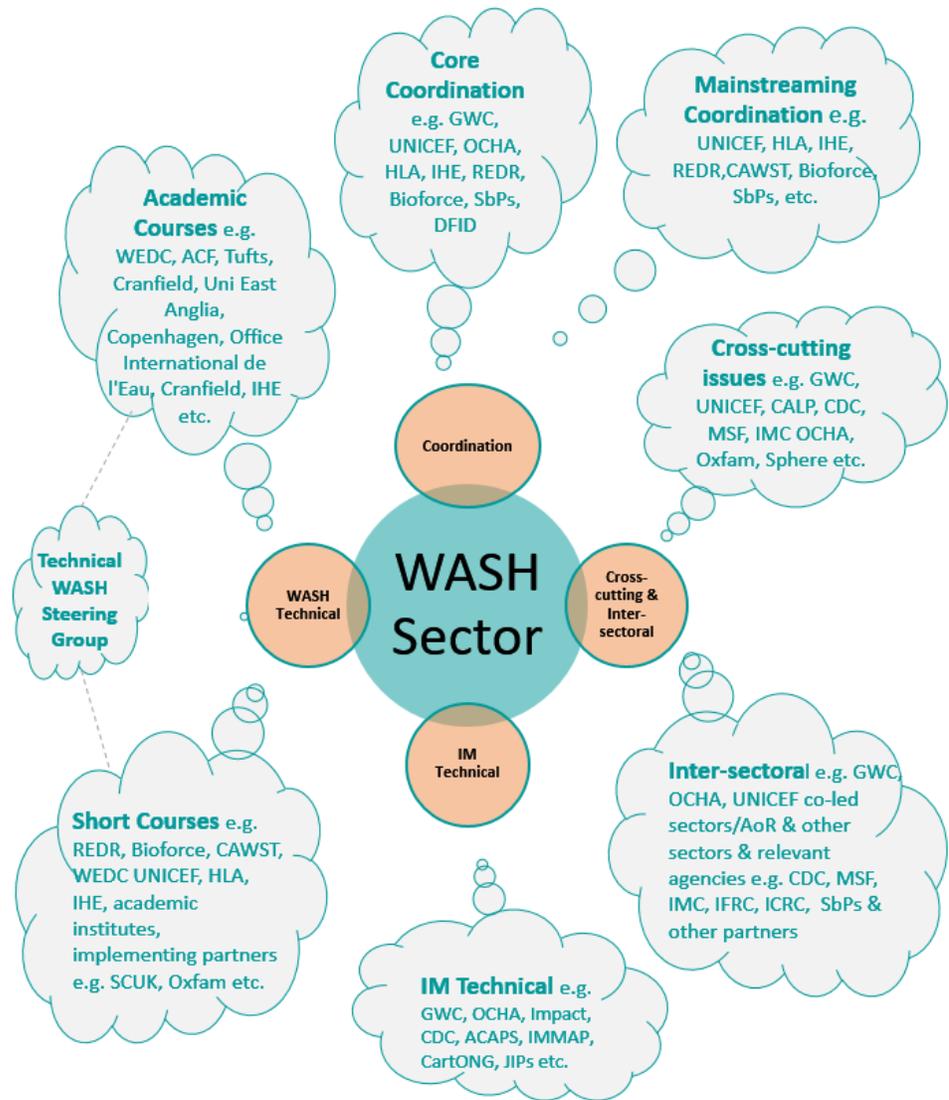


FIGURE 13 THE POTENTIAL PARTNERS FOR THE VARIOUS CAPACITY BUILDING AREAS. NOTE THAT THIS IS NOT AN AGREEMENT OF WHO WILL/WILL NOT BE INVOLVED IN CAPACITY BUILDING, RATHER IS AN EXAMPLE OF THE AREAS TO BE TARGETED AND THE PARTNERS THAT ARE STRONG IN THOSE AREAS.

3.8 Resources

The following section describes some of the mechanisms where there is potential to exploit either human or financial resources to develop or deliver coordination training material. **Note** that the individual Project Proposals (Annex III) focus on the delivery of individual components of the Strategy and identifies potential or agreed resourcing avenues.

3.8.1 Human Resource Mechanisms

CAST

CAST play a critical role in ensuring UNICEF's CLA responsibilities at country level for rapid onset and short-term support. Along with CAST, the FST often plays a capacity-building support role when deployed³⁰. By having flexible, modular and fit-for-purpose training material available to CAST/FST, more sustainable capacity building models could be put in place to upskill coordination, information management and assessment staff. A 'training of trainers' course on available capacity building material will enable staff to amend and deliver appropriate training on the ground³¹.

Opportunity: CAST/FST can support capacity building by - completing the toolkit consolidation and preparation for toolkit training; delivering prepared training packages to supported countries; coaching and mentoring.

UNICEF

UNICEF, as CLA, provides dedicated and double hatting staff to clusters (especially where an emergency becomes protracted³⁰). Thus, within UNICEF there is an opportunity to use key staff as capacity builders both within the cluster system and for WASH. Access to appropriate training material and training of trainer's courses would enable more cluster staff to be involved (plan and deliver) training when deployed. In addition, the Nutrition, Education and Child Protection Clusters/AoR have synergistic training needs and by collaborating via the GCCU Emergency Specialist for Capacity Development, resources can be pooled.

Opportunity: CAST can work with UNICEF to support capacity building by - mainstreaming coordination modules in existing courses; supplying coordination platform staff and double hatters; employing local contractors for emergencies; facilitating/running training courses and capacity building on the ground; coaching and mentoring; developing career pathway to link M&E and IMO staff; enabling collaboration between UNICEF co-led clusters/AoR via the GCCU.

Standby Partnership

The SbP staff deployed to more than 30% of the coordination roles in 2016 (and up to 50% 2015-2016), sometimes deploying following FST deployments. The deployments are longer than those of the FST, with an average of 156 days in 2016, against 47 days' average of the FST³⁰. As with the FST, by having flexible, modular and fit-for-purpose training material available to the SbP staff, more sustainable capacity building

³¹ Many of the current FST members have not undertaken cluster coordination training. It is critical that the FST have opportunities to undertake this training in whatever new form it is delivered in, as they in turn will be asked to train others

models could be put in place to upskill coordination, information management and assessment staff in-country.

Opportunity: CAST can work with SbP to support capacity building by - capacity building on the ground; coaching and mentoring.

GWC Partners

Co-led and sub-national coordination roles are often taken on by NGOs on a dedicated or part-time basis, both funded and unfunded. Data shows that there are significant contributions to coordination which potentially could be more predictable, further expanded and maximised³⁰. Again, the availability of flexible, modular and fit-for-purpose training material should be available to the partners for both their own training needs and to upskill local partners and government agencies³².

Opportunity: CAST can work with partners to support capacity building by - mainstreaming coordination modules in existing courses; supplying coordination platform staff and double hatters; co-leading cluster/sector; coaching and mentoring.

OCHA and Clusters/Sectors

OCHA and other clusters/sectors often develop and train staff during emergencies and there are opportunities to collaborate, share training resources and infrastructure with these organisations to capacity build on key topics, e.g. information management, mobile data collection, GIS, analysis.

Opportunity: CAST can work with OCHA & clusters/sectors to support capacity building by – collaborating on the development and delivery of training courses that are relevant to a broad number of clusters/sectors.

Training Organisations

A number of training organisations offer external/ in-country training to clusters. This model is sustainable as long as the material that is being taught is up-to-date with the cluster system and tools. As new tools and processes are being promoted by the cluster, the learning objectives of capacity building will change and the existing material will need to be updated and new material mainstreamed. Any training organisations should be part of (aware of) revisions of cluster coordination training to ensure material is up-to-date.

Opportunity: CAST can work with training organisations to support capacity building by – mainstreaming coordination modules in existing courses; delivering training of trainer courses to enable capacity building on the ground; developing key short courses for delivery during emergencies; filling gaps in provision of training through identification of key areas for capacity building.

³² According to the Partnerships and Resource Mobilisation Report, there are questions about the reality of capacity-building of national authorities and transition processes in many of the contexts that the GWC supports. There are key conditions that need to be met to support effective transition processes. Most of the countries that have humanitarian sector/cluster coordination processes are in protracted crises and therefore support to government can often present challenges.

3.8.2 Financing Mechanisms

Funding and in-kind support to implement the GWC Strategic Plan 2016-2020 has been received mainly from five key Global WASH Cluster partners: ECHO, OFDA, SIDA SDC, the Norwegian MFA, and UNICEF. The GWC needs to put in place mechanisms to enlarge the platform, and ensure stable and more predictable funding to meet its core commitments as outlined in the Plan and the humanitarian reform agenda³⁰.

New initiatives and outcomes of the World Humanitarian Summit on accountability to affected populations (AAP) may provide an opportunity to access funding for capacity building both at the national and local level. In addition, collaboration with academic institutes will open up, as yet unutilised, funding streams.

FST/SbP Rosters – Supporting Agencies

The FST and SbP staff are supported by a number of key agencies and the ToRs links to both in-country (FST/SbP) and remote support (FST).

Opportunity: Ensure the FST & SbP staff undertake capacity building as part of the ToRs when supporting countries as financed through their supporting agencies.

Cost Recovery/Payment for Services Approach

The GWC supports capacity building by using resources from supporting agencies. For some courses, a payment for services/cost recovery model might be more appropriate. The model could enable a far greater number of training courses to be delivered.

Opportunity: Develop a base cost for course delivery to national and sub-national clusters to enable a greater number of platform staff to be trained.

Tendering

There are opportunities to have 'hot topic' or short courses ready to delivery for specific emergencies, on the ground, as many of the course topics are predictable (e.g. disease outbreak). A mechanism to identify, fund development and deliver these key courses should be explored.

Opportunity: By using tendering as a model to have courses developed and delivered (e.g. tender for development and delivery of the course in 4 undefined locations in the subject of WASH and Epi), a more predictable offering of capacity building can be envisaged.

Training in Kind/Secondments

Many of the GWC partners (e.g. INGOs) have significant expertise in multiple technical WASH operational areas and have developed training courses in these areas. Pooling resources or opening some training at reduced (or zero) cost to other WASH partners could save those partners without training material, the time/cost to develop their own courses. In addition, the sharing or seconding of staff amongst agencies could be a very cost-effective way to train staff in new techniques, technologies or processes.

Opportunity: A collaborative model of training with groups of INGOs/NGOs regionally or in-country would be cost effective.

Academic Institutes

Academic institutes are a broadly untapped source of capacity building and offer the potential to mainstream coordination material into existing courses. New Masters programmes will be able to add developed modules while existing programmes can update training material based on the new output from the Cluster.

Opportunity: Mainstream coordination material into existing and new postgraduate programmes.

Donors

OFDA, SDC and DFID are the principal donors for the humanitarian WASH sector and are seen as being critical in the delivery of capacity building within the WASH response. CAST are currently involved in a resource mobilisation strategy and this work will be central in identifying how to resource capacity building into the future. In addition, the Capacity Building Officer working with CAST will help identify new donors to fund the development of training for identified gaps.

Opportunity: Target donors specifically for developing capacity building material identified through gap analysis.

3.9 Training Programme Project Proposals & Work Plans

Following the completion of a number of project tasks which identified the target audiences, learning needs, training offerings, gaps in course provision, potential partnerships and funding mechanisms, a number of training programme project proposals have been developed/recommended (see Annex III). These Programmes are part of the roadmap to address the capacity building gaps in emergency response for the GWC and enable the easy commissioning, development and delivery of the individual projects or training programmes for both course developers, partners and donors.

The project proposals outline the potential resources (human and financial) required to develop and deliver the programmes. These individual proposals can be resourced/funded by individual or multiple agencies and via a number of mechanisms.

Annex V outlines the additional tasks that are required to be undertaken by the GWC Capacity Building Officer (for either a 6 or 12 month programme of work). These tasks cut across all of the recommendations and are necessary to ensure that the capacity building strategy aims are accomplished.

ANNEX I – KEY RECOMMENDATIONS

Note that the recommendations below are broad recommendations and Annexes (IV & VI) contain more recommendations on proposed capacity building programmes along with recommended tasks for launching the priority activities in the framework of this strategy for the coming months.

| A1.1 Funding | |
|--|-----------------|
| Recommendation | Priority |
| <p>A1.1.1 - Funding – Assess all avenues of potential funding (both in-kind and financial), from traditional to novel, to develop and deliver capacity building programmes.</p> <p>As access to funding for capacity building becomes more difficult, new or novel methods to fundraise are needed. <i>See Section 3.8</i></p> | HIGH |
| A1.2 Tools and Guidance | |
| Recommendation | Priority |
| <p>A1.2.1 - Consolidate the existing GWC tools i.e.: Cluster Coordinator Handbook; Information Management Toolkit; Emergency Response Preparedness Toolkit; Capacity Mapping Toolkit; and the Assessment Guidance Note into one ‘WASH Coordination Toolbox’</p> <p>This is critical to supporting a more effective response and would need to be undertaken before or parallel to any tools courses being developed. The consolidated tools would become the WASH Coordination Toolbox (with tools, SOPs, templates etc.) helping to inform a WASH Operational Coordination Platform Training. <i>See Annex VIII for an example architecture for the Toolbox</i></p> | HIGH |
| A1.3 Resources | |
| Recommendations | Priority |
| <p>A1.3.1 - A dedicated GWC Capacity Building Officer is required to implement the Strategy (for 6 months or 12 months) to ensure:</p> <ul style="list-style-type: none"> ✓ That the high priority actions and quick win projects (see Annex III) are progressed; ✓ That the dialogue on capacity building with existing partners continues; ✓ That additional partners are identified and consulted; ✓ That funding opportunities are identified and targeted; ✓ That training material is developed, where appropriate; and ✓ That the Strategy monitoring and evaluation framework is kept up-to-date and the strategy tasks are adjusted as required <p><i>See Annex VI for Capacity Building Officer proposed workplan/tasks</i></p> | HIGH |

| | |
|---|------------------------|
| <p>A1.3.2 - Extend the ToR of the TWIG for a period of 6 months to strategically support the work of the Capacity Building Officer</p> <p>To ensure a strategic approach, it is recommended that the Learning and Training TWIG extend their ToRs.</p> | HIGH |
| <p>A1.4 Global Cluster Coordination Unit and UNICEF as CLA</p> | |
| <p>Recommendations</p> | <p>Priority</p> |
| <p>A1.4.1 - Work closely with the GCCU and UNICEF Co-Led Clusters/AoR to ensure harmonisation across capacity building programmes and to avoid duplication on core training</p> <p>It is essential that the GWC/GWC CBO work alongside the GCCU Emergency Specialist for Capacity Development and the Capacity Building Officers of the other UNICEF co-led Clusters/AoR to ensure best use of resources and exchange of knowledge.</p> | HIGH |
| <p>A1.4.2 - Work closely with the WASH Programme Division in UNICEF to ensure harmonisation of core training and identify synergies for capacity building programmes</p> <p>By working with WASH PD on topics e.g. knowledge management, reductions in cost and effort can be achieved. <i>See Section 3.7</i></p> | HIGH |
| <p>A1.4.3 - Use Agora as the GWC Training Platform</p> <p>Agora is an open platform and facilitates learning pathways, the GWC should develop training packages (both online and face-to-face) that can be hosted and disseminated via the platform. In this way, Agora becomes a ‘career/HR’ platform, enabling assessment of potential candidates for future deployments. The benefit for learners is that their training history is all in one place and can be shared with potential employers if relevant/agreed. <i>See Section 3.5</i></p> | MEDIUM |
| <p>A1.4.4 - Advocate for the integration of a career path for Information Management Officers within UNICEF</p> <p>Often Cluster Coordinators are recruited via surge mechanism from SbPs, FST, GWC partners or via UNICEF as CLA. These staff have opportunities to return to agencies as WASH Officers and continue on a defined career pathway. Information Management Officers, on the other hand, are filling unconnected roles to those in e.g. UNICEF, where the nearest ToR/skillset would be seen in Monitoring and Evaluation (M&E) Officers. In addition to IMOS having limited career pathways, the recruitment of IMOS from agencies such as UNICEF is difficult unless M&E officers can be seen as potential surge staff to fill IMO posts in emergencies.</p> | MEDIUM |

A1.5 Partnerships

| Recommendations | Priority |
|--|----------|
| <p>A1.5.1 - Help partners identify opportunities to enhance the capacity of their staff</p> <p>There are opportunities to tap into the expertise held within organisations that have developed key knowledge in specific areas relevant to WASH. Many of these agencies develop training based on their knowledge and are open to delivering these courses to outside audiences. Work with partners who are already training in-house, to open courses to additional stakeholders. In addition, secondments between agencies and coaching and mentoring programmes should be investigated (also see recommendation #A1.7.1). <i>See Section 3.7-3.8</i></p> | MEDIUM |
| <p>A1.5.2 - Work with Clusters/Sectors and OCHA to ensure harmonised approach to training</p> <p>There are a number of relevant ongoing initiatives ongoing in other clusters/sectors and with OCHA (e.g. development of competency frameworks for IMO). Ensure that the GWC is involved in these initiatives if of relevance to capacity building within the cluster. <i>See Section 3.7-3.8</i></p> | MEDIUM |
| <p>A1.5.3 - Work with academic organisations and training organisations who specialise in key topic areas</p> <p>Work with academic organisations and training organisations with specialisms in particular areas to develop training material relevant to WASH. <i>See Section 3.7-3.8</i></p> | MEDIUM |

A1.6 Capacity Building (training pathways and material)

| Recommendation | Priority |
|---|----------|
| <p>A1.6.1 - Assess and agree training pathways as identified in this Strategy and finalise course offerings and project proposals based on these pathways</p> <p>Proposed training pathways are outlines in this Strategy <i>See Annex III</i></p> | HIGH |
| <p>A1.6.2 - Support the capacity building of roster members (FST, SbP) and enable the roster members themselves to further build capacity when in the field</p> <p>Roster members should follow the agreed training pathways and resources should be made available by their supporting agencies to enable them to undertake relevant training. A number of Training of Trainers courses are recommended (relating to specific training programmes and to coaching/mentoring) and these will enable the roster members to build capacity when in the field. <i>See Annex III (pathways) and Annex IV (ToT project proposals)</i></p> | HIGH |

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| <p>A1.6.3 - Develop, as soon as possible, Operational Coordination Platform Training which will bring together the coordinator, information manager and assessment specialist.</p> <p>It is likely that Operational Coordination Platform Training will be developed and piloted by August 2017. <i>See Annex IV –project proposals and Annex IX for a potential course outline</i></p> | HIGH |
| <p>A1.6.4 - Coordination Platform and Leadership Training – Mainstream training into partner’s capacity building and teaching organisation’s programmes.</p> <p>Once the Leadership and Coordination training is imbedded in the overall GWC capacity building framework, assess the model for roll out of the training whether via in-house, via FST or training organisation (or as a combination of these). In addition, mainstream elements of the Coordination Platform and Leadership trainings into existing short or longer accredited courses. <i>See Annex IV –project proposals</i></p> | HIGH |
| <p>A1.6.5 - Technical training – short courses</p> <p>Training organisations have the networks/rosters to develop and deliver ‘hot topic’ courses³³. Collaborate with partners to assess the hot-topic courses that could be developed/delivered by training or other organisations³⁴. <i>See Section 3 and Annex IV –project proposals</i></p> | MEDIUM |
| <p>A1.6.6 - Assess new types/methodologies of training</p> <p>Assess the potential of asynchronous training e.g. resources, reach, impact based on RedR UKs experiences in 2017.</p> <p>Assess the potential of in Virtual Reality (VR) as a training delivery method parallel to the strategy. There are opportunities for the GWC to be involved in new and innovative training such as in VR whereby the tools and processes used by GWC could be used as pilot for an academic institute looking for real world scenarios and potential commercial opportunities. VR should not be a key part of the Learning and Training Strategy immediately, rather a parallel stream which the GWC could take advantage of in the future if the research proves the training to be effective. <i>See Section 3.5</i></p> | MEDIUM |
| <p>A1.6.7 - Ensure quality of training programmes promoted or developed</p> <p>A partnership of the Humanitarian Leadership Academy, RedR, Pearson Education and the Bioforce Institute have opened the Collaboration Centre for Quality Learning in</p> | MEDIUM |

³³ A ‘hot topic’ course might include a course focusing on cholera prevention in a region prone to cholera

³⁴ Information from a number of new surveys can help identify the gaps in knowledge and need for training e.g. UNICEF WASH Knowledge Survey (2016), GWC Knowledge Management Survey (2017). In addition, information in the Gaps section (3.6) of this Strategy identifies knowledge gaps.

Humanitarian Action. Two major outputs are to be developed to help build this framework: a quality standard for learning; and a quality standard for assessment. Both standards will be delivered with quality assurance mechanisms and support resources and services. The development of these standards will be of use to the GWC in the development and delivery of training.

A1.7 Technical WASH

Recommendation

Priority

A1.7.1 - Set up a Technical WASH Steering Group and identify a donor and focal point to take forward a number of agreed tasks e.g. as outlined in Annex IV

MEDIUM

Through a dedicated forum, assess the technical training carried out by individual INGOs/NGOs to identify the opportunities that exist for joined-up models of capacity building, either through expert INGOs or through academic avenues. The joined-up approach could help identify high quality training courses, promote the development of training standards in WASH and support access to funding by donors who are specifically targeting capacity via partnership models.
See Annex V

ANNEX II – COORDINATION PLATFORM TASK LIST

The following table is an extract from the Learning Needs Review and describes the tasks that are undertaken during the emergency response. This table is also available as an Excel document and contains more information on the skills and tools required for each task. The Profile column identifies who normally undertakes each task, although this will change depending on the skills of all of the coordination team. This task list can be used to develop a workplan when undertaking an emergency response.

TABLE 12 COORDINATION PLATFORM TASK LIST

| SYSTEM | CATEGORY | INFORMATION | PROFILE |
|-----------------------|------------------------------|--|----------|
| 0 Preparedness | 0.1 Sector Preparedness | Implement the ERP approach. Dialogue between humanitarian and development stakeholders to build trust and understanding. Develop a greater understanding of development stakeholders and government of how to prepare the country to scale up coordination, including awareness of the HPC. | CC & IMO |
| 0 Preparedness | 0.2 Personal Preparedness | Prepare to deploy to an emergency. Security issues. | CC & IMO |
| 1 Coordination | 1.1 General Knowledge | Develop soft skills. | CC & IMO |
| 1 Coordination | 1.1 General Knowledge | Have a high-level understanding, general knowledge of the cluster approach, partnerships etc. | CC & IMO |
| 1 Coordination | 1.2 Establishing the Cluster | Get a briefing on emergency situation, local context, government and donor strategies, key national policies and standards. | CC & IMO |
| 1 Coordination | 1.2 Establishing the Cluster | Undertake a gap analysis focusing on agencies, response, appeals and scenarios. This should be undertaken a number of times during emergency response, linking in new information on response and partner capacity. | IMO |
| 1 Coordination | 1.2 Establishing the Cluster | Request Representative to advocate at HCT for creation of an inter-cluster forums (CC/IMO/Assessment). | CC & IMO |
| 1 Coordination | 1.2 Establishing the Cluster | Identify and meet key partners: government, UN agencies, NGOs, donors, private sector. | CC |
| 1 Coordination | 1.2 Establishing the Cluster | Support/convene coordination platform e.g. Cluster with relevant authorities and partners. Include discussion of leadership, co-facilitation, management structures e.g. Strategic Advisory Group (SAG), need for sub-national coordination. The coordination platform should be set up using information from the initial gap analysis. | CC |

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| 1 Coordination | 1.2 Establishing the Cluster | Outline staff requirements. Identify IM capacity and needs and seek additional support/surge capacity where needed. If an L2 or L3 is declared, it is recommended to have a dedicated IMO at national (and potentially sub-national) level. An FST IMO should support with an additional national IMO. Develop ToRs for roles. | CC & IMO |
| 1 Coordination | 1.2 Establishing the Cluster | Set Cluster principles and standards. | CC |
| 1 Coordination | 1.2 Establishing the Cluster | Develop WASH Cluster ToR, finalise and disseminate coordination mechanism and structure. | CC |
| 1 Coordination | 1.2 Establishing the Cluster | Organise team communications logistics: (internet, phone, radio, transport, accommodation, etc.). | CC & IMO |
| 1 Coordination | 1.2 Establishing the Cluster | Ensure personal wellbeing for coordination team. Does everyone have a safe place to stay, work, work tools etc. Outlet/person to talk to. Ensure general wellbeing of coordination staff. | CC & IMO |
| 1 Coordination | 1.2 Establishing the Cluster | Establish contact management systems (email lists). | IMO |
| 1 Coordination | 1.2 Establishing the Cluster | Develop coordination strategy & workplan. Define a clear plan for the members of the coordination team (IMO, Assmt, CC) and assign tasks accordingly to ensure no gaps. Task list similar to this document could be used. | CC & IMO |
| 1 Coordination | 1.2 Establishing the Cluster | Develop communication strategy. | IMO |
| 1 Coordination | 1.2 Establishing the Cluster | Develop data management strategy and establish data management system (use/adapt existing if applicable). | IMO |
| 1 Coordination | 1.2 Establishing the Cluster | Draft short-term (three to four week) WASH response plan with principle strategies, objectives, indicators. Note that Strategic planning section outlines the SOF, HRP etc. | CC |
| 1 Coordination | 1.3 Operational systems | Ensure WASH Cluster coordination meetings organised, minuted, agendas shared etc. Meeting actions and information should be shared as soon as possible back to the partners and all partners should have information to hand before the next meeting (potentially bi-weekly). | IMO |
| 1 Coordination | 1.3 Operational systems | Create a calendar of cluster meetings and key events or cluster deliverables and share with partners. | IMO |
| 1 Coordination | 1.3 Operational systems | Ensure on-going meetings with non-WASH Cluster stakeholders: government (line ministries, focal departments), other clusters, donors, INGOs, local actors. | CC |
| 1 Coordination | 1.3 Operational systems | Establish TWiGs. Agree and assign roles and responsibilities. | CC |
| 1 Coordination | 1.4 Collaboration | Collaborate with other clusters to share data and information. | IMO |

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|----------------------------|------------------------------------|--|--------------------------------|
| 1 Coordination | 1.4 Collaboration | Collaborate with other clusters on e.g. assessments (share analysis plans). | Assmt |
| 1 Coordination | 1.4 Collaboration | Collaborate with other clusters to harmonise monitoring (share monitoring log frames). | IMO |
| 1 Coordination | 1.4 Collaboration | Collaborate with OCHA, UNICEF, Govt & other stakeholders to ensure the coordination team knows what will be required from them in terms of input to e.g. MIRA, SDR, 3W, Cluster Briefs, Sitreps, HRP, Govt report etc. | CC & IMO |
| 1 Coordination | 1.4 Collaboration | Work with other groups, peace keepers, military, private sector etc. | CC |
| 1 Coordination | 1.5 Information Dissemination | Acquire baseline data to support deployments and IM activities in countries. | IMO |
| 1 Coordination | 1.5 Information Dissemination | Access and use HR.info for assessments, meeting agendas, minutes etc. Create a Google Drive or Dropbox for operational material. | IMO |
| 1 Coordination | 1.5 Information Dissemination | If relevant use GWC website. Washcluster.net, Use SOPs re operations for emergency. | IMO |
| 2 Needs Assessments | 2.1 Planning for Needs Assessments | Collect assessments. Create a registry/survey of surveys, share with partners and on HR.info and identify location gaps. | IMO or Assmt |
| 2 Needs Assessments | 2.1 Planning for Needs Assessments | Compile, organise and share pre- and in crisis secondary data as its collected. | IMO or Assmt |
| 2 Needs Assessments | 2.1 Planning for Needs Assessments | SDR - Analyse data, qualitative and quantitative analysis. | IMO or Assmt |
| 2 Needs Assessments | 2.1 Planning for Needs Assessments | SDR - Consolidate and understand analysis, report and share findings. | IMO or Assmt |
| 2 Needs Assessments | 2.1 Planning for Needs Assessments | Collaborate with WASH partners (and other identified stakeholders) to identify what assessments are needed and who will undertake them. | CC, IMO or Assmt ³⁵ |
| 2 Needs Assessments | 2.1 Planning for Needs Assessments | Collaborate with OCHA on the initial rapid assessments (HNO, MIRA). Ensure WASH is considered throughout the joint assessment process. | CC, IMO or Assmt |
| 2 Needs Assessments | 2.1 Planning for Needs Assessments | Draft an overall assessment plan to include assessment purpose and modalities. | CC, IMO or Assmt |

³⁵ Dependent on staff skills and availability of assessment specialist

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| 2 Needs Assessments | 2.2 Designing Needs Assessments | Define an analytical framework and data acquisition plan including a plan for continued secondary data review when required. Share the plan with partners at all stages. | CC, IMO or Assmt |
| 2 Needs Assessments | 2.2 Designing Needs Assessments | Identify/choose indicators for analysis plan/required assessment (s). If not collaborating on an assessment with partners, try to get partners to use the same indicators to ensure a harmonised analysis/comparison is possible. | CC, IMO or Assmt |
| 2 Needs Assessments | 2.2 Designing Needs Assessments | Choose methodology for primary data collection according to context and/or SDR including the coordination of geographical and temporal synchronisation of assessments. | CC, IMO or Assmt |
| 2 Needs Assessments | 2.3 Design of Data Acquisition | Collaborate with WASH partners/other sectors to agree harmonised information to be collected in all assessments. This should be a continuation of collaboration from analysis plan sharing. | CC, IMO or Assmt |
| 2 Needs Assessments | 2.3 Design of Data Acquisition | Prepare devices or forms for data collection. Hardware/Software/Tools. | IMO or Assmt |
| 2 Needs Assessments | 2.3 Design of Data Acquisition | Train and prepare field assessment teams/enumerators and organise field visits. | IMO or Assmt |
| 2 Needs Assessments | 2.3 Design of Data Acquisition | Collect primary data and fill information gaps with the newly available data. | IMO or Assmt |
| 2 Needs Assessments | 2.4 Processing Data | Process and manage qualitative and quantitative primary data using appropriate data analysis methods and tools. | IMO or Assmt |
| 2 Needs Assessments | 2.5 Analysis | Manage/join analysis process, including by convening/joining multi-stakeholder analysis meetings. | CC, IMO or Assmt |
| 2 Needs Assessments | 2.5 Analysis | Agree on findings and documentation of estimates of humanitarian population in need figures (sectoral/interagency). | IMO |
| 2 Needs Assessments | 2.5 Analysis | Achieve consensus with cluster members and other clusters as appropriate. | CC, IMO or Assmt |
| 2 Needs Assessments | 2.5 Analysis | Approve jointly-defined cluster or inter-cluster priority humanitarian needs. | CC, IMO or Assmt |
| 2 Needs Assessments | 2.5 Analysis | Convene meetings with partners and other stakeholders to validate and get agreement on findings and priority needs. | CC, IMO or Assmt |

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|--------------------------------|---|---|------------------|
| 2 Needs Assessments | 2.5 Analysis | Determine initial response planning and whether further assessment will be required. | CC, IMO or Assmt |
| 2 Needs Assessments | 2.6 Reporting and Dissemination | Draft an appropriate assessment report and share the findings. | CC, IMO or Assmt |
| 3 Strategic Planning | 3.1 Population Profile | Agree population profile (with all clusters/partners - interagency based on assessments and knowledge). | IMO |
| 3 Strategic Planning | 3.2 Strategic Objectives | Work with WASH partners to develop Strategic Objectives for strategic plans (e.g. SOF). | CC |
| 3 Strategic Planning | 3.2 Strategic Objectives | Work with the HCT/OCHA to develop Strategic Objectives for the HRP - including the inter-sectoral linkages. | CC |
| 3 Strategic Planning | 3.3 Priority Areas | Work with WASH partners to define priority activities / geographic locations. | CC & IMO |
| 3 Strategic Planning | 3.4 Indicators & log frame | Develop log frame for the response, this will be used to develop the monitoring tools. | IMO |
| 3 Strategic Planning | 3.4 Indicators & log frame | Develop monitoring indicators linking to the HRP and SOF. Ensure harmonisation across the Cluster partners as much as possible. Ensure communication with relevant clusters on cross-cutting monitoring e.g. WASH in schools. | CC & IMO |
| 3 Strategic Planning | 3.5 Standards | Define Standards (over time) & means of verification. | CC & IMO |
| 3 Strategic Planning | 3.6 Capacity-Caseload | Consolidate information on WASH Cluster partner collective capacity during emergencies. Knowledge on the capacity of the Cluster partners is required to generate the Cluster caseload for the strategic planning. | CC & IMO |
| 3 Strategic Planning | 3.6 Capacity-Caseload | Identify the Cluster Caseload, required for strategic planning, to set realistic targets for interventions for the Cluster in the HRP and SOF. It also provides a benchmark for cluster response monitoring. | CC & IMO |
| 3 Strategic Planning | 3.7 Strategic Plan development | Develop narrative (and complete templates) for any strategic plans. | CC |
| 3 Strategic Planning | 3.8 WASH Contingency planning | Develop WASH Contingency Plan. | CC |
| 4 Resource Mobilisation | 4.1 Mobilising and building human resource capacity | See Establishing the Cluster and Staff requirements. | CC |

| | | | |
|--|---|--|----------|
| 4 Resource Mobilisation | 4.2 Mobilising and managing materials and equipment | See Establishing the Cluster and Staff requirements. | CC |
| 4 Resource Mobilisation | 4.3 Donors, appeals, proposals | Support sectoral resource mobilisation including for locally disbursed funds such as ERF and CHF where appropriate. | CC |
| 4 Resource Mobilisation | 4.3 Donors, appeals, proposals | Support proposal development with partners. | CC |
| 5 Implementation & Monitoring | 5.1 Develop Tool | 4W based on log frame. To enable the collection of response intervention data which can inform the WASH SOF, HRP and partners to enable a more efficient and transparent response. | IMO |
| 5 Implementation & Monitoring | 5.2 Acquire data | Work with partners to acquire monitoring data. | IMO |
| 5 Implementation & Monitoring | 5.3 Analyse data | Analyse data and discuss with partners and other stakeholders, progress and gaps. | IMO |
| 5 Implementation & Monitoring | 5.4 Reporting Tools | Report findings as agreed - dashboards, online, Sitreps etc. as outlined in the Workplan. | IMO |
| 6 Operational Review and Evaluation | 6.1 Cluster performance monitoring | Undertake Cluster performance monitoring as per guidelines and requirements. | CC & IMO |
| 6 Operational Review and Evaluation | 6.2 End of Mission Report | Develop for follow up on deployments and as an accountability tool. | CC & IMO |
| 6 Operational Review and Evaluation | 6.3 Handover | Handover templates, tools etc. and ensure that the replacement is prepared for the posting. | CC & IMO |
| 6 Operational Review and Evaluation | 6.4 Lessons learnt | Develop for knowledge management and future country/situation reference. | CC & IMO |
| 7 Transition | 7.1 Transition | Address requirements for emergency and contingency planning and transition of cluster to sector. | CC |

ANNEX III –PROPOSED TRAINING PATHWAYS

This Annex lists the proposed courses³⁶ for the training pathway to take the staff profiles from ‘incoming’ to ‘general’ to ‘expert’ level for coordinators, information management officers and assessment specialists. Themes should be agreed by CAST and the SAG and updated with the new IM competency framework as soon as it is finalised. As new courses are developed the proposed courses can be replaced, thus this is a living document/list. The list is not intended to be mandatory: if staff already have experience in a key area then they do not need to undertake the training in this area.

A3.1 Coordinator

Table 13 lists the *proposed* course themes for coordinators in three categories of ‘incoming’, ‘general’ and ‘expert’. Priority courses are indicated in **bold**.

TABLE 13 COURSE THEMES AND COURSES PROPOSED FOR COORDINATORS

| Level | Theme | Training Sub Theme | Example Course Name (Not definitive) – priority indicated in bold | Status | Project Proposal or potential developer | Tasks/Skills or competency framework | Delivery | |
|------------------------|----------------|-------------------------|--|-----------------|---|--------------------------------------|-----------|-----------|
| ‘Incoming’ Coordinator | Cluster/Sector | Induction Training | Induction Training Programme | To Be Developed | Project Proposal 2 | N/A | Various | |
| | Cluster/Sector | WASH Basics | Introduction to Water, Sanitation and Hygiene | Developed | N/A | N/A | Elearning | |
| | General | Humanitarian Essentials | Building A Better Response | Developed | N/A | N/A | N/A | Elearning |
| | | | HPC/ISAC | To Be Developed | GCCU/UNICEF | UNICEF Coordination CF | Elearning | |
| | | | Indicators/Targets | To Be Developed | UNICEF | UNICEF Coordination CF | Elearning | |
| | | | Introduction to Coordinated Needs Assessments | Developed | N/A | N/A | Elearning | |
| | | | Introduction to The Core Humanitarian Standard on Quality and Accountability | Developed | N/A | N/A | Elearning | |
| | | | The Sphere Handbook in Action | Developed | N/A | N/A | Elearning | |
| | | Cross-Cutting | Cross-Cutting Themes and Future Directions | Developed | N/A | N/A | Elearning | |
| | | | Basic Security in The Field | Developed | N/A | N/A | Elearning | |

³⁶ There is an accompanying Excel document that lists the learning objectives and course information for the courses listed.

| Level | Theme | Training Sub Theme | Example Course Name (Not definitive) – priority indicated in bold | Status | Project Proposal or potential developer | Tasks/Skills or competency framework | Delivery | |
|------------------------------|--------------------------------|-----------------------|--|-----------------|---|--|------------------------|-----------|
| | | Security and Safety | Advanced Security in The Field | Developed | N/A | N/A | Elearning | |
| | | | Personal Safety Part 1 | Developed | N/A | N/A | Elearning | |
| | | | Personal Safety Part 2 | Developed | N/A | N/A | Elearning | |
| | Technical It | Basic IT | PowerPoint | Developed | N/A | N/A | Videos Guides | |
| | | | Word | Developed | N/A | N/A | Videos Guides | |
| 'General' Coordinator | Cluster/Sector | Coordination Platform | Training on general WASH Tools | To Be Developed | Project Proposal 1 | WASH Coordination Platform Task list | Elearning | |
| | | | Wash Operational Coordination Platform Training | To Be Developed | Project Proposal 3 | WASH Coordination Platform Task list | F2F | |
| | | Leadership training | Leadership and Coordination Training | Developed | N/A | N/A | 5 Days F2f | |
| | Technical It | Assessments | Assessments for WASH, including MDC and quantitative and qualitative analysis | To Be Developed | Project Proposal 8 | WASH Coordination Platform Task list and IM CF | Tbc | |
| | Inter-sectoral /Cross- cutting | Accountability | AAP | | To Be Developed | GCCU/UNICEF | UNICEF Coordination CF | Tbc |
| | | Health | Disease Control/Wash | | To Be Developed | Project Proposal 10 | TBC | Tbc |
| | | | e.g. UNICEF Cholera Elearning Toolkit | | Developed | N/A | N/A | Elearning |
| | | | e.g. MSF or UNICEF Ebola E-Briefing | | Developed | N/A | N/A | Elearning |
| | | Modalities | Markets/Cash-WASH | | To Be Developed | Project Proposal 11 | TBC | Tbc |
| | | Programme | Project/Programme Management | | To Be Developed | TBC | TBC | Tbc |
| | | General | Urban Shelter & WASH | | To Be Developed | TBC | TBC | Elearning |
| | Education | Wash in Schools | | Developed | N/A | N/A | Elearning | |

| Level | Theme | Training Sub Theme | Example Course Name (Not definitive) – priority indicated in bold | Status | Project Proposal or potential developer | Tasks/Skills or competency framework | Delivery |
|----------------------|--------------------------------|--------------------------|---|-----------------|---|--------------------------------------|--------------------|
| 'Expert' Coordinator | Cluster/Sector | Capacity Building Others | Capacity Building/Training Skills Course | Developed | N/A | N/A | F2f Can Be Modular |
| | | | F2f Support, Coaching | To Be Developed | GCCU/UNICEF | UNICEF Coordination CF | Various |
| | | | Leadership and Coordination ToT | To Be Developed | Project Proposal 4 | UNICEF Coordination CF | 2 Daysf2f |
| | | | Operational Coordination Platform Training ToT | To Be Developed | Project Proposal 3 | WASH Coordination Platform Task list | 2 Daysf2f |
| | | Leadership training | Developed | N/A | N/A | 5 Days F2f | |
| | Inter-sectoral /Cross- cutting | Health | Wash and Epidemiology | To Be Developed | Project Proposal 9 | TBC | F2f |
| | Inter-sectoral /Cross- cutting | Quality Assurance | Quality Assurance and Standards | To Be Developed | Project Proposal 12 | TBC | Tbc |

A3.2 Information Management Officer

Table 14 lists the *proposed* course themes for information management officers in three categories of ‘incoming’, ‘general’ and ‘expert’. Priority courses are indicated in **bold**.

TABLE 14 COURSE THEMES AND COURSES PROPOSED FOR IMOS

| Level | Theme | Training Sub Theme | Example Course Name (Not definitive) – priority indicated in bold | Status | Project Proposal or potential developer | Tasks/Skills or competency framework | Delivery | |
|---------------------------|----------------|-------------------------|--|-----------------|---|--------------------------------------|---------------|-----------|
| ‘Incoming’ IMO | Cluster/Sector | Induction Training | Induction Training Programme | To Be Developed | Project Proposal 2 | N/A | Various | |
| | Cluster/Sector | WASH Basics | Introduction to Water, Sanitation and Hygiene | Developed | N/A | N/A | Elearning | |
| | General | Humanitarian Essentials | Building A Better Response | Developed | N/A | N/A | N/A | Elearning |
| | | | HPC/ISAC | To Be Developed | GCCU/UNICEF | UNICEF Coordination CF | Elearning | |
| | | | Indicators/Targets | To Be Developed | UNICEF | UNICEF Coordination CF | Elearning | |
| | | | Introduction to Coordinated Needs Assessments | Developed | N/A | N/A | Elearning | |
| | | | Introduction to The Core Humanitarian Standard on Quality and Accountability | Developed | N/A | N/A | Elearning | |
| | | | The Sphere Handbook in Action | Developed | N/A | N/A | Elearning | |
| | | Cross-Cutting | Cross-Cutting Themes and Future Directions | Developed | N/A | N/A | Elearning | |
| | | Security and Safety | Basic Security in The Field | Developed | N/A | N/A | Elearning | |
| | | | Advanced Security in The Field | Developed | N/A | N/A | Elearning | |
| | | | Personal Safety Part 1 | Developed | N/A | N/A | Elearning | |
| | | Personal Safety Part 2 | Developed | N/A | N/A | Elearning | | |
| | Technical It | Basic IT for IMO | PowerPoint | Developed | N/A | Link to IM CF | Videos Guides | |
| | | | Word | Developed | N/A | Link to IM CF | Videos Guides | |
| | | | Drop Box | Developed | N/A | Link to IM CF | Videos Guides | |

| Level | Theme | Training Sub Theme | Example Course Name (Not definitive) – priority indicated in bold | Status | Project Proposal or potential developer | Tasks/Skills or competency framework | Delivery |
|---|----------------|-----------------------|---|---|---|--------------------------------------|-------------------|
| | | | Excel | Developed | N/A | Link to IM CF | Videos Guides |
| ‘General’ IMO | Cluster/Sector | Coordination Platform | Training on general WASH Tools | To Be Developed | Project Proposal 1 | WASH Coordination Platform Task list | Elearning |
| | | | WASH Operational Coordination Platform Training | To Be Developed | Project Proposal 3 | WASH Coordination Platform Task list | F2F |
| | | | UNICEF IMO or JIMT training | Developed/ partly developed | Project Proposal 7 | | F2F |
| | | Leadership training | Leadership and Coordination Training | Developed | N/A | N/A | 5 Days F2f |
| | Technical It | General IT | MailChimp | Developed | N/A | Link to IM CF | Guides |
| | | | Tableau | Developed | N/A | Link to IM CF | Videos and guides |
| | | | Twitter | Developed | N/A | Link to IM CF | Guides |
| | | Humanitarian IT | Cods/Fods | Developed | N/A | Link to IM CF | Ongoing project |
| | | | HDX | Developed | N/A | Link to IM CF | Videos and guides |
| | | | HID | Developed | N/A | Link to IM CF | Videos and guides |
| | | | Hr.info | Developed | N/A | Link to IM CF | Guides |
| | Pcodes | Developed | N/A | Link to IM CF | Ongoing project | | |
| | ‘Expert’ IMO | Cluster/Sector | Capacity Building Others | Capacity Building/Training Skills Course | Developed | N/A | N/A |
| F2f Support, Coaching | | | | To be developed | GCCU/UNICEF | UNICEF Coordination CF | Various |
| Leadership and Coordination ToT | | | | To be developed | Project Proposal 4 | UNICEF Coordination CF | 2 daysf2f |
| Operational Coordination Platform Training ToT | | | | To be developed | Project Proposal 3 | WASH Coordination Platform Task list | 2 daysf2f |

| Level | Theme | Training Sub Theme | Example Course Name (Not definitive) – priority indicated in bold | Status | Project Proposal or potential developer | Tasks/Skills or competency framework | Delivery |
|-------|--------------|---------------------|--|-----------------|---|--|---------------------|
| | | Leadership training | Leadership and Coordination Training | Developed | N/A | N/A | 5 days f2f |
| | Technical It | General IT | GIS e.g. ArcGIS, QIS | Developed | N/A | Link to IM CF | Tutorial and guides |
| | | Humanitarian IT | Assessments for WASH, including MDC and quantitative and qualitative analysis | To be developed | Project Proposal 8 | WASH Coordination Platform Task list and IM CF | Tbc |

A3.3 Assessment Specialist

Table 15 lists the *proposed* course themes for Assessment Specialists officers in three categories of ‘incoming’, ‘general’ and ‘expert’. Priority courses are indicated in **bold**.

TABLE 15 COURSE THEMES AND COURSES PROPOSED FOR ASSESSMENT SPECIALISTS

| Level | Theme | Training Sub Theme | Example Course Name (Not definitive) – priority indicated in bold | Status | Project Proposal or potential developer | Tasks/Skills or competency framework | Delivery | |
|----------------------------------|----------------|-------------------------|--|-----------------|---|--------------------------------------|------------------------|-----------|
| ‘Incoming’ Assessment Specialist | Cluster/Sector | Induction Training | Induction Training Programme | To Be Developed | Project Proposal 2 | N/A | Various | |
| | Cluster/Sector | WASH Basics | Introduction to Water, Sanitation and Hygiene | Developed | N/A | N/A | Elearning | |
| | General | Humanitarian Essentials | Building A Better Response | | Developed | N/A | N/A | Elearning |
| | | | HPC/ISAC | | To Be Developed | GCCU/UNICEF | UNICEF Coordination CF | Elearning |
| | | | Indicators/Targets | | To Be Developed | UNICEF | UNICEF Coordination CF | Elearning |
| | | | Introduction to Coordinated Needs Assessments | | Developed | N/A | N/A | Elearning |
| | | | Introduction to The Core Humanitarian Standard on Quality and Accountability | | Developed | N/A | N/A | Elearning |

| Level | Theme | Training Sub Theme | Example Course Name (Not definitive) – priority indicated in bold | Status | Project Proposal or potential developer | Tasks/Skills or competency framework | Delivery |
|---------------------------------|--------------------------------|------------------------|--|-----------------|---|--|-------------------|
| | | Cross-Cutting | The Sphere Handbook in Action | Developed | N/A | N/A | Elearning |
| | | | Cross-Cutting Themes and Future Directions | Developed | N/A | N/A | Elearning |
| | | Security and Safety | Basic Security in The Field | Developed | N/A | N/A | Elearning |
| | | | Advanced Security in The Field | Developed | N/A | N/A | Elearning |
| | | | Personal Safety Part 1 | Developed | N/A | N/A | Elearning |
| | | Personal Safety Part 2 | Developed | N/A | N/A | Elearning | |
| | Technical It | Technical IT | PowerPoint | Developed | N/A | Link to IM CF | Videos Guides |
| | | | Word | Developed | N/A | Link to IM CF | Videos Guides |
| | | | Excel | Developed | N/A | Link to IM CF | Videos Guides |
| 'General' Assessment Specialist | Cluster/Sector | Coordination Platform | Training on general WASH Tools | To Be Developed | Project Proposal 1 | WASH Coordination Platform Task list | Elearning |
| | | | WASH Operational Coordination Platform Training | To Be Developed | Project Proposal 3 | WASH Coordination Platform Task list | F2F |
| | | Leadership training | Leadership and Coordination Training | Developed | N/A | N/A | 5 Days F2f |
| | Technical It | Humanitarian IT | Assessments for WASH, including MDC and quantitative and qualitative analysis | To be developed | Project Proposal 8 | WASH Coordination Platform Task list and IM CF | Tbc |
| | | | Cods/Fods, Pcodes etc. | Developed | N/A | Link to IM CF | Ongoing project |
| | | | HDX | Developed | N/A | Link to IM CF | Videos and guides |
| | | | Statistical Analysis (e.g. R, SPSS) | Developed | N/A | Link to IM CF | Videos and guides |
| | Inter-sectoral /Cross- cutting | Health | Disease Control/Wash | To Be Developed | Project Proposal 10 | TBC | Tbc |
| | | | | | | | Tbc |

| Level | Theme | Training Sub Theme | Example Course Name (Not definitive) – priority indicated in bold | Status | Project Proposal or potential developer | Tasks/Skills or competency framework | Delivery |
|--------------------------------|--------------------------------|--------------------------|---|-----------------|---|--------------------------------------|---------------------|
| | | | e.g. MSF or UNICEF Ebola e-briefing | Developed | N/A | N/A | Elearning |
| | | | e.g. UNICEF cholera eLearning toolkit | Developed | N/A | N/A | Elearning |
| | | General | Urban Shelter & WASH | To Be Developed | N/A | N/A | Elearning |
| | | Education | Wash in schools | Developed | N/A | N/A | Elearning |
| 'Expert' Assessment Specialist | Cluster/Sector | Capacity Building Others | Capacity Building/Training Skills Course | Developed | N/A | N/A | F2f can be modular |
| | | | F2f Support, Coaching | To be developed | GCCU/UNICEF | UNICEF Coordination CF | Various |
| | | | Leadership and Coordination ToT | To be developed | Project Proposal 4 | UNICEF Coordination CF | 2 daysf2f |
| | | | Operational Coordination Platform Training ToT | To be developed | Project Proposal 3 | WASH Coordination Platform Task list | 2 daysf2f |
| | | Leadership training | Leadership and Coordination Training | Developed | N/A | N/A | 5 days f2f |
| | Technical It | General IT | GIS e.g. ArcGIS, QIS | Developed | N/A | Link to IM CF | Tutorial and guides |
| | Inter-sectoral /Cross- cutting | Health | WASH and epidemiology | To be developed | Project Proposal 9 | TBC | F2f |

ANNEX IV –PROJECT PROPOSALS -COORDINATION PLATFORM

The following Annex lists a number of project proposals that are recommended to fill the gaps that exist in the training offerings. There is potential that agencies are filling these gaps, unknown at this time, thus this list is not a final list but will be updated over the coming months/years as gaps are filled or as more gaps are identified.

The Project Proposals are:

Coordination Platform

1. GWC Tools
2. Induction Training
3. Operational Coordination Platform Training
4. Operational Coordination Platform Training - Training of Trainers
5. Annual WASH Coordination Workshop
6. Leadership and Coordination - Training of Trainers
7. Partner Training (on relevant coordination topics)
8. Mainstreamed GWC Coordination Platform and Leadership Training

Technical IT – Humanitarian

9. Information Management Training
10. Assessments for WASH to include; mobile data collection and analysis modules

Inter-sector-Cross cutting

11. WASH and Epidemiology
12. Disease Control for WASH
13. Markets/CASH for WASH
14. Quality Assurance and Standards

Please note that it is proposed that a technical WASH Steering Group will define the Technical WASH training pathways and propose training courses in detail.

A4.1 Coordination Platform Proposals

PROPOSAL #1 - GWC Tools

There are a number of GWC tools that need to be updated or are currently being revised. In addition, the tools are available from disparate locations and not always freely accessible. Once the tools are revised it is planned to consolidate them into one grouping and have coordinator, information manager and assessment tools in one place with one standard operating procedure.

| Item | Description | | |
|-----------------------------|---|---|--|
| Project Name | GWC Tools – Complete, consolidate and develop training for the GWC tools | | |
| Requirement/ Gap | There are no consolidated tools or guidance for the cluster/sector as a whole | | |
| Target | Coordination Platforms (CCs, IMOs, Assessment Specialists) | | |
| Development | | | |
| Potential developers | CAST | | |
| Potential donors | UNICEF | | |
| Development \$ | 120000 – Capacity Building Officer will work on other projects as identified in Annex | | |
| Timeframe | 12 months | | |
| Delivery | | | |
| Potential trainers | Online - Elearning | | |
| Potential donors | N/A | | |
| Delivery \$ | N/A | | |
| Timeframe | N/A | | |
| # | Task Name | Task Description | Responsible |
| 1 | Tool Revision | FST members undertake work to complete the GWC tools (Coordination Toolkit ³⁷) in an agreed timeframe which enables the development of training material on the tools and facilitates rollout of the tools to existing and new coordination platforms ³⁸ . | CAST, FST |
| 2 | Toolkit Consolidation | Integrate (navigation method or physical integration) the toolkits (IMTK, ATK, ERPTK and CC Handbook) into one Toolbox (name tbc) to align with the platform SOP. Advocate that these tools are openly available online in a user-friendly way for all interested parties to download and use ³⁹ . | CAST, FST |
| 3 | Develop tool training and pilot | Develop modular online coordination toolkit courses in appropriate/agreed format (e.g. webinar on ERP, video on 4W) once tool revision is complete. | GWC Capacity Building Officer, Agora, CAST |
| 4 | Develop M&E system | Develop an M&E system linking to an overall M&E system for the training pathway, hosted on Agora. | GWC Capacity Building Officer, GCCU Capacity Building Officer, Agora |
| 5 | Toolkit Training Dissemination | Work with the Agora team to identify the best approach/format ⁴⁰ to deliver the training. | GWC Capacity Building Officer, GCCU Capacity Building Officer, Agora |

³⁷ The Coordination Toolkit is a consolidation of existing tools and the incorporation of new tools covering all the tasks required to be undertaken by the GWC (IM, CC and assessment). Timeframe for delivery is TBC

³⁸ Tools are being developed or refined by FST and some tool completion relies on the input of expert TWIGS.

³⁹ Training will be developed for individual tools so they must be readily accessible

⁴⁰ See section on Technology and Training Platform for information on online training

| | | | |
|---|--|---|---|
| 6 | Tools - tool provision and associated training – rosters | Work with the training secretariat to ensure roster members are aware of and have access to the training on individual tools within the Coordination Toolkit. | GWC Capacity Building Officer, SbP Training Secretariat |
| 7 | Tools - tool provision and associated training – existing platforms | Work with existing coordination platforms to ensure staff are aware of and have access to the training on individual tools within the Coordination Toolkit. | CAST, FST, GWC Capacity Building Officer |

PROPOSAL #2 –GWC Induction Training

There is no induction training (nor an induction training package) aimed at those deploying for the first time to an emergency or those deploying for the first time to a particular type/phase of emergency. The GWC Induction Training aims to be a flexible, modular and individually tailored package. The Induction training can be given by CAST in a number of formats e.g. by phone/skype or in person, depending on the needs/location of the inductee. A pre-induction training survey will be completed by the inductee in order to establish learning needs.

| Item | Description | | |
|-----------------------------|--|---|---|
| Project Name | GWC Induction Training | | |
| Requirement/ Gap | There is currently no induction training for the coordination staff deploying to emergencies | | |
| Target | CCs, IMOs, Assessment Specialists | | |
| Development | | | |
| Potential developers | CAST | | |
| Potential donors | UNICEF | | |
| Development \$ | Included in Project #1 costs | | |
| Timeframe | 1 month | | |
| Delivery | | | |
| Potential trainers | CAST | | |
| Potential donors | N/A | | |
| Delivery \$ | N/A | | |
| Timeframe | N/A | | |
| # | Task Name | Task Description | Responsible |
| 1 | Pre-training survey | Finalise the pre- induction training survey | GWC Capacity Building Officer, GCCU Capacity Building Officer, CAST |
| 2 | Define requisite elements | Identify the requisite elements required for an induction training package (note that specific elements will be used depending on the requirements of the inductee). Elements may include learning on generic topics, more in-depth learning on WASH coordination topics (e.g. Toolkit) and topics that might relate to the specific emergency. The package should also include some element of soft skills training including meeting management and communications. The package may include e.g. online | GWC Capacity Building Officer, GCCU Capacity Building Officer, CAST |

| | | | |
|---|---|---|---|
| | | presentations, links to tools, recommendations on future training, coaching programme. | |
| 3 | Develop Induction training package | Based on the agreed requisite elements for the modular induction training, create the induction training package. | GWC Capacity Building Officer, GCCU Capacity Building Officer, CAST |
| 3 | Develop M&E system | Develop an M&E system linking to an overall M&E system for the training pathway, hosted on Agora. | GWC Capacity Building Officer, Agora |

PROPOSAL #3 - Operational Coordination Platform Training⁴¹

The Coordination Platform is traditionally made up of a Cluster Coordinator and an Information Management Officer. In addition, an Assessment Specialist may join the platform at specific times during an emergency to complete an assessment. For all sectors, including WASH, an integrated approach to undertaking the tasks required to run an effective coordinated platform is needed. Historically, IMOs and CCs, would often be trained separately, but more and more sectors are now combining training to replicate the interrelated work that takes place in the field.

One key output of the development of the Strategy was the consolidation of the tasks needed to link the work of all of the coordination team into what can be seen as a Standard Operating Procedure (SOP – Learning Needs Review Report) for the platform. As well as enabling better work planning, the use of the SOP also enables the seamless incorporation of an assessment specialist into the process driven tasks. This SOP has 8 categories covering; preparedness; coordination; needs assessment; strategic planning; resource mobilisation; monitoring and evaluation; operational review and evaluation; transition and capacity building. Within these categories are ~ 80 tasks. It is these tasks that should form the backbone on the Operational Coordination Platform Training, where training in the process and the use of tools is available using a number of training methodologies.

| Item | Description |
|-----------------------------|---|
| Project Name | GWC Operational Coordination Platform Training |
| Requirement/ Gap | There is no consolidated coordination platform training that brings together all profiles (CC, IMO, Assessment Specialists) working in coordination. |
| Target | a) Existing cluster/sectors (in-country training) and b) CC, IMO, Assessment Specialists profiles that are/can support coordination but are not currently working together in one country operation (e.g. from SbP rosters, partner agencies). |
| Development | |
| Potential developers | CAST |
| Potential donors | UNICEF |
| Development \$ | Included in Project #1 costs |
| Timeframe | 3 months (& time to translate course) |
| Delivery | |
| Potential trainers | CAST, FST and potential consultant |
| Potential donors | Cost recovery based |
| Delivery \$ | Cost recovery based |

⁴¹ See Annex IX for outline of proposed 3+2-day course

| Timeframe | | Based on request | |
|-----------|---|---|---|
| # | Task Name | Task Description | Responsible |
| 1 | Develop operational coordination platform training | Develop a flexible 'off-the-shelf' Operational Coordination Platform Training package using the Learning Needs Review ⁴² document ensuring the package is suitable for in country-specific training (workshop element) and out of country training (simulation element) ⁴³ . See Annex VIII outline for more information. | GWC Capacity Building Officer, CAST, GCCU Capacity Building Officer |
| 2 | Develop M&E system | Develop an M&E system linking to an overall M&E system for the training pathway, hosted on Agora. | GWC Capacity Building Officer, GCCU Capacity Building Officer |
| 3 | Run pilot training | Run this training as a pilot in Q3 (location TBC- Ethiopia) 2017. | GWC Capacity Building Officer, CAST, GCCU Capacity Building Officer |
| 4 | Revise training based on pilot | Revise/refine pilot training. | GWC Capacity Building Officer, CAST, GCCU Capacity Building Officer |
| 5 | Develop translation plan | Training to be translated into 4 languages by 2020. | GWC Capacity Building Officer, CAST |

PROPOSAL #4 - Operational Coordination Platform Training of Trainers

The Operational Coordination Platform Training is intended to be a far-reaching training course to be delivered by CAST/FST and additional trained staff. The ToT course will enable the training of a roster of staff to deliver the course in multiple languages and to a variety of audiences.

| Item | Description | | |
|-----------------------------|--|--|---|
| Project Name | GWC Operational Coordination Platform Training of Trainers | | |
| Requirement/ Gap | To develop a roster of trainers | | |
| Target | CAST/FST and additional identified staff | | |
| Development | | | |
| Potential developers | CAST | | |
| Potential donors | UNICEF | | |
| Development \$ | Included in Project #1 costs | | |
| Timeframe | 1 month | | |
| Delivery | | | |
| Potential trainers | CAST, Capacity Building Officer | | |
| Potential donors | TBC | | |
| Delivery \$ | TBC | | |
| Timeframe | TBC | | |
| # | Task Name | Task Description | Responsible |
| 1 | Operational Coordination | Develop a ToT for the Operational Coordination Platform Training | GWC Capacity Building Officer, GCCU Capacity Building Officer |

⁴² The Learning Needs Review identifies the tasks that are required to be undertaken by the coordination platform during an emergency.

⁴³ Utilise both the UNICEF Cluster Coordination Competency Development Strategy Framework and the Interagency Information Management Competencies Framework

| | | | |
|----------|---|--|--|
| | Platform Training ToT development | | |
| 2 | Develop M&E system | Develop an M&E system linking to an overall M&E system for the training pathway, hosted on Agora. | GWC Capacity Building Officer, GCCU Capacity Building Officer, Agora |
| 3 | Operational Coordination Platform Training ToT rollout | Run the Leadership and Coordination training as a ToT and develop a plan for rollout in 2018-2020. | GWC Capacity Building Officer, GCCU Capacity Building Officer, CAST |

PROPOSAL #5 – Annual WASH Coordination Workshop

Ensuring that the cluster system remains “fit for purpose” requires continued investment in training and development of humanitarian personnel to manage and lead sectoral coordination platforms. To achieve this, the Global WASH Cluster will facilitate an annual WASH Coordination Workshop to bring together a global network of professionals who are actively leading WASH humanitarian cluster and sector platforms. This project proposal will enable the development of a week-long workshop to run on an annual basis.

| Item | Description | | |
|-----------------------------|--|---|--|
| Project Name | Annual WASH Coordination Workshop | | |
| Requirement/ Gap | To strengthen WASH humanitarian coordination through cluster capacity building and training | | |
| Target | Cluster/sector coordinators, IMOs, assessment specialists, technical specialists directly supporting coordination, standby partners supporting coordination, SDC surge staff | | |
| Development | | | |
| Potential developers | CAST/GWC Capacity Building Officer/SDC/Others as identified | | |
| Potential donors | Swiss Agency for Development and Cooperation (SDC) | | |
| Development \$ | 59,000 CHF | | |
| Timeframe | 7 months (Aug-Feb 2017-2018) | | |
| Delivery | | | |
| Potential trainers | CAST/GWC Capacity Building Officer/SDC/Others as identified | | |
| Potential donors | Swiss Agency for Development and Cooperation (SDC) | | |
| Delivery \$ | Included in Development costs | | |
| Timeframe | December 2017 | | |
| # | Task Name | Task Description | Responsible |
| 1 | Conceptualise - Annual WASH Coordination Workshop | (1) Consultation with global, regional and country level coordination platforms, (2) Finalisation of full Agenda and location/dates of workshop, (3) Identify facilitators and speakers | CAST/GWC Capacity Building Officer/SDC |
| 2 | Development - Annual WASH Coordination Workshop | (1) Working with facilitators to prepare each of the modules/sessions for the workshop, (2) Finalising venue, travel and accommodation of participants. | CAST/GWC Capacity Building Officer/SDC |
| 3 | Delivery -Annual WASH Coordination Workshop | (1) Deliver 5-day training workshop and ensure that participants are engaging with topics and facilitators | CAST/GWC Capacity Building Officer/SDC |

| | | | |
|----------|---|--|--|
| 4 | Capitalisation - Annual WASH Coordination Workshop | (1) Ensure all documentation from workshop is disseminated to participants (2) Conduct internal review of workshop performance and lessons learned for following year | CAST/GWC Capacity Building Officer/SDC |
|----------|---|--|--|

PROPOSAL #6 - Leadership and Coordination Training (Resource, ToT and roll out)

A Leadership and Coordination training has been developed (with RedR UK) and piloted during 2016. There is no Training of Trainers course available for the training and no rollout plan to ensure a sustainable future for the course.

| Item | Description | | |
|-----------------------------|--|--|---|
| Project Name | Leadership and Coordination Training | | |
| Requirement/ Gap | Development of a Training of Trainers course | | |
| Target | Coordination platforms, partners, other clusters/sectors Government Staff | | |
| Development | | | |
| Potential developers | RedR | | |
| Potential donors | DFID | | |
| Development \$ | 60,000 | | |
| Timeframe | 1 month for TOT development and roll out plan | | |
| Delivery | | | |
| Potential trainers | CAST, FST, RedR, Bioforce, Tufts, Harvard | | |
| Potential donors | Standby Partners, UNICEF, existing clusters/sectors, Cost recovery based | | |
| Delivery \$ | TBC or Cost recovery based | | |
| Timeframe | On request | | |
| # | Task Name | Task Description | Responsible |
| 1 | Leadership and Coordination Training ToT development | Develop a ToT for the Leadership and Coordination Training. | GWC Capacity Building Officer, GCCU Capacity Building Officer |
| 2 | Develop M&E system | Develop an M&E system linking to an overall M&E system for the training pathway, hosted on Agora. | GWC Capacity Building Officer, GCCU Capacity Building Officer, Agora |
| 3 | Leadership and Coordination ToT rollout | Run the Leadership and Coordination training as a ToT and develop a plan for rollout in 2018-2020. | GWC Capacity Building Officer, GCCU Capacity Building Officer, CAST |

PROPOSAL #7 - Partner Training

The purpose of this training is to give operational information to implementing partners especially where there is a large turnover of cluster/sector partners during an emergency. There are two types of training suggested here, the first is a one-hour presentation and Q&A session delivered by CAST online to a cluster/sector meeting, the second is flexible short course modules offering information on essential and timely topics e.g. funding proposals, assessments, standards i.e. training that is applicable to the emergency and timely in its delivery in regard to the HPC.

| Item | Description | | |
|-----------------------------|---|--|--|
| Project Name | Partner Training | | |
| Requirement/ Gap | There is no training for implementing partners on the cluster/sector. This training targets clusters partners with high turnover of individuals who have not previously worked in the cluster system. | | |
| Target | Cluster/Sector partners | | |
| Development | | | |
| Potential developers | CAST | | |
| Potential donors | Included in Project #1 costs | | |
| Development \$ | Included in Project #1 costs | | |
| Timeframe | 1 month (& time to translate initial course) for both video and f2f training amending existing material | | |
| Delivery | | | |
| Potential trainers | CAST, FST, GWC partners, UNICEF, existing clusters/sectors | | |
| Potential donors | Standby Partners, UNICEF | | |
| Delivery \$ | TBC | | |
| Timeframe | On request | | |
| # | Task Name | Task Description | Responsible |
| 1 | Cluster/sector introduction video | Develop a short introductory presentation on the Cluster (20-minute PowerPoint) with additional planning for CAST team to answer questions on cluster operations ⁴⁴ . Training to be translated into 4 languages by 2020. | GWC Capacity Building Officer, CAST |
| 2 | Partner Training | Develop flexible modules on key topics of operational relevance to the partners (e.g. OPS, standards). | GWC Capacity Building Officer, CAST, GCCU Capacity Building Officer |
| 3 | Partner Training ToT | Develop ToT for modular training. | GWC Capacity Building Officer, CAST |
| 4 | Develop M&E system | Develop an M&E system linking to an overall M&E system for the training pathway, hosted on Agora. | GWC Capacity Building Officer, GCCU Capacity Building Officer, Agora |

⁴⁴ based on GNC model of 1 hour via Skype

PROPOSAL #8 - Mainstreaming Operational Coordination Platform Training

As material will be developed on cluster/sector topics it should be made available to partners to mainstream into any relevant trainings that they have. The proposed flexible modules can easily be integrated into existing or new training courses (short courses, academic courses). This has already occurred with a number of organisations mainstreaming material in 2017.

| Item | Description | | |
|-----------------------------|--|--|--|
| Project Name | Mainstreaming of GWC Operational Coordination Platform Training | | |
| Requirement/ Gap | Some existing short and academic courses already train on the cluster/sector operations. Much of the existing training needs to be updated and it is proposed that material from Proposal #3 will be flexible enough to be mainstreamed into existing or new programmes. | | |
| Target | <ul style="list-style-type: none"> a) Short courses b) Academic courses and modules c) Partner induction and WASH courses | | |
| Development | | | |
| Potential developers | CAST in cooperation with RedR, CAWST, Bioforce, IHE, UNICEF, Tufts etc | | |
| Potential donors | As above | | |
| Development \$ | 20,000 | | |
| Timeframe | Ongoing (2017-2020) | | |
| Delivery | | | |
| Potential trainers | RedR, CAWST, Bioforce, IHE, Tufts, CAST, FST | | |
| Potential donors | Already agency their budgets - mainstreaming | | |
| Delivery \$ | N/A | | |
| Timeframe | Cyclical | | |
| # | Task Name | Task Description | Responsible |
| 1 | Continue dialogue with partners | Develop MoUs with identified partners who can mainstream coordination content into their training courses (e.g. UNICEF, IHE, CAWST, Bioforce, RedR). | GWC Capacity Building Officer, CAST, relevant partners |
| 2 | Identify additional partners | Continue to identify partners (north and south) who might mainstream coordination content into their training courses. | GWC Capacity Building Officer, CAST, relevant partners |
| 3 | Deliver content to partners | Amend and deliver appropriate content to partners. | GWC Capacity Building Officer, CAST |

A4.2 Technical IT – Humanitarian

PROPOSAL #9 – Information Management Training

Although information management will be taught as a component of the Operational Coordination Platform Training and WASH IM tools training will also be available (Proposal #1), it is recommended that IMO's would benefit from additional training in information management. There are a number of courses that have recently been developed/amended that are suitable. It is recommended that IM training is interagency/UNICEF GCCU led, rather than being solely WASH-focussed.

| Item | Description | | |
|-----------------------------|--|---|---|
| Project Name | Information Management | | |
| Requirement/ Gap | Currently no cyclical training available for cluster | | |
| Target | GWC partners, SbP, FST, other Cluster/sectors | | |
| Development | | | |
| Potential developers | CAST, GCCU, UNICEF, Interagency/SbP | | |
| Potential donors | SbP, UNICEF, TBC | | |
| Development \$ | TBC (GWC included in #1) | | |
| Timeframe | 2018 | | |
| Delivery | | | |
| Potential trainers | CAST, GCCU, UNICEF, Interagency/SbP | | |
| Potential donors | SbP, UNICEF, TBC | | |
| Delivery \$ | TBC | | |
| Timeframe | TBC | | |
| # | Task Name | Task Description | Responsible |
| 1 | Develop training package IM | Working with the GCCU to develop an IMO training package based on the JIMT and other related trainings. | GWC Capacity Building Officer, GCCU Capacity Building Officer, CAST |
| 2 | Develop M&E system | Develop an M&E system linking to an overall M&E system for the training pathway, hosted on Agora. | GWC Capacity Building Officer, Agora |

PROPOSAL #10 - Assessments for WASH

Currently there is no course targeting the planning, implementation and analysis of WASH assessments. There is currently an Assessment TWIG undertaking the development of a guidance note. There is a need to advocate a more harmonised approach to assessments across the cluster/sector and a dedicated course to upskill the coordination platform staff and partners would be key to an improved approach to undertaking WASH and joint/harmonised assessments. The following project could be developed as one training or as three flexible modules (WASH Assessments, MDC and Analysis).

| Item | Description | | |
|-----------------------------|---|--|---|
| Project Name | WASH Assessments | | |
| Requirement/ Gap | How to undertake WASH (and harmonised/joint) assessments from planning to implementing an assessment. | | |
| Target | GWC partners, SbP, FST, other Cluster/sectors | | |
| Development | | | |
| Potential developers | FST/IMPACT (CartONG, ACAPS, CDC, RedR UK, Bioforce etc.) | | |
| Potential donors | IMPACT, TBC | | |
| Development \$ | 80,000 | | |
| Timeframe | 3 months | | |
| Delivery | | | |
| Potential trainers | FST/IMPACT/GWC Partners (CartONG, ACAPS, CDC, RedR UK, Bioforce etc.) | | |
| Potential donors | TBC | | |
| Delivery \$ | TBC | | |
| Timeframe | TBC | | |
| # | Task Name | Task Description | Responsible |
| 1 | Develop assessment training package | FST/IMPACT to refine existing training course/costed and resourced for off-the-shelf rollout linking to other partners as required (e.g. ACAPS, CDC, JIPS, RedR, Bioforce, CartONG). | Assessment FST, GWC Capacity Building Officer, CAST, GCCU Capacity Building Officer |
| 2 | Mobile Data Collection | There are a number of agencies who specialise in technical training (e.g. MDC, GIS). Identify a potential partner for MDC training and develop and MoU and mechanism for training. | Assessment FST, GWC Capacity Building Officer, CAST |
| 3 | Analysis (quantitative and qualitative) | Work with an identified partner(s) to refine/revise or deliver an appropriate course in analysis of assessment information. | Assessment FST, GWC Capacity Building Officer, CAST |
| 4 | Resource/roll- out plan | Develop a resource and rollout plan with the identified partner(s) based on needs. | Assessment FST, GWC Capacity Building Officer, partners |
| 5 | Develop M&E system | Develop an M&E system linking to an overall M&E system for the training pathway, hosted on Agora. | GWC Capacity Building Officer, Agora |

A4.3 Inter-Sector and Cross-Cutting Issues

PROPOSAL #11– WASH Epidemiology Training

| Item | Description | | |
|-----------------------------|--|---|--|
| Project Name | WASH Epidemiology Training | | |
| Requirement/ Gap | There is an identified gap in the provision of training in epidemiology related to WASH. | | |
| Target | GWC partners, existing platforms | | |
| Development | | | |
| Potential developers | CDC | | |
| Potential donors | CDC/OFDA | | |
| Development \$ | TBC | | |
| Timeframe | October | | |
| Delivery | | | |
| Potential trainers | CDC/UNICEF | | |
| Potential donors | OFDA | | |
| Delivery \$ | TBC | | |
| Timeframe | TBC | | |
| # | Task Name | Task Description | Responsible |
| 1 | Develop training | Work with CDC to refine training agenda to suit the target audience. | CAST, GWC Capacity Building Officer, CDC |
| 2 | Resource/ roll- out plan | Develop a resource and rollout plan with CDC based on needs. | CAST, GWC Capacity Building Officer, CDC |
| 3 | Develop M&E system | Develop an M&E system linking to an overall M&E system for the training pathway, hosted on Agora. | GWC Capacity Building Officer, Agora |

Partners have indicated that there is a gap in both preparedness and in dealing with disease outbreaks. This became very evident during the Ebola crisis and with Cholera outbreaks in certain areas. Training on disease control for the WASH sector is a key identified gap.

PROPOSAL #12 – Disease Control for WASH

| Item | Description | | |
|-----------------------------|--|------------------|-------------|
| Project Name | Disease Control for WASH – Preventing and dealing with disease outbreaks (Hepatitis, Cholera etc.) | | |
| Requirement/ Gap | There is no WASH-specific course available | | |
| Target | GWC partners, existing platforms | | |
| Development | | | |
| Potential developers | CDC (with the support of UNICEF/MSF) | | |
| Potential donors | OFDA | | |
| Development \$ | 50,000 | | |
| Timeframe | TBC | | |
| Delivery | | | |
| Potential trainers | CDC (with the support of UNICEF/MSF) | | |
| Potential donors | OFDA | | |
| Delivery \$ | TBC | | |
| Timeframe | On request | | |
| # | Task Name | Task Description | Responsible |

| | | | |
|----------|---------------------------------|--|--|
| 1 | Identify partner | Work with an identified partner(s) to refine/revise or deliver an appropriate course on preparedness and dealing with disease outbreaks. | GWC Capacity Building Officer, CAST, identified partners |
| 2 | Resource/ roll- out plan | Develop a resource and rollout plan with the identified partner(s) based on needs. | GWC Capacity Building Officer, CAST, identified partners |
| 3 | Develop M&E system | Develop an M&E system linking to an overall M&E system for the training pathway, hosted on Agora. | GWC Capacity Building Officer, GCCU Capacity Building Officer, Agora |

PROPOSAL #13 – Markets/CASH for WASH

A number of partners indicated that the building of capacity was needed in relation to a combination of modalities including cash for WASH (as opposed to cash in general). There is no specific course on markets/cash for the WASH sector.

| Item | Description | | |
|-----------------------------|--|---|--|
| Project Name | Markets/ Cash for WASH | | |
| Requirement/ Gap | There is no specific course on markets/cash for the WASH sector. | | |
| Target | GWC partners, existing platforms | | |
| Development | | | |
| Potential developers | CASH TWIG with support of CALP | | |
| Potential donors | DFID | | |
| Development \$ | 100,000 | | |
| Timeframe | 2018 | | |
| Delivery | | | |
| Potential trainers | CASH TWIG with support of CALP | | |
| Potential donors | DFID | | |
| Delivery \$ | TBC | | |
| Timeframe | TBC | | |
| # | Task Name | Task Description | Responsible |
| 1 | Identify partner | Work with an identified partner(s) to refine/revise or deliver an appropriate course on markets and modalities. | GWC Capacity Building Officer, CAST, identified partners |
| 2 | Resource/ roll- out plan | Develop a resource and rollout plan with the identified partner(s) based on needs. | GWC Capacity Building Officer, CAST, identified partners |
| 3 | Develop M&E system | Develop an M&E system linking to an overall M&E system for the training pathway, hosted on Agora. | GWC Capacity Building Officer, GCCU Capacity Building Officer, Agora |

PROPOSAL #14 - Quality Assurance and Standards

Partners have identified a number of gaps in regard to both quality assurance and standards and training is needed to improve mechanisms to work with local partners and the private sector.

| Item | Description | | |
|-----------------------------|---|--|--|
| Project Name | Quality Assurance and Standards | | |
| Requirement/ Gap | Partners have identified that there is a gap in training to improve mechanisms to work with local partners/private sector and maintain quality and standards. | | |
| Target | GWC partners | | |
| Development | | | |
| Potential developers | To be determined with the SAG | | |
| Potential donors | ECHO/DFID | | |
| Development \$ | TBC | | |
| Timeframe | 2018 | | |
| Delivery | | | |
| Potential trainers | TBC | | |
| Potential donors | TBC | | |
| Delivery \$ | TBC | | |
| Timeframe | TBC | | |
| # | Task Name | Task Description | Responsible |
| 1 | Identify partner | Work with an identified partner(s) to refine/revise or deliver an appropriate course on working with local partners. | GWC Capacity Building Officer, CAST, identified partners |
| 2 | Resource/ roll- out plan | Develop a resource and rollout plan with the identified partner(s) based on needs. | GWC Capacity Building Officer, CAST, identified partners |
| 3 | Develop M&E system | Develop an M&E system linking to an overall M&E system for the training pathway, hosted on Agora. | GWC Capacity Building Officer, Agora |

ANNEX V –STEERING GROUP - TECHNICAL WASH

A5.1 Technical WASH | Proposed Steering Group/Capacity Building Officer

The identification of numerous technical WASH trainings and the seeming duplication of some trainings appears to necessitate a dedicated individual or group who can help partners to identify courses, gaps and advocate for the development of material to fill the gaps and resource training. The key recommendation in relation to technical WASH training is that a Steering Group be set up as a mechanism to advocate for and strategically steer one agency/individual (academic, INGO etc.) to lead on the way forward on training courses issues in Technical WASH.

| Item | Description | | |
|---------------------------|---|---|----------------------|
| Project Name | Technical WASH - Steering Group and Focal Point | | |
| Requirement/ Gap | There is no focal point to advise on the availability or development of technical WASH trainings. Hence, there is a lot of duplication in training development. | | |
| Target | GWC Partners | | |
| Potential Partners | To be determined with SAG | | |
| Potential Donors | To be determined with SAG | | |
| Timeframe | To be determined with SAG | | |
| Estimated Costs | To be determined with SAG | | |
| # | Task Name | Task Description | Responsible |
| 1 | Technical WASH Training Steering Group | Recommend the establishment of a Steering Group to lead on issues relating to technical WASH courses (with members from academic, training organisations and GWC partners). | CAST/SAG/GWC Members |
| 2 | Identification of donor – Technical WASH Focal Point | Support the identification of a donor to fund the work of Technical WASH Focal Point. | Steering Group |
| 3 | Tasks for focal point | <p>Recommend that through the Steering Group, an individual (Technical WASH Focal Point) is tasked with</p> <ul style="list-style-type: none"> • Promote use of an agreed Technical WASH Competency Framework for training course development • Complete and share the training course audit for technical WASH courses • Identifying gaps in the course provision through the use of the technical competencies framework and the Training Course Audit • Assess and agree on a training pathway for Technical WASH profiles • Support the further development of technical training courses through a partnership agreement with academic, training and humanitarian partners as recommended through work carried out on identifying the gaps in technical training provision • Work with WASH training organisations to ensure timely access to targeted courses for implementing partners • Assess use of training centres as a focus for delivery of key courses (e.g. HLA, WHO, WET) | |

ANNEX VI - WORKPLAN – CAPACITY BUILDING OFFICER

This Annex outlines a 6-month (plus additional 6 months, funding permitting) workplan with Work Packages indicating tasks that should be undertaken by the GWC Capacity Building Officer (CBO). This dedicated CBO is required to lead this phase of the project to ensure:

- That the high priority capacity building material is developed;
- That the dialogue on capacity building with existing partners continues;
- That additional partners are identified and consulted;
- That funding opportunities are identified and targeted; and
- That the Strategy monitoring and evaluation framework is set-up and kept up-to-date and the strategy tasks are adjusted as required

The workplan targets the development of training material and monitoring and evaluation frameworks while ensuring the dialog is maintained with partners. The incoming CBO should develop a more comprehensive operational workplan for 6 months (+6 months) once in situ.

A6.1 Work Package 1 Project Management

Background:

This Work Package will ensure that a comprehensive project management structure is put in place for the effective delivery of the project in accordance with all technical and administrative requirements.

Priority Actions

- 1.1 Project Coordination – administration.
- 1.2 Project Coordination – communication.
- 1.3 Project Coordination – project activity records.

Tasks

| # | Date | Description | Deliverable |
|-----|-------|--|-------------|
| 1.1 | M1-12 | Consultant will work closely with CAST to ensure all administration requirements of the projects are fulfilled. | N/A |
| 1.2 | M1-12 | Consultant will have weekly communication with CAST and additional technical meetings/calls will be organised as required with CAST, FST and GWC partners. | N/A |
| 1.3 | M1-12 | Internal project activity records will be maintained throughout project. | N/A |

A6.2 Work Package 2 Monitoring and Evaluation Framework

Background

The monitoring and evaluation of the individual training programmes and the overall training pathway is key to ensuring buy-in from individuals and to enable the retention of trained staff. In addition, a good M&E system will help to identify staff with key skills.

A sustainable M&E system should be developed for all training courses/components, including for training that is already developed but not monitored.

Priority Actions

- 2.1 M&E tools for individual training programmes (also see specific project proposal tasks)
- 2.2 Overall M&E system for training pathways

Tasks

| # | Date | Description | Deliverable |
|-----|-------|--|--------------------------|
| 2.1 | M1-12 | Develop monitoring and evaluation (M&E) tools for all trainings, based on best practice. | M&E systems per training |
| 2.2 | M1-12 | Develop an overall M&E tool for training pathways including e.g. coaching, based on best practice and linked to Agora. | Overall M&E system |

A6.3 Work Package 3 GWC Tools Training (Project Proposal # 1)

Background:

There are a number of GWC tools that need to be updated, or are currently being revised. In addition, the tools are available from disparate locations and not always freely accessible. Once the tools are revised it is planned to consolidate them into one grouping and have coordinator, information manager and assessment tools in one place with one standard operating procedure⁴⁵.

Priority Actions

- 3.1 Tool training and pilot
- 3.2 Toolkit Training – M&E
- 3.3 Toolkit Training Dissemination
- 3.4 Tools - tool provision and associated training – rosters
- 3.5 Tools - tool provision and associated training – existing platforms

⁴⁵ CAST are currently updating and consolidating tools and this project is subject to this work being finalised before month 7.

Tasks

| # | Date | Description | Deliverable |
|-----|-------|---|------------------------|
| 3.1 | M7-12 | Develop modular online coordination toolkit courses in appropriate/agreed format (e.g. webinar on ERP, video on 4W) once tool revision is complete. | Individual trainings |
| 3.2 | M7-12 | Develop an M&E system for individual courses linking to an overall M&E system for the training pathway, hosted on Agora. | Individual M&E systems |
| 3.3 | M7-12 | Work with the Agora team to identify the best approach/format ⁴⁶ to deliver the training. | N/A |
| 3.4 | M7-12 | Work with the SbP training secretariat to ensure roster members are aware of and have access to the training on individual tools within the Coordination Toolkit. | N/A |
| 3.5 | M7-12 | Work with existing platforms to ensure staff are aware of and have access to the training on individual tools within the Coordination Toolkit. | N/A |

A6.4 Work Package 4 Induction Training (Project Proposal # 2)

Background:

There is no induction training (nor an induction training package) aimed at those deploying for the first time to an emergency or those deploying for the first time to a particular type/phase of emergency. The GWC Induction Training aims to be a flexible, modular and individually tailored package. The Induction training can be given by CAST in a number of formats e.g. by phone/skype or in person, depending on the needs/location of the inductee. A pre-induction training survey will be completed by the inductee in order to establish learning needs.

Priority Actions

- 4.1 Develop pre-training strategy
- 4.2 Define requisite elements of induction package
- 4.3 Develop induction package

Tasks

| # | Date | Description | Deliverable |
|-----|-------|---|----------------------------|
| 4.1 | M1.-6 | Finalise the pre- induction training survey | Pre-training survey |
| 4.2 | M1.-6 | Identify the requisite elements required for an induction training package. | |
| 4.3 | M1.-6 | Based on the agreed requisite elements for the modular induction training, create the induction training package. | Induction training package |

⁴⁶ See section on Technology and Training Platform for information on online training

A6.5 Work Package 5 Operational Coordination Platform Training (Project Proposal # 3)

Background:

The Coordination Platform is traditionally made up of a Cluster Coordinator and an Information Management Officer. In addition, an Assessment Specialist may join the platform at specific times during an emergency to complete an assessment.

One key output of the development of the Strategy is the consolidation of the tasks needed to link the work of all of the coordination team into what can be seen as a Standard Operating Procedure (SOP – Learning Needs Review Report) for the platform. As well as enabling better work planning, the use of the SOP also enables the seamless incorporation of an assessment specialist into the process driven tasks.

Priority Action

- 5.1 Operational Coordination Platform Training
- 5.2 M&E system
- 5.3 Pilot training
- 5.4 Training revision based on pilot
- 5.5 Translation plan

Tasks

| # | Date | Description | Deliverable |
|-----|-------|---|------------------|
| 5.1 | M1-M6 | Develop a flexible 'off-the-shelf' operational coordination platform training package using the Learning Needs Review ⁴⁷ document ensuring the package is suitable for in country-specific training (workshop element) and out of country training (simulation element) ⁴⁸ . See Annex VIII for more information. | Pilot package |
| 5.2 | M1-M6 | Develop an M&E system linking to an overall M&E system for the training pathway, hosted on Agora. | M&E system |
| 5.3 | M1-M6 | Run this training as a pilot in Q3 (location TBC- Ethiopia) 2017. | N/A |
| 5.4 | M1-M6 | Revise/refine pilot training. | Revised package |
| 5.5 | M1-M6 | Training to be translated into 4 languages by 2020. | Translation Plan |

⁴⁷ The Learning Needs Review identifies the tasks that are required to be undertaken by the coordination platform during an emergency.

⁴⁸ Utilise both the UNICEF Cluster Coordination Competency Development Strategy Framework and the Interagency Information Management Competencies Framework

A6.6 Work Package 6 Operational Coordination Platform Training of Trainers (Project Proposal # 4)

Background:

The Operational Coordination Platform Training is intended to be a far-reaching training course to be delivered by CAST/FST and additional trained staff. The ToT course will enable the training of a roster of staff to deliver the course in multiple languages and to a variety of audiences

Priority Action

- 6.1 TOT development
- 6.2 M&E system
- 6.3 Pilot and revise

Tasks

| # | Date | Description | Deliverable |
|-----|-------|---|---------------|
| 6.1 | M1-M6 | Develop a ToT for the Operational Coordination Platform Training | Pilot package |
| 6.2 | M1-M6 | Develop an M&E system linking to an overall M&E system for the training pathway, hosted on Agora. | M&E system |
| 6.3 | M1-M6 | Run pilot and revise training. | N/A |

A6.7 Work Package 7 Annual WASH Coordination Workshop (Project Proposal # 5)

Background:

Ensuring that the cluster system remains “fit for purpose” requires continued investment in training and development of humanitarian personnel to manage and lead sectoral coordination platforms. To achieve this, the Global WASH Cluster will facilitate an annual WASH Coordination Workshop to bring together a global network of professionals who are actively leading WASH humanitarian cluster and sector platforms. This project proposal will enable the development of a week-long workshop to run on an annual basis.

Priority Action

- 7.1 Conceptualise Workshop
- 7.2 Develop Workshop
- 7.3 Run Workshop
- 7.4 Capitalise on Workshop

Tasks

| # | Date | Description | Deliverable |
|-----|-------|---|-------------------|
| 7.1 | M7-12 | Conceptualise -Annual WASH Coordination Workshop | N/A |
| 7.2 | M7-12 | Development -Annual WASH Coordination Workshop | Workshop material |
| 7.3 | M7-12 | Delivery -Annual WASH Coordination Workshop | N/A |
| 7.3 | M7-12 | Capitalisation -Annual WASH Coordination Workshop | Report |

A6.8 Work Package 8 GWC Partner Training (Project Proposal # 7)

Background:

The purpose of this training is to give operational information to implementing partners especially where there is a large turnover of cluster/sector partners during an emergency. There are two types of training suggested, the first is a one-hour presentation and Q&A session delivered by CAST online to a cluster/sector meeting, the second consists of flexible short course modules offering information on essential and timely topics e.g. funding proposals, assessments, standards i.e. training that is applicable to the emergency and timely in its delivery in regard to the HPC.

Priority Actions

- 8.1 Cluster/Sector introduction video
- 8.2 Partner Training
- 8.3 Partner Training ToT
- 8.4 Cluster/Sector training for partners – M&E

Tasks

| # | Date | Description | Deliverable |
|-----|-------|---|----------------------|
| 8.1 | M7-12 | Develop a short introductory presentation on the Cluster/Sector (20-minute PowerPoint) with additional planning for CAST team to answer questions on operations ⁴⁹ . Training to be translated into 4 languages by 2020. | Presentation |
| 8.2 | M7-12 | Develop flexible modules on key topics of operational relevance to the partners (e.g. OPS, standards). | 2-3 flexible modules |
| 8.3 | M7-12 | Develop ToT for modular training. | TOT on modules |
| 8.4 | M7-12 | Develop an M&E system for individual courses linking to an overall M&E system for the training pathway, hosted on Agora. | M&E system |

A6.9 Work Package 9 Information Management Training (Project Proposal # 9)

Background:

Although information management will be taught as a component of the Coordination Platform training and online training will be available on the GWC tools, it is recommended that IMOs would benefit from additional training in information management. There are a number of courses that have recently been developed/amended that are suitable. It is recommended that IM training is interagency/UNICEF GCCU led, rather than being WASH-focussed.

⁴⁹ based on GNC model of 1 hour via Skype

Priority Actions

- 9.1 IM training package
- 9.2 Resource and roll out plan
- 9.3 ToT
- 9.4 IM training – M&E

Tasks

| # | Date | Description | Deliverable |
|-----|-------|--|--------------------------|
| 9.1 | M7-12 | Working with the GCCU, UNICEF Clusters/AoR and other cluster/sectors to revise/refine an IMO training package based on the JIMT and other related trainings. | Revised/ refined package |
| 9.2 | M7-12 | Develop a resource and roll out plan with GCCU, SbP, UNICEF Clusters/AoR and other cluster/sectors. | Resource/ rollout plan |
| 9.3 | M7-12 | Develop a ToT of the revised/refined training. | ToT package |
| 9.4 | M7-12 | Develop an M&E system linking to an overall M&E system for the training pathway, hosted on Agora. | M&E system |

A6.10 Work Package 10 Training Pathways and Proposed Courses

Background:

Within the identified target groups and looking across the skillsets from the learning needs review, the target profile training pathways have been developed. The pathways and proposed trainings will change as new competency frameworks are finalised and it is key to update these pathways and proposed courses in agreement with CAST/SAG.

Priority Actions

- 10.1 Training Pathways
- 10.2 Proposed courses
- 10.3 Competency frameworks

Tasks

| # | Date | Description | Deliverable |
|------|-------|--|-------------|
| 10.1 | M7-12 | Assess and agree on training pathways for Coordinator, IM and Assessment profiles. | N/A |
| 10.2 | M7-12 | Assess the proposed courses to fill these gaps. | N/A |
| 10.3 | M7-12 | Incorporate new competency frameworks as agreed with CAST/SAG and Interagency | N/A |

A6.11 Work Package 11 Training Course Audit

Background:

As part of the development of the Strategy, an Audit of Training Courses was undertaken. This Audit is a valuable resource and should be completed and shared to all partners on an appropriate platform.

Priority Actions

- 11.1 Training Course Audit – Complete
- 11.2 Training Course Audit – Dissemination

Tasks

| # | Date | Description | Deliverable |
|------|-------|--|--------------|
| 11.1 | M1-12 | Complete and update the Training Course Audit. | Audit |
| 11.2 | M1-12 | Host the Training Course Audit on a suitable platform. | Hosted Audit |

A6.12 Work Package 12 Mentoring and Coaching

Background:

Currently CAST and RedR are involved in a mentoring programme and the SbP initiative is developing a methodology for rollout. In addition, the GCCU Capacity Building Officer is undertaking work in the area of mentoring and coaching.

Priority Actions

- 12.1 Existing models for coaching and mentoring
- 12.2 Coaching/mentoring programme
- 12.3 Coaching in FST/SbP ToR

Tasks

| # | Date | Description | Deliverable |
|------|-------|--|-------------|
| 12.1 | M7-12 | Assess the current model of mentorship and coaching between RedR UK and the CAST. Assess the SbP mentorship methodology. | N/A |
| 12.2 | M7-12 | Work with GCCU to develop an appropriate coaching and mentoring system for WASH. | N/A |
| 12.3 | M7-12 | Include coaching as part of the FST ToRs. | N/A |

A6.13 Work Package 13 Training Platform

Background:

There are a number of widely used hosting platforms and many of these can be linked technologically. Thus, there is potential to access courses available on a platform via a link to another platform. This means that a training pathway can point to courses in a single location and courses that are e.g. hosted off major training sites such as Coursera can be accessed by humanitarian platforms such as UNICEF's Agora. Agora

is a well-developed and open platform which enables training pathways to be defined (including the hosting of face-to-face training materials) and is proposed as the platform for the GWC to host coordination training from.

Priority Actions

- 13.1 Agora Team - collaboration
- 13.2 Other course providers/Agora Team - collaboration
- 13.3 Agora Team -M&E

Tasks

| # | Date | Description | Deliverable |
|------|-------|---|------------------------|
| 13.1 | M1-12 | Work with the Agora Team to ensure an appropriate GWC training framework (with training pathways for individual needs) is feasible and implemented. | Uploaded WASH courses |
| 13.2 | M1-12 | Work with course providers and the Agora Team to incorporate other identified technical WASH courses that are relevant to the coordination platform. | Linked courses |
| 13.3 | M1-12 | Work with the Agora Team to ensure a monitoring and evaluation framework is put in place (see monitoring and evaluation section) for training pathways. | M&E system integration |

| | ACTIVITY | START | DURATION | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----------|--|-------|----------|--|---|---|---|---|---|---|---|---|---|----|----|----|
| 5.5 | Develop translation plan | 1 | 6 | | | | | | | | | | | | | |
| 6 | Proposal #4 - Operational Coordination Platform ToT | | | | | | | | | | | | | | | |
| 6.1 | Operational Coordination Platform Training ToT development | 1 | 6 | | | | | | | | | | | | | |
| 6.2 | Develop M&E system | 1 | 6 | | | | | | | | | | | | | |
| 6.3 | Operational Coordination Platform ToT rollout | 1 | 6 | | | | | | | | | | | | | |
| 7 | Proposal #5 – Annual WASH Coordination Workshop | | | | | | | | | | | | | | | |
| 7.1 | Conceptualise -Annual WASH Coordination Workshop | 1 | 6 | | | | | | | | | | | | | |
| 7.2 | Development -Annual WASH Coordination Workshop | 1 | 6 | | | | | | | | | | | | | |
| 7.3 | Delivery -Annual WASH Coordination Workshop | 1 | 6 | | | | | | | | | | | | | |
| 7.4 | Capitalisation -Annual WASH Coordination Workshop | 1 | 6 | | | | | | | | | | | | | |
| 8 | Proposal #7 - GWC Partner Training | | | | | | | | | | | | | | | |
| 8.1 | Cluster/Sector introduction video | 1 | 6 | | | | | | | | | | | | | |
| 8.2 | Partner Training | 1 | 6 | | | | | | | | | | | | | |
| 8.3 | Partner Training ToT | 1 | 6 | | | | | | | | | | | | | |
| 8.4 | Cluster/Sector training for partners – M&E | 1 | 6 | | | | | | | | | | | | | |
| 9 | Proposal #9 - Information Management Training | | | | | | | | | | | | | | | |
| 9.1 | Develop IM training package | 7 | 6 | | | | | | | | | | | | | |
| 9.2 | Develop resource and roll out plan | 7 | 6 | | | | | | | | | | | | | |
| 9.3 | Develop ToT | 7 | 6 | | | | | | | | | | | | | |
| 9.4 | IM training – M&E | 7 | 6 | | | | | | | | | | | | | |
| 10 | Training Pathways and Proposed Courses | | | | | | | | | | | | | | | |
| 10.1 | Agree Training Pathways | 1 | 12 | | | | | | | | | | | | | |
| 10.2 | Assess and agree on proposed courses | 1 | 12 | | | | | | | | | | | | | |
| 10.3 | Incorporate new competency frameworks | 1 | 12 | | | | | | | | | | | | | |
| 11 | Training Course Audit | | | | | | | | | | | | | | | |
| 11.1 | Training Course Audit – Complete | 1 | 12 | | | | | | | | | | | | | |
| 11.2 | Training Course Audit – Dissemination | 1 | 12 | | | | | | | | | | | | | |

| | ACTIVITY | START | DURATION | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----------|---|-------|----------|--|---|---|---|---|---|---|---|---|---|----|----|----|
| 12 | Mentoring and Coaching | | | | | | | | | | | | | | | |
| 12.1 | Assess existing models for coaching and mentoring | 1 | 12 | | | | | | | | | | | | | |
| 12.2 | Developing a coaching/mentoring programme | 1 | 12 | | | | | | | | | | | | | |
| 12.3 | Include coaching in FST/SbP ToR | 1 | 12 | | | | | | | | | | | | | |
| 13 | Training Platform | | | | | | | | | | | | | | | |
| 13.1 | Collaborate with the Agora Team | 1 | 12 | | | | | | | | | | | | | |
| 13.2 | Collaborate with the Course providers/Agora Team | 1 | 12 | | | | | | | | | | | | | |
| 13.3 | Collaborate with the Agora Team -M&E | 1 | 12 | | | | | | | | | | | | | |

TABLE 17 ADDITIONAL TASKS FOR CBO, TIME PERMITTING

| Theme | Description |
|--|---|
| Supporting Coordination Staff | Support the initial training, upskilling and coaching of coordination staff. Support the development of skills to capacity build others. |
| Roster Capacity Building Models | <p>Assess the capacity building needs of individual FST members, ensuring their required skillsets are appropriate for the tasks they undertake. This task should be linked to their ToRs, e.g. technical skills or leadership and repeated on an annual basis.</p> <p>Assess models⁵⁰ of capacity building for the FST to support upskilling in relevant and agreed skills. Work with FST supporting agencies to identify suitable training resource models for FST upskilling e.g. \$2,000/2 weeks funded by supporting agencies.</p> <p>Work with SbP supporting agencies to identify suitable training resource models for SbP upskilling especially in relation to retaining quality roster staff.</p> <p>Work with the GCCU Capacity Building Officer as required in the development or delivery of the capacity building course.</p> <p>Enable FST members to deliver off-the-shelf training (including Training of Trainer programmes) when in the field or by remote mechanisms.</p> |
| Resourcing Training | <p>Develop a cost model to resource the delivery of training for GWC courses (e.g. Operational Coordination Platform Training, leadership and coordination, assessments) with approximate costs/course to requesting countries and /or individual attendees.</p> <p>Work with INGOS to identify the key areas/courses that might be of interest to other agencies (smaller agencies with lower capacity building opportunities) and complete the Training Audit to include key courses that an agency may be able to openly offer in identified WASH topics.</p> <p>Assess modalities for enabling low cost/free courses for the lower resourced organisations.</p> <p>Assess the opportunities afforded by secondments between agencies.</p> |
| Delivering Training | Assess use of training centres as a focus for delivery of key courses (e.g. HLA, WHO, WET, Bioforce centre). |
| Partnerships | <p>Work with GWC partners who are involved in double-hatting to ensure that they have access to training targeted at those involved in the coordination platform.</p> <p>Work with new academic organisations to mainstream coordination training (e.g. Leadership and Coordination Training) into existing humanitarian programmes.</p> <p>Work with clusters/sectors to assess development and delivery of relevant courses both within UNICEF CLA role and with other clusters/sectors (e.g. nutrition and WASH, Health and WASH).</p> <p>Work with identified partners to support the delivery of existing key 'hot topic'⁵¹ courses e.g. epidemiology and WASH, CASH, working with local contractors.</p> <p>Work with partners to identify suitable training resource (human resources and financial) models for training.</p> <p>Work with SbP to assess the potential for training course delivery for a number of GWC/GCCU supported courses.</p> <p>Support existing clusters and sectors through in-country capacity building programmes & workshops.</p> <p>Assess the opportunities to link training with initiatives such as WASH-IT, linking research and innovation with training for operational processes.</p> |

⁵⁰ Examples from some organisations include individual staff receiving a specified training budget and allocating a % of their time to upskill in relevant topics (e.g. GIS for IMO, statistics for AS)

⁵¹ See the Gaps Section in the Synthesis Report on areas where KII stated there were training gaps

ANNEX VII – STRATEGY MONITORING AND EVALUATION PLAN

Through the GWC Strategic Plan, the GWC is focussing its support on four Strategic Objectives:

- **SO 1.** Provide timely operational support to national and sub-national humanitarian WASH coordination platforms to meet the TA 6+1 core functions and improve humanitarian WASH technical response;
- **SO 2.** Ensure that key WASH stakeholders (sub-national, national and global) have the capacity to coordinate and deliver an appropriate and timely response in emergency;
- **SO 3.** Influence and advocate for an effective humanitarian WASH coordination response and funding; and
- **SO 4.** Provide to the Humanitarian WASH actors a timely access to appropriate and accurate knowledge on coordination and response.

The GWC Learning and Training Strategy (this document) addresses Strategic Objective 2 (SO2). The Strategic Objective has three outcomes which cover systems, partnerships and practioneers.

A7.1 SO2 - Outcome - 2.1 Systems

National Humanitarian WASH Coordination platforms and GWC partners benefit from a capacity building system established at global and regional levels to strengthen their ability to deliver the coordination functions.

TABLE 18 M&E SO 2.1

| Outcome/Output | Indicator | Value | Milestone Dec 2017 | Milestone Dec 2020 |
|---|---|---|--|---|
| 2.1.1 GWC Strategy on Learning and Teaching has been developed | GWC Strategy on Learning and Teaching developed | Yes/No | <ul style="list-style-type: none"> • Complete June 2017 | <ul style="list-style-type: none"> • N/A |
| 2.1.2 Training packages to improve coordination functions has been developed by GWC in 4 languages | Training packages developed and translated in 4 languages | <2: red >=2 and <4: yellow >=4: green | <ul style="list-style-type: none"> • 4 core packages (Coordination Platform, Leadership, Assessment, Partners training) | <ul style="list-style-type: none"> • 6 core packages (Coordination Platform, Leadership, IM, GWC Tools, Assessment, Partners training) (plus translations) |
| 2.1.3 Tools to strengthen operational support to NHWC platform and GWC partners have | # tools to strengthen operational support to NHWC platform and GWC partners | <2: red >=2 and <5: yellow >5: green | <ul style="list-style-type: none"> • 3 (e.g. IMTK, ATK, ERP TK) | <ul style="list-style-type: none"> • >5 to incorporate and develop training on = Toolbox |

| Outcome/Output | Indicator | Value | Milestone Dec 2017 | Milestone Dec 2020 |
|---|---|---|---|--|
| been developed / consolidated by GWC | developed/consolidated by GWC | | | |
| 2.1.4 Partnerships on Learning and Teaching have been established with key academic / humanitarian partners | # Partnerships on Learning and Teaching established with key academic / humanitarian partners (e.g. Bioforce, RedR UK, CAWST) | 0: red 1: yellow 2: green | <ul style="list-style-type: none"> 6 Partnerships established with key partners (e.g. Bioforce, RedR UK, CAWST, IHE, IMPACT, UNICEF) | <ul style="list-style-type: none"> >7 |
| 2.1.5 Key identified academic partners have mainstreamed at least one of the tools / trainings developed by GWC into their courses | # key academic partners who have mainstreamed at least one of the tools/trainings developed by GWC into their courses (e.g. WEDC, IHE, tufts) | 0: red 1: yellow 2: green | <ul style="list-style-type: none"> 3 (e.g. IHE, Bioforce, UNICEF) | <ul style="list-style-type: none"> >3 (e.g. RedR UK, Tufts, CAWST) |
| 2.1.6 A system for coaching or mentoring of national and sub-national CCs by GWC members is set up | # of CCs having benefited from a coaching / mentoring programme | <25: red >=25 and <50: yellow >=50: green | <ul style="list-style-type: none"> 5 (GCCU training) | <ul style="list-style-type: none"> 2018 – 10 2019 – 30 2020 – 50+ |

A7.2 SO2 - Outcome - 2.2 Partnership

GWC partners have reinforced their capacity to support the delivery of core coordination functions of National and sub-National Humanitarian WASH Coordination Platforms

TABLE 19 M&E SO2.2

| Outcome/Output | Indicator | Value | Milestone Dec 2017 | Milestone Dec 2020 |
|--|---|---|---|--|
| 2.2.3 Full and associate members of the GWC are engaged in capacity building initiatives that are considered instrumental by the GWC partners to reinforce the coordination functions | # partners engaged in capacity building initiatives considered instrumental by the GWC partners | <3: red >=3 and <6: yellow >=6: green | <ul style="list-style-type: none"> 2 | <ul style="list-style-type: none"> 2018 – 3 2019 – 5 2020 - 7 |

A7.3 SO2 - Outcome - 2.3 WASH practitioners

The global pool of fit-for-purpose WASH practitioners to support humanitarian WASH coordination is sufficient to meet ‘normal’ demand

TABLE 20 M&E SO 2.3

| Outcome/Output | Indicator | Value | Milestone Dec 2017 | Milestone Dec 2020 |
|---|--|---|--------------------|--|
| 2.3.1 Planned number of educational programs (validated by the GWC SAG) and trainings (corresponding to GWC training packages in Coordination & Leadership, Information Management and/or Assessment) have been delivered by universities/institutions | # of educational program (validated by the GWC SAG) or training (corresponding to GWC training packages in Coordination & Leadership, Information Management and/or Assessment) delivered by universities/institutions | <7: red ≥7 and <15: yellow ≥15: green | • 4 | <ul style="list-style-type: none"> • 2018 - 8 • 2019 - 12 • 2020 - 15 |
| 2.3.2 Planned number of WASH practitioners have been trained on at least one of the priority topics identified by the GWC | # WASH practitioners that have been trained on at least one of the priority topics identified by the GWC | <175: red ≥175 and <350: yellow ≥350: green | • 50 | <ul style="list-style-type: none"> • 2018 – 100 • 2019 – 250 • 2020 - 350 |

ANNEX VIII – POTENTIAL ARCHITECTURE FOR THE GWC TOOLBOX

A key recommendation is the consolidation of the existing GWC tools i.e.: Cluster Coordinator Handbook; Information Management Toolkit; Emergency Response Preparedness Toolkit; Capacity Mapping Toolkit; and the Assessment Guidance Note into one 'WASH Coordination Toolbox'. This is critical to supporting a more effective response and would need to be undertaken before or parallel to any coordination training courses being developed. The consolidated tools would become the WASH Coordination Toolbox (with tools, SOPs, templates etc.) helping to inform a WASH Operational Coordination Platform Training. Figure 14 shows the categories proposed for the Toolbox while Table 21 outlines individual tools and guidance sections.

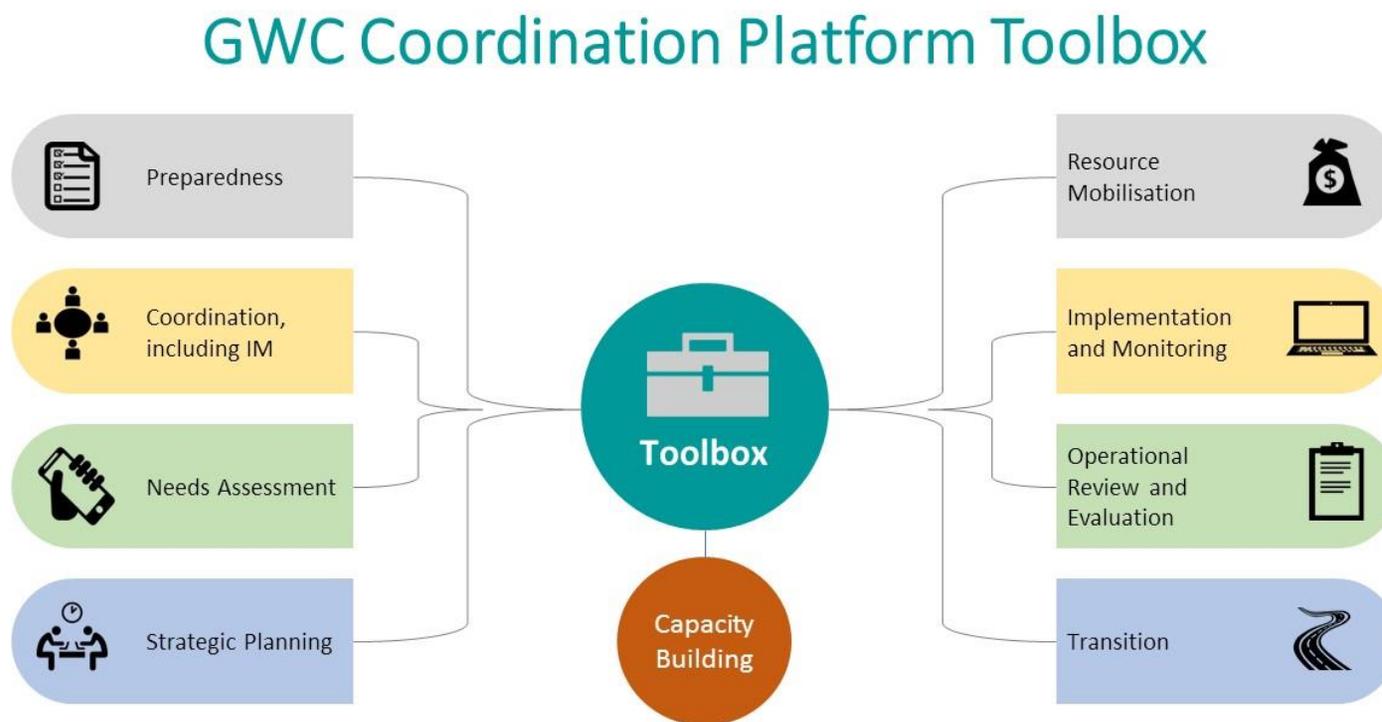


FIGURE 14 GWC COORDINATION PLATFORM TOOLBOX

TABLE 21 CATEGORIES AND SUB CATEGORIES PROPOSED FOR THE TOOLBOX

| Cross cutting | Category | Tool/guide | Existing potential source |
|----------------------------|------------------------------------|---|---|
| 0 Preparedness | 0.1 Sector Preparedness | ERP Toolkit | ERP Toolkit |
| | 0.2 Personal Preparedness | Check list for deployment | IMTK |
| 1 Coordination | 1.1 Establishing the Cluster | Coordination Platform Workplan | IMTK, Handbook |
| | | WASH Cluster ToR, ISAC CC documents, UNICEF CL for Cluster Coordination | Deployment Pack, Handbook |
| | | Inter cluster Matrices of Roles & Accountabilities | Deployment Pack |
| | | Gap Analysis Template | TBC |
| | | Coordination Structure ToRs - IASC Guidance Notes, ToRs WCC, ToRs WSCC, ToRs IMO, ToRs cluster, ToRs co-lead, ToRs sub-cluster, ToRs SAG, ToRs TWIG | Deployment Pack, Handbook |
| | | Standards. Previous examples of agreed standards for country or region. Other Country SOFs etc. | Deployment Pack, Sphere, UNICEF, Old SOFs |
| | | Contact management system SOP & templates E.g. MailChimp, HID | Deployment Pack, Handbook |
| | | Communications Strategy SOP & Template. HR.info, WhatsApp, Facebook, Twitter etc. | IMTK |
| | | Data Management Strategy template/SOP E.g. Dropbox, HDX, Google Drive. | Deployment Pack, Handbook |
| | | Short term WASH response plan. Previous examples & template | Deployment Pack |
| | 1.2 Operational systems | Meeting agenda templates, minute templates | IMTK |
| 2 Needs Assessments | 2.1 Planning for Needs Assessments | Assessment TK (guidance note) | GWC |
| | | Assessment registry template/survey of surveys template | IMTK, AWG |
| | | SDR SOP & Templates | Deployment Pack, ATK, AWG |
| | | HNO, MIRA templates and previous examples | Deployment Pack, AWG |
| | | Assessment Plan template | Deployment Pack, ATK, AWG |
| | | Analytical Framework template and examples | Deployment Pack, TIME, ATK, AWG |

| Cross cutting | Category | Tool/guide | Existing potential source |
|--------------------------------|--|---|---------------------------|
| | 2.2 Designing Needs Assessments | Indicator Registry, planning docs, previous examples, other agency indicators | IR, ATK, IMTK, AWG |
| | 2.3 Design of Data Acquisition | Question banks linked to indicator registry or another source | ATK, IMTK, AWG |
| | | SOPs for undertaking assessment including ToRs for hiring, transport etc. | ATK, AWG |
| | | Data collection plan | ATK, AWG |
| | 2.4 Analysis | IASC PIN calculation document, severity scales, SOPs | ATK, AWG, IMWG, CCWG, HCT |
| | 2.5 Reporting and Dissemination | Assessment report document template and examples | ATK, AWG |
| 3 Strategic Planning | 3.1 Population Profile | Humanitarian Profile Support Guidance (ISAC) | Deployment Pack |
| | 3.2 Strategic Objectives | SOF template and examples of previous plans and strategic objectives. Example Outline of a WASH SOF, Examples EN, Examples FR | Deployment Pack |
| | | HRP template Inter-Cluster Matrices Cross-cluster matrix | OCHA |
| | 3.3 Gap Analysis and Priority Areas | Templates to undertake gap analysis and identify priority areas | Deployment Pack |
| | 3.4 Standards | List of standards used in variety of WASH emergencies | Deployment Pack |
| | 3.5 Indicators & monitoring plan | Template and example monitoring plan and lists of core monitoring indicators | IMTK |
| | 3.6 Capacity-Caseload | Templates, Capacity Building Note | IMTK |
| | 3.7 Strategic Plan development (SOF & HRP) | Templates, previous examples | Deployment Pack |
| 3.8 WASH Contingency planning | IASC Guidance WC Indonesia Example GWC Checklist GWC Generic Outline GWC CL Contingency Planning | Deployment Pack | |
| 4 Resource Mobilisation | 4.1 Mobilising and building capacity | Capacity Mapping Note | Handbook Section 6 |

| Cross cutting | Category | Tool/guide | Existing potential source |
|---|------------------------------------|--|---------------------------|
| | 4.2 Donors, appeals, proposals | Proposal templates. CAP Guidance on Response Plans UNICEF Guidance/Template for Response Plans Selection Criteria Examples (Fr/En) WASH Gender Marker Resources (Fr/En) UNICEF CL for Appeals | Handbook Section 6 |
| 5 Implementation & Response Monitoring | 5.1 Develop Tool | Monitoring plan template and examples (as per Strategic Planning), 4W monitoring template, guidance documents | IMTK. Guidance note |
| | 5.2 Analyse data | SOP on analysis of response data | IMTK. Guidance note |
| | 5.3 Reporting Tools | SOP on dissemination of response data | IMTK. Guidance note |
| 6 Operational Review and Evaluation | 6.1 Cluster performance monitoring | CCPM Note / Tool, guidance. IASC Cluster Performance Review Toolkit | Handbook Section 7.4 |
| | 6.2 End of Mission Report | Templates, examples | Deployment pack |
| | 6.3 Handover | Templates, examples | Deployment pack |
| | 6.4 Lessons learnt | Templates, examples | Handbook Section 7.4 |
| 7 Transition | 7.1 Transition | TBC - relating to contingency planning | Handbook |
| 8. Cross Cutting | 8.1 Advocacy | GWC Advocacy Resources UNICEF Emergency Advocacy Resources UNICEF CL for Advocacy | Deployment pack |
| | 8.2 Accountability | GWC Accountability Resources UNICEF Downward Accountability Resources | Deployment pack |
| 9. Technical | 9.1 Technical Guidelines | Mali Cholera Guidelines Niger Cholera Guidelines Somalia Tech. Guidelines Collection | Deployment pack |
| | | Additional guides tbc | TBC |
| 10. Capacity Building | 10.1 Training material | e.g. Excel, mapping, visualisation | IMTK |
| | 10.2 Training of Trainers | Material developed for any training courses for GWC | TBC |
| | 10.2 Coaching and mentoring | Material related to coaching and mentoring in the field and remotely | TBC |

ANNEX IX – POTENTIAL COURSE OUTLINE – OPERATIONAL COORDINATION PLATFORM TRAINING

The following table is an outline of the **DRAFT** potential Operational Coordination Platform Training (project Proposal #3). The course is aimed coordinators, information managers and assessment specialists either in an existing platform/emergency, or those that are upskilling, those from rosters or those with the potential of double hatting. This course can be run in-county or a region/location of choice. The proposed course is operational and each session should have identified supporting; tools; guidance; and examples of good (and bad) practice. The outline below describes a 3-day generic course outline followed by a 2-day hands on workshop focussing on *Strategic Planning* (note that the final 2 days can be targeted to the audience, e.g. assessment, IM skills, disease control)⁵².

TABLE 22 THE POTENTIAL COURSE OUTLINE FOR COORDINATION TRAINING

| Day | Time | Mins | Topic | Theory | IMO practice | CC practice | Assmt input | Key output | Learning Objectives |
|-----|---------|------|------------------------|--|--|-------------|-------------|------------|--|
| 1 | Morning | 60 | Housekeeping | Yes - all | | | | | |
| 1 | Morning | 60 | HR/TA & Core functions | Yes - all | | | | | By the end of this session, participants will be able to: 1. Identify the key tasks that are undertaken in the HPC 2. Identify the role of the CC and IMO for the WASH cluster/sector in the HPC 3. Identify the key product outputs from each phase of the HPC |
| 1 | Morning | 60 | HPC | Timeline on wall leads all training for week | There are exercises in the HPC theory module | | | | By the end of this session, participants will be able to: 1. Identify the key tasks that are undertaken in the HPC 2. Identify the role of the CC and IMO for the WASH cluster/sector in the HPC 3. Identify the key product outputs from each phase of the HPC |

⁵² For more on examples 2-day workshops contact CAST

| Day | Time | Mins | Topic | Theory | IMO practice | CC practice | Assmt input | Key output | Learning Objectives |
|-----|-----------|------|--------------------|---|---|---|-------------|-----------------|---|
| 1 | Afternoon | 45 | Tools | Yes - GWC tools and portals etc. | Quiz | | | | By the end of this session, participants will be able to: 1. Identify the generic and WASH – relevant tools available for use during a humanitarian response 2. Explain the function of tools and the resources required to apply them 3. Describe where in the HPC cycle the tools might be used |
| 1 | Afternoon | 45 | Workplan | | Draft the existing workplan for all | | | Draft work plan | By the end of this session, participants will be able to: 1. Describe the components of a workplan 2. Develop a workplan based on a given scenario |
| 1 | Afternoon | 30 | Meeting Management | | 1. IMWG (data, sharing, PIN, products etc.) | 2. WASH Meeting (standards, partners, TWIGs, requirements/SOF etc.) | | | By the end of this session, participants will be able to: 1. Describe what PiN process is and understand data availability/sharing protocols 2. Identify common WASH standards and how they fit into an SOF, HRP and monitoring framework 3. Identify the various TWIGs that might be formed during an emergency |
| 1 | Afternoon | 45 | | Yes - all. Presentation on meeting management | There are some exercises in the meeting management theory module. This session should link directly to what happened in the last session where the IMOs and CCs went to their respective meetings. Link both good and bad examples from each meeting to best practice | | | | By the end of this session, participants will be able to: 1. Identify best practises to organise and manage effective meetings. 2. Practise effective meeting organisation and management. |
| 1 | Afternoon | 15 | | | Debrief on how the meetings went, not focussing on the work in the meetings the running of the meetings | | | | Debrief on previous topics |
| 1 | Evening | 120 | Excel optional | | | | | | |

| Day | Time | Mins | Topic | Theory | IMO practice | CC practice | Assmt input | Key output | Learning Objectives |
|-----|-----------|------|--|---|---|---|-------------|--|--|
| 2 | Morning | 45 | Assmt (led by AS) | Yes - all (steps in planning, design, collect, process, analyse and report (ATK)) | | | Floating | | At the end of this session participants will be able to: 1. Describe the key steps in a needs assessment process and place them in the correct order 2. identify and establish key information needs required for informed decision making and needs based response planning |
| 2 | Morning | 60 | | | 1. Create registry, SDR drafting, upload to HR.info etc. | 2. Given complete SDR, assess situation and prioritise areas for assessment | | IMO - SDR and CC- Prioritised areas and themes to assess | By the end of this session participants will be able to: 1. Consolidate and analyse secondary data 2. Assess the emergency landscape and prioritise addition knowledge requirements |
| 2 | Morning | 60 | | | Assessment Working Group - using outputs/draft examples from last workshop, led by AS, draft an analysis plan and choose indicators. This might be best as a live demo in plenary | | | Draft AP and Indicators and next steps (e.g. qq, hire, deploy, analyse etc) | At the end of this session participants will be able to: 1. Define the roles and tasks of WASH IMO/CC and assessment specialist in needs assessments 3. Plan and design (in theory) an assessment (primary data collection) and to develop appropriate methodology |
| 2 | Morning | 15 | | | Debrief on assessments on the IMO and CC tasks and how it all came together in the end | | | | Debrief on previous topics |
| 2 | Afternoon | 60 | Communication which will link to messages in the final session | Theory and practice | There are some exercises in the communications module | | | By the end of this session participants will be able to: 1. Explain why effective communication is essential for coordination and leadership. 2. Discuss the communication feedback loop to interpret messages and respond appropriately. 3. Practise selecting the appropriate communication style and channel for different situations. | |

| Day | Time | Mins | Topic | Theory | IMO practice | CC practice | Assmt input | Key output | Learning Objectives |
|-----|-----------|------|--|--|--|--|----------------------------------|--|---|
| 2 | Afternoon | 60 | Strategic Planning | Yes - all. Intro to the steps and responsibilities, inputs and outputs | | | | | At the end of this session participants will be able to: 1. Identify the planning instruments, WASH SOF and HRP 2. Describe the inputs required into both processes 3. Explore the role of a CC and IMO in support of these planning processes, and explain the connection between preparedness, needs assessment, strategic planning, monitoring and sharing information |
| 2 | Afternoon | 45 | | | 1. IMWG - sharing and assessing numbers to come up with people in need/location figures -PIN | 2. WASH Cluster meeting - discussion and agree on standards, Strategic Objectives and potential indicators for strategic plans | | PIN numbers and issues (IMO) and Standards and SO/indicators (CC). | At the end of this session participants will be able to: 1. Describe what PiN is and how to derive PiN numbers to inform strategic planning 2. Describe what standards, SO and indicators are and outline why specific ones are more appropriate in specific emergencies 3. Describe the inputs required into both processes 4. Describe a CC and IMO role in support of these planning tasks |
| 2 | Afternoon | 15 | | | | Debrief on strategic planning tasks so far | | | |
| 3 | Morning | 15 | Strategic Planning and Response Monitoring | Yes | 1. Theory on monitoring plan | 2. Theory on capacity, caseloads & targets | | | At the end of this session participants will be able to: 1. Explain how to develop a monitoring plan to inform the development of a monitoring tool 2. Explain how to identify capacity and caseloads to inform strategic planning (targets) |
| 3 | Morning | 60 | | | | 1. Monitoring plan | 2. Capacity, caseloads & targets | | Draft monitoring plan, capacity and caseload info. |

| Day | Time | Mins | Topic | Theory | IMO practice | CC practice | Assmt input | Key output | Learning Objectives |
|-----|-----------|------|---------------------------------------|---|---|--|-------------|---|--|
| 3 | Morning | 30 | | Finalising the strategic plans and inputs to monitoring | | | | | At the end of this session participants will be able to: 1. Explain how the various elements required for strategic planning come together in the final development of a plan 2. Explain what elements of the planning process will inform the response monitoring |
| 3 | Morning | 15 | | | | Debrief on strategic planning | | | |
| 3 | Morning | 60 | Resource Mobilisation | Some theory plus practice CC | | Prioritising projects | | List of projects prioritised for specific emergency context | At the end of this session participants will be able to: 1. Describe the process of prioritising projects for funding calls |
| | | | Response Monitoring cont' | Some theory plus practice IMO | Developing a 4W using monitoring plan | | | Draft 4W | At the end of this session participants will be able to: 1. Describe the key steps in developing a 4W from a monitoring plan 2. Develop a draft 4W |
| 3 | Afternoon | 45 | | | Analysis of the 4W | | | Information drawn from 4W/ statistics | At the end of this session participants will be able to: 1. Analyse a 4W, outputting agreed statistics for use in planning the response |
| | | | Cluster/Sector Performance Monitoring | | | Performance Monitoring - Analysis of the Cluster/Sector response | | Performance analysis | At the end of this session participants will be able to: 1. Describe how to analyse a cluster/sector performance |
| 3 | Afternoon | 15 | | | Debrief Resource mobilisation and monitoring (response and cluster) | | | | |

| Day | Time | Mins | Topic | Theory | IMO practice | CC practice | Assmt input | Key output | Learning Objectives |
|-----|-----------|------|-----------------------------|--------------------|---|-------------|-------------|-------------------------------------|--|
| 3 | Afternoon | 60 | Reporting and dissemination | Products | 1. Excel Tableau making maps etc. IMO working with CC to understand requirements in reporting 2. Narrative, CC working with IMO on narrative and outputs as required | | | E.g. Dashboard, graphics, narrative | At the end of this session participants will be able to: 1a. Describe the common reporting tools used by the WASH cluster/sector and understand the limitations of each 1b. Use tools to produce WASH-relevant products 2a. Identify appropriate messaging for a given scenario |
| 3 | Afternoon | 30 | Repeating the process | Plenary discussion | Debrief information dissemination and repeating the cycle (assess, plan, monitoring, assess, plan, monitor) | | | | |

TABLE 23 EXAMPLE DAY 4-5 WORKSHOP CONTENT FOCUSING ON STRATEGIC PLANNING

| Day | Time | Mins | Topic | Theory | IMO practice | CC practice | Key output | Learning Objectives |
|-----|---------|------|---------------------------------|--------|---|-------------|-----------------------------------|---|
| 4 | Morning | 30 | Introduction to the Work Shop | | | | | By the end of this session, participants will be able to: 1. Understand the objectives of the 2-day workshop 2. Describe the products/outputs that will be developed over the 2 days |
| 4 | Morning | 120 | Operational Workplan | | Develop an operational workplan for the country of training (who should do what and when)- including all staff and tasks as outlined and timelines as per HPC phase | | Country Workplan | By the end of this session, participants will be able to: 1. Develop a draft workplan based on the situation in the country of training |
| 4 | Morning | 30 | Workplan plenary and next steps | | | | Next steps agreed by participants | By the end of this session, participants will be able to: 1. Identify the next steps required to complete and agree the workplan which will be operationalised as soon as feasible linking with the current phase of the HPC |

| Day | Time | Mins | Topic | Theory | IMO practice | CC practice | Key output | Learning Objectives |
|-----|-----------|------|---|--------|--|---|---|--|
| 4 | Afternoon | 90 | Response Planning - SWOT (previous year) | | WASH Strategy and Humanitarian Response Plan Plenary discussion and presentations <ul style="list-style-type: none"> • Previous HRP – SWOT (CCs) (30 min) • Status of past response/ targets etc. (presentation from IMOs). How did implementation go? (30 min) • Predictions for next plans (what should be added into new HRP?) (30 min) | | | At the end of this session participants will be able to: <ol style="list-style-type: none"> 1. Understand the context of the country 2. Identify the strengths, weaknesses, opportunities and threats from previous plans |
| 4 | Afternoon | 90 | Upcoming Response Plan - Initial input to SOF | | Developing priorities for the SOF, standards, SOs, indicators etc... Initial ideas | | Initial ideas to feed into day 5 | At the end of this session participants will be able to: <ol style="list-style-type: none"> 1. Assess the potential priorities for the upcoming response plans (SOF and HRP) 2. Develop draft standards, strategic objectives and indicators for the plans |
| 5 | Morning | 120 | 2018 Response Planning - DRAFT | | Develop draft monitoring plan for SOF/HRP | Develop narrative/standards etc for SOF/HRP | Draft Monitoring Plan input with example narrative, SO etc. | At the end of this session participants will be able to: <ol style="list-style-type: none"> 1. Understand the priorities for the coming year 2. Develop the monitoring plan, standards and SO/indicators for the coming year |
| 5 | Morning | 60 | 2018 Response Planning - DRAFT | | Plenary feedback on the process | | Next steps agreed by participants | By the end of this session, participants will be able to: <ol style="list-style-type: none"> 1. Identify the next steps required to complete any upcoming plans (SOF or HRP) in regard to agreement from various groups to endorse the plans |

ANNEX X – SUPPORTING AGENCIES & INDIVIDUALS

The following Annex contains a number of tables indicating both supporting agencies, individual and also lists current platforms and current and potential partnerships.

A10.1 TWIG

A Learning and Training TWIG was set up in order to strategically steer the development of the Strategy. Members of the TWIG include GWC partners, standby partner representatives, training experts and online platform experts (see Table 24).

TABLE 24 LEARNING AND TRAINING TECHNICAL WORKING GROUP

| Name | Organisation | Title |
|-------------------|---------------------------------|---|
| Abel Henry | UNICEF | Learning and Technology/AGORA |
| Emanuel Souvairan | JIPS | Kings College London & UNHCR (prev. JIPs) |
| Gordon Klussmann | Interagency Standby Partnership | Coordinator - SBP Training Secretariat |
| Marion Orchison | EMOPS | Training Specialist, GCCU |
| Robert Fraser | IFRC | WASH Specialist |
| Tim Grieve | UNICEF | Chief of WASH |

A10.2 Consultations

The following table (Table 25) is a list of individuals who supported the development of the strategy with the provision of advice, information and ideas.

TABLE 25 INDIVIDUALS CONSULTED DURING THE DEVELOPMENT OF THE STRATEGY

| Name | Organisation | Title |
|----------------------|-------------------|--|
| Abel Henry | UNICEF | Learning and Technology/AGORA |
| Alberto Acquistapace | Solidarites | Global WASH Advisor |
| Alessandra De Guio | HLA | Humanitarian Learning Manager |
| Aliocha Salagnac | FST | Information Management Officer, FST |
| Andi Kendle | IMC | Global Nutrition Adviser |
| Andy Bastable | Oxfam | Public Health Engineering Coordinator |
| Ayadil Saparbekov | Nutrition Cluster | GNC Deputy Coordinator |
| Brian Reed | WEDC | Lecturer |
| Céline Trublin | Bioforce | Head of Learning and Development |
| Corrie Kramer | FST/UNICEF | Cluster Coordinator, FST |
| Daniele Lantagne | TUFTS University | Assistant Professor, Civil & Environmental Engineering |
| David Alford | FST | Information Management Officer, FST |
| Dominique Porteaud | CAST | Global WASH Cluster Coordinator |
| Emanuel Souvairan | JIPS | Training Coordinator/Chair IMWG training pillar |

| Name | Organisation | Title |
|---------------------------------|--------------------------|--|
| Estifanos Debasu | MSF | MSF OCB |
| Franck Bouvet | CAST | Global WASH Cluster Deputy Coordinator |
| Frank Greaves | Tearfund | WASH Advisor |
| Gabriel Tuan | UNICEF | Learning and Development Specialist |
| Gebreslasie Gebremichael | WASH Cluster Ethiopia | National Information Management Officer |
| Gordon Klussmann | Interagency Geneva | Coordinator - SBP Training Secretariat |
| Guy Hutton | UNICEF | Senior Adviser, WASH Section |
| Harriette Purchas | RedR UK | Technical Support Manager |
| Henri Meyer | Bioforce | Coordinateur de Pôle Sectoriel |
| Isabelle Robin | Bioforce | Head of International Projects Department |
| Jamal Shah | UNICEF | WASH Specialist (Emergencies) |
| Jane Cilliers | MSF | WASH Specialist |
| Janet O'Callaghan | OCHA | Head of Information Management Unit |
| Johannes Ruek | German WASH Network | Network Coordinator |
| Joseph Ashmore | IOM | Global Shelter Cluster Focal Point |
| Julien Temple | UNICEF | Manager, Humanitarian Partnership, EMOPS |
| Karine Deniel | FST | Cluster Coordinator, FST |
| Kate Alley | UNICEF | Emergency Specialist – Assessment, Planning, Monitoring and Evaluation |
| Kate Brogan | IMC | Global WASH / Health Adviser |
| Katrice King | Save the Children | Training |
| Kelly Ryan | UNHCR | Training/Senior IMO |
| Kit Dyer | NCA | WASH Advisor |
| Luca Frashini | Global Education Cluster | Coordinator & Capacity Development Specialist |
| Luca Pupulin | Director | IMPACT Initiatives |
| Laura MacDonald | CAWST | Knowledge and Research Coordinator |
| Lauren Asfour | Tearfund | Humanitarian Impact and Learning Officer |
| Lauren Cheshire | UNICEF | Humanitarian Partnership, EMOPS |
| Lisa Mitchell | CAWST | Knowledge and Research Coordinator |
| Manasi Rajogopalan | OCHA | Training Coordinator |
| Marion Orchison | UNICEF | Emergency Specialist (Capacity Development) |
| Melissa Opryszko | OFDA/USAID | Senior WASH Advisor |
| Monica Ramos | ECHO | WASH Specialist |
| Muireann Brennan | CDC | Senior Technical Advisor |
| Murray Burt | UNHCR | Global Senior WASH Officer |
| Nicholas Brooks | CARE | WASH Specialist |
| Peter Maes | MSF | WASH Specialist |
| Radostina Karalanova | FST | Operations Manager, FST |
| Robert Fraser | IFRC | WASH Specialist |
| Robert Gensch | German WASH Network | German Toilet Organisation |
| Roberto Saltori | UNICEF | WASH Training Consultant |

| Name | Organisation | Title |
|----------------------------|-----------------------|------------------------------------|
| Rose Guevremont | IMPACT | Assessments, FST |
| Ryo Kayo | JIPS | Online training specialist |
| Sandrine Tiller | MSF | Strategic Advisor |
| Sergio Gelli | ICRC | Deputy Head - Water & Habitat Unit |
| Vikas Prahlad Goyal | WASH Cluster Ethiopia | National Cluster Coordinator |
| Vincent Gengler | ACF | Regional WASH based Amman |

A10.3 Global WASH Cluster Partners

The following table (Table 26) lists the GWC partners

TABLE 26 GWC PARTNERS

| Name | Name | Name |
|--|----------------------------------|---------------------------|
| ACAPs | ICRC | RedCross- Austria |
| ACF | IFRC | RedR UK |
| ADRA | IMC | Relief International |
| ALNAP | iMMAP | Samaritan's Purse |
| Antenna | IMPACT | Save the Children - UK |
| AUSAID | Interaction | SDC |
| Bioforce | IOM | Shelter Center |
| BORDA-MECA | IRC | Solidarites International |
| British Red Cross | Islamic Relief | Tearfund |
| Buffalo University | LSHTM | Terre des Hommes |
| CARE | Medair | THW (Germany) |
| CDC | Mentor Initiative | TUFTS University |
| Concern | Mercy Corps | UN Habitat |
| CRS | MSB | UNDP |
| DFID | MSF BE | UNEP |
| Directorate-General for International Cooperation MoFA Netherlands | NCA | UNHCR |
| DSS (surge) | NRC | UNICEF |
| ECHO | OCHA | UNRWA |
| French Red Cross | OFDA | Veolia Foundation |
| German WASH Network | Oxfam | WEDC |
| Global Medic | Pan American Health Organization | WFP |
| Global Sanitation fund | Plan International | WHH |
| GOAL | Polish Humanitarian Action | WHO |
| HIF | PSI | WV |

A10.4 GWC country platforms

Table 27 lists countries with activated clusters in 2017

TABLE 27 CLUSTER ACTIVATED COUNTRIES

| Country | Designated Country Coordinator | Activation year |
|---------------------------------------|--------------------------------|-----------------|
| Afghanistan | Yes | 2008 |
| Burkina Faso | No | 2012 |
| Cameroon | Yes | |
| Central African Republic | Yes | 2010 |
| Colombia | Yes | |
| Congo, The Democratic Republic of the | Yes | 2006 |
| Ethiopia | Yes | |
| Fiji | Yes | 2012 |
| Guatemala | No | 2014 |
| Iraq | Yes | |
| Libya | | 2015 |
| Mali | Yes | 2012 |
| Mauritania | | 2012 |
| Myanmar | Yes | |
| Niger | Yes | 2012 |
| Nigeria | Yes | 2012 |
| Pakistan | Yes | |
| Palestine, State of | Yes | |
| Senegal | | 2012 |
| Somalia | Yes | 2007 |
| Chad | Yes | 2012 |
| South Sudan | Yes | 2010 |
| Turkey | Yes | 2014 |
| Ukraine | Yes | |
| Yemen | Yes | |