MANUAL FOR TRAINING OF TRAINERS ON NWASH-MIS

Accurate Data, Better Decisions, Better Lives





Population | Water | Sanitation | Hygiene | Data

Reliable Data, Strong Services, Healthy Communities

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This manual is part of a set of six training documents designed as a complete curriculum to support the capacity building of local governments in using the National Water Supply, Sanitation and Hygiene Management Information System (NWASH-MIS) for evidence-based WASH planning.

This document is the first part of the training set and is the main guide for delivering trainings to resource persons and consultants who are responsible for building capacity and supporting the adoption of the NWASH-MIS at the local government level. The document helps prepare "Trainers" to facilitate the processes and conduct targeted trainings for different stakeholders across all stages of system application. The "Trainers" can refer to the other five manuals (in the set of six) to guide respective trainings for (i) local government representatives (WASH and IT focal persons), (ii) social enumerators, (iii) technical enumerators, (vi) schools, and (v) health facilities.

This manual has been prepared in coordination with the NWASH-MIS Section of the Department of Water Supply and Sewerage Management (DWSSM) based on the objectives, processes, and system updates of the NWASH-MIS. It incorporates lessons learned from various training programs conducted in collaboration with DWSSM, National Water Supply and Sanitation Research, Innovation and Capacity Development Centre (NWSSRICDC), Madhesh and Koshi Provincial Governments, Provincial Resource Persons (PRPs) and numerous local governments, as well as SNV Nepal's implementation of WASH projects with local governments across Karnali, Koshi, and Madhesh Provinces.

Contents

1. INTRODUCTION 7

1.1. Training Overview 7

1.2. Training Objectives 8

1.3. Learning Outcomes 9

1.4. Training Participants 10

1.5. Training Facilitators 10

1.6. Training Duration 10

2. TRAINING PLANNING 10

2.1. Management of Training Materials and Resources 10

2.2. Role and responsibilities of training facilitators 12

2.3. Training venue 13

2.4. Equipment and training materials 13

3. TRAINING FRAMEWORK 14

4. PRESENTATION SLIDES 16

5. EFFECTIVE FACILITATION OF TOT 17

6. HOW TO USE MANUAL 19

6.1. Lesion Plan 19

6.2. Icon Used in Power Points 20

7. TRANING SCHEDULE 21

7.1 Training Schedule Overview 23

8. SESSION PLAN 29

Day 1 29

SESSION 1: TRAINING OPENING AND INTRODUCTION 29

SESSION 2: WASH INTRODUCTION AND LEGAL FRAMEWORK 34

SESSION 3: WASH PLAN PREPARATION: MODALITY AND FRAMEWORK 43

SESSION 4: INTRODUCTION TO THE NWASH-MIS PLATFORM 49

SESSION 5: SAMPLING METHOD, SURVEY ETHIC AND WASH SERVICE MAPPING 53

SESSION 6: HOUSEHOLD LEVEL WASH AND NWASH HH PRACTICES 60

Day 2 63
SESSION 7: REVIEW OF FIRST DAY 63
SESSION 8: NWASH HOUSEHOLD AND NWASH SCHOOL APPLICATION PRACTICES 66
SESSION 9: NWASH HEALTH CARE, NWASH PUBLIC TOILETS AND COMMUNITY SANITATION APPLICATION PRACTICES 70
Day 3 74
SESSION 10: REVIEW OF SECOND DAY 74
SESSION 11: FIELD VISIT - HH SURVEY APP, SCHOOL, HCF, PUBLIC TOILET & COMMUNITY SANITATION APP 76
SESSION 12: NWASH INVENTORY, SUSTAINABILITY AND UNSERVED APPLICATIONS 80
SESSION 13: REVIEW OF THIRD DAY 86
SESSION 14: REAL WATER SUPPLY SCHEME VISIT, NWASH INVENTORY AND SUSTAINABILITY DATA COLLECTION 88
SESSION 15: SOCIAL & TECHNICAL DATA: UPLOAD, VERIFICATION, EDITING AND VALIDA TION 94
Day 4 102
SESSION 16: WASH GOVERNANCE MODULE INTRODUCTION 102
Day 5 104
SESSION 17: REVIEW OF THE FOURTH DAY 104
SESSION 18: PRIORITIZATION & BUDGETING 106
SESSION 19: Q&A, ACTION PLANNING, TRAINING EVALUATION, POST-TEST, CLOSING 112

1. INTRODUCTION

Reliable data management is essential for effective planning and development, including Water, Sanitation and Hygiene (WASH). In this context, the primary objective of NWASH is to establish a national WASH data management system that reflects the actual status of water supply, sanitation, and hygiene services across the country. Furthermore, NWASH aims to support the formulation of local government level WASH Plan plans to support the local, provincial, and federal government on evidence-based planning.

Under NWASH, local governments collect comprehensive WASH data and prepare a long-term periodic WASH plan. This plan also outlines the expected roles, participation, and investment commitments of local, provincial, and federal governments in accordance with WASH laws, policies, and regulations.

The main objective of this training material is to strengthen the capacity of training facilitators to cascade the training to both social and technical enumerators, who are responsible to collect data in field level. And strengthening capacity of to apply NWASH app and web-based function to develop local government level WASH plan.

This training material has been developed based on lessons learned from various training programs and NWASH data collection and WASH plan field level activities conducted in collaboration of the Department of Water Supply and Sewerage Management, the Koshi and Madhesh Provincial Governments, local governments within Koshi and Madhesh Provinces, and SNV Nepal.

This training materials is participatory 4.5-day M-TOT, combining classroom sessions, hands-on application practice, and real-world field exercises.

1.1. Training Overview

Safe Drinking Water, Sanitation and Hygiene (WASH) are fundamental human needs and essential services for improving public health, environmental sustainability and the overall quality of life. In Nepal, the WASH Policy, 2078, WASH Act, 2079 and WASH Regulation, 2080 provide the policy and legal framework for ensuring equitable, inclusive, quality, sustainable and climate-resilient WASH services for all. These instruments emphasize evidence-based planning, effective service delivery, accountability and regulation of WASH services at all levels of governments.

To support these objectives, the Government of Nepal has developed the National WASH Management Information System (NWASH-MIS) as a national data platform. NWASH not only enables local governments to systematically collect and maintain WASH data but also assists to develop evidence-based WASH plans.

Using this system, local governments can collect reliable and geo-referenced data that supports planning, monitoring, resource allocation and decision-making processes, while provincial and federal governments play an important role in providing technical assistance, coordination and capacity-building support to local governments for the effective implementation and utilization of the system.

Now, NWASH-MIS is expanding across the country as new as well as updating requirements, there is an increasing need for a pool of competent trainers who can effectively facilitate capacity-building initiatives at provincial and local levels. These trainers are expected to strengthen the knowledge and skills of local government officials, technical personnel and enumerators involved in NWASH-MIS implementation. Role of trainers is critical to producing capable enumerators who can collect accurate, complete and high-quality data in accordance with established standards and protocols. In addition, trained resource persons are expected to provide ongoing technical support for system operation, troubleshooting, data quality assurance and the effective use of NWASH-MIS.

The training package includes sessions on the national WASH sector context, relevant policy and regulatory provisions, NWASH-MIS architecture and functionalities, mobile and web applications, data collection methodologies, data quality management, geo-referenced mapping, reporting and dashboard analysis, facilitation skills, and practical field-based exercises. Furthermore, this training material has been developed by incorporating practical lessons, field experiences and good practices gained through SNV's support to NWASH-MIS implementation in Koshi, Madhesh and Karnali Provinces. The package also draws upon experiences from numerous NWASH-related training and first-hand implementation experiences from local governments, making it highly practical, context-sensitive and relevant for trainers and practitioners involved in NWASH-MIS implementation.

1.2. Training Objectives

The general objective of the training is to develop a pool of competent NWASH-MIS trainers who can effectively facilitate capacity building sessions, support system implementation, operation and strengthen data quality assurance processes, and enable local governments to generate and utilize reliable WASH data for evidence-based planning and decision making.

Specific objectives

- Build participants' technical proficiency in operating the NWASH-MIS platform and its mobile applications (household, school, healthcare facility, community sanitation, public toilet, unserved population, inventory and water quality modules).

- Strengthen participants' skills in data collection, upload, verification, editing and analysis, including field-based practice.
- Familiarize participants with cross-cutting considerations inclusiveness, GEDSI, and climate resilience in WASH data collection and planning.
- Equip participants with the knowledge and materials to deliver localized training to IT/technical staff and enumerators at the local-government level.

1.3. Learning Outcomes

S.N.	Expected Outcome Area	Expected Outcomes
	WASH Concepts and Indicators	Participants will develop a sound understanding of key WASH concepts, indicators and service levels, and will be able to effectively explain these concepts during NWASH training and capacity-building activities.
2	NWASH Knowledge and Application	Participants will gain comprehensive knowledge of NWASH objectives, architect, functionalities and applications of NWASH, enabling them to train and support local government and enumerators in its effective use.
3	Data Collection and Quality Assurance	Participants will be able to demonstrate, supervise and mentor the data quality of all NWASH-MIS applications.
4	Training, Facilitation and Coaching Skills	Participants will be able to design and facilitate participatory NWASH trainings, apply adult-learning principles, and provide on-the-job coaching and technical support to local governments and enumerators.
5	Ethics, Data Quality and Professional Conduct	Participants will be able to promote and ensure compliance with ethical standards, informed consent, confidentiality, data quality protocols and professional conduct throughout NWASH-MIS implementation.
6	Coordination, Technical Support and System Sustainability	Participants will be able to coordinate with local governments and stakeholders, support NWASH system operation, and contribute to the sustainable institutionalization of NWASH at local, province and federal levels.

1.4. Training Participants

Local governments IT Officers, WASH Focal Persons, Consultants, Freelancers, Local and Provincial Resource Persons, government technical staff, and other professionals involved in WASH plan preparation training, data management, and WASH sector development.

Note: Participants should also be clearly informed in advance that bringing an Android smartphone and own laptop is mandatory for the training, as it will be required using the NWASH mobile applications during practical exercises and field-based activities.

1.5. Training Facilitators

Experienced trainers from the Department of Water Supply and Sewerage Management (DWSSM) and NWASH-MIS system developers, with additional support from WASH sector experts. The facilitation team also includes experienced MTOT/TOT graduates and resource persons with extensive practical experience in NWASH-MIS implementation, capacity building, and local government support.

1.6. Training Duration

4.5 days (four full days and one half-day), combining classroom presentations, interactive discussions, brainstorming sessions, group work, hands-on practice with NWASH mobile and web applications, simulation exercises, field-based data collection, data quality review, and practical facilitation exercises to strengthen both technical and training delivery competencies. The curriculum can be customized based on participants competencies and require job after completion of this training.

2. TRAINING PLANNING

The following are some of the tasks that need to be completed in preparation for the training.

2.1. Management of Training Materials and Resources

The training planning team (facilitators and the organizing institution) should make the following arrangements for the training:

Pretraining preparation

- Estimate the training budget and responsible people.
- Assign responsibility for inviting participants, coordinating with them, and managing participant registration.

- Assign responsibility for overall training logistics, including time management, refreshments/meals, venue setup, and venue management.
- Assign responsibility for procuring, preparing, and managing training equipment, materials, stationery, and printed participant resources.
- Assign responsibility for organizing the training opening session, pre-test, and other preparatory activities.
- Assign responsibility for identifying and coordinating suitable locations for practical field exercises, including scheduling and logistical arrangements.
- Divide role and responsibility among the facilitators aligning with training curriculum.

During the training job

Define

- Who will be responsible for preparing the training hall in the morning and re-arranging it again in the evening?
- Who will be responsible for ensuring that refreshments and meals are prepared on time?
- Who will be responsible for documenting the training activities daily?
- Who will be responsible for checking the participants' details/attendance?
- Who will be responsible for preparing the evaluation?

Post training job

- Who will be responsible for documenting (typing up) the training evaluation results?
- Who will be responsible for cleaning the training materials and venue?
- Who will be responsible for replacing or replenishing materials if needed?
- Who will be responsible for preparing the training report?
- Who will be responsible for maintaining regular coordination and communication with participants?
- Who will be responsible for providing information related to accommodation, logistics, and other administrative arrangements for the training?

2.2. Role and responsibilities of training facilitators

This training will be facilitated by competent singles or with multiple co-facilitators. The facilitators should conduct effective coordination with the training management team for prefect planning of training, field visit plan, and proper logistic arrangement in training and field. Facilitators will lead the role of finalizing the training agendas, dividing role among facilitators and co-facilitators and management team and ensure the effective session delivery aligning with the purpose of the training.

2.3. Training venue

Arrive at the training venue a day before the training, or before participants arrive, to inspect the training hall and ensure that all required materials and equipment are properly arranged and ready for use. The seating arrangement has a significant impact on the effectiveness of the training. Arrange tables and chairs in a way that enables participants to maintain eye contact, interact comfortably with one another, and easily form small groups for discussions and group activities. This helps create a participatory learning environment and supports effective communication and collaboration among participants.

Since this training relies heavily on web- and mobile-based applications, in advance, assess the availability and reliability of internet connectivity and electricity backup at the training venue. Verify whether the venue can provide sufficient bandwidth to support all participants using the NWASH web platform and mobile applications simultaneously. If the available internet service is inadequate, alternative idea need to be explored such as; mobile data pack. It is also advisable to obtain prior confirmation from the venue management that reliable internet connectivity and power backup facilities will be available whenever needed throughout the training period.

Ensure the availability of nearby Water Supply System (gravity, lift, hybrid), schools, health care facilities (HCFs), public toilets, and households for practical field-based exercises. Assign a member of the facilitator or management team to find appropriate field and coordinate with respective institutions including households.

In addition, verify that the training venue has accessible toilet facilities for all participants (preferably separate toilets for women and men and accessible for

person with disabilities), as well as adequate arrangements for safe drinking water and handwashing facilities.

If overnight accommodation is required, assess the safety and security of the lodging facilities before approval. Attention should be given to the safety and well-being of female participants. Conduct a basic risk assessment and approve the accommodation only if it is considered safe, secure, and appropriate for all participants.

2.3. Equipment and training materials

The availability of the following materials and equipment should be ensured for the training. During the training preparation phase, a detailed list should be prepared identifying items that need to be purchased, materials and equipment that should be available at the training venue, and resources that can be obtained through rental or provided by the office. This list should be shared with the management team well in advance to facilitate timely procurement, coordination, and logistical arrangements.

SN	Materials / Equipment	Obtained By (Purchase / Venue / Office / Rental / Participant)
1	Android smartphones/tablets and laptop for participants	Participant
2	Mobile data package / Wi-Fi internet access	Venue / Organizer
3	Laptop for presentation and NWASH web demonstration	Office / Facilitator
4	LCD projector/projector screen/Display screen	Venue / Rental / organizer
5	Sound system (speaker and microphone)	Venue / Rental
6	Extension cords and power strips	Office/organizer / Venue
8	Electricity backup (generator/inverter/UPS)	Venue
9	Flip charts, Markers (various colors), Masking tape, Meta-cards / Coloured cards, Sticky notes	Purchase / Office/organizer
10	Flip chart stand	Office / Rental
11	Notebooks and pens for participants	Purchase

12	Printed training manual / participant handbook	Purchase / Office
13	Session handouts and presentation printouts	Facilitator/organizer
14	Module quick-reference guides	Facilitator/organizer
15	Pre-test and post-test questionnaires	Facilitator/organizer
16	Registration sheets/Participants attendance sheets	Office
17	Name tags / Name tents	Purchase
18	Training banner / Backdrop	Purchase/organizer
26	First-aid kit	Venue / Office/Organizer
27	Drinking water and handwashing facilities	Venue
28	WSS system, School, HCF, Public toilet, HH for field work	Organizer/facilitation in Coordination with local government
29	Transportation for field practice	Organizer / Rental
30	Completion certificates	Purchase / Office
31	Access to NWASH	DWSSM

Note: *Before the training, prepare a detailed checklist indicating which materials will be* ***purchased****,* ***provided by the venue****,* ***borrowed from the office****,* ***rented****, or* ***brought by participants****, and assign responsibility for ensuring their availability.*

3. TRAINING FRAMEWORK

The general framework of the training is as follows:

Training Opening, Welcome and Expectations Setting: To officially open the training, welcome participants, and establish a positive learning environment. This session also allows participants and facilitators to introduce themselves, share their experiences, clarify expectations, and review the training objectives, agenda, and ground rules.

Technical Learning Sessions: To build participants' knowledge and facilitation capacity on NWASH-related concepts, policies, indicators, systems, and data collection methodologies. Each session should include a brief introduction, interactive learning activities, practical demonstrations, reflection, and key takeaways.

Demonstration and Practical Sessions: To familiarize participants with the NWASH web platform and mobile applications. Participants practice key

functions such as user management, data collection, editing, upload, data validation, quality assurance, and reporting.

Facilitation Skills and Cascade Training Sessions: To strengthen participants' abilities to plan, facilitate, and deliver NWASH training programs at provincial and local levels. Sessions focus on adult learning principles, facilitation techniques, training management, communication skills, ethical consideration, and managing group learning processes.

Group Work, Simulation and Micro-Teaching Exercises: To provide opportunities for participants to practice facilitating training sessions, conducting demonstrations, managing discussions, and receiving constructive feedback from peers and facilitators.

Field-Based Data Collection Practices: To enable participants to apply their knowledge and skills in real-world settings through practical exercises at households, schools, healthcare facilities (HCFs), public toilets, and water supply systems. Participants practice data collection, observation, interviewing, and supervision techniques.

Data Upload, Quality Assurance and Analysis Sessions: To develop participants' skills in reviewing, validating, cleaning, uploading, and analyzing collected data. Participants learn common data quality issues, troubleshooting approaches, and methods for interpreting and using NWASH data for planning and decision-making.

Daily Review and Reflection Sessions: To review key learning points, address questions and challenges, capture participant feedback, and identify areas requiring further clarification. Daily reflections also help facilitators adjust subsequent sessions based on participants' needs.

Breaks and Networking Opportunities: To maintain participant engagement, concentration, and well-being throughout the training. Appropriate time should be allocated for refreshments, meals, informal interaction, and peer learning.

Training Evaluation and Action Planning: To assess participants' learning achievements, training effectiveness, and confidence to deliver cascading NWASH trainings. Participants also prepare individual or institutional action plans for applying and disseminating the knowledge and skills gained.

Training Closing and Certification: To formally conclude the training, summarize key achievements and commitments, share final reflections, and award certificates to participants who successfully complete the TOT requirements.

Facilitators' Debrief and Follow-Up Planning: To review overall training performance, document lessons learned, identify areas for improvement, and plan post-training support, mentoring, and future cascading training activities at provincial and local government levels.

Note: *As an TOT, the training framework emphasizes not only learning the NWASH system and tools but also developing participants' capacity to*

independently organize, facilitate, and replicate NWASH trainings for local governments and other stakeholders.

4. PRESENTATION SLIDES

This training package includes PowerPoint presentation slides designed to support both technical learning and facilitation practice. The slides serve as a learning aid and provide a structured approach for delivering the training content. Facilitators are encouraged to review all presentations thoroughly before the training to understand the flow of topics, key learning objectives, and how individual sessions are linked throughout the program.

Most slides are accompanied by speaker notes that provide suggested explanations, facilitation tips, key messages, examples, and discussion points. These notes are intended to support trainers in delivering consistent and accurate information on NWASH concepts, indicators, data collection methodologies, NWASH applications, and training facilitation skills. Facilitators should familiarize themselves with these notes during preparation and adapt examples where necessary to reflect the local context and participants' experience.

The presentation slides should not be used as a script to be read word-for-word. Rather, they should serve as a guide to facilitate interactive learning through discussion, questioning, demonstrations, group exercises, and practical application. Facilitators are encouraged to draw upon their own experiences and those of participants to enrich the learning process.

The time allocations provided in the training agenda are based on facilitators delivering the content at a moderate pace while using the recommended speaker notes and participatory learning methods. Adding extensive explanations, additional examples, or prolonged discussions may require additional time and could affect subsequent sessions. Facilitators should therefore monitor time carefully and balance participant interaction with completion of the planned curriculum.

Since the NWASH TOT emphasizes both technical competency and training delivery skills, facilitators should use the slides not only to transfer knowledge but also to demonstrate effective facilitation techniques, adult learning principles, and good presentation practices that participants can apply when conducting cascading trainings at provincial and local government levels.

Where appropriate, presentation sessions should be complemented by live demonstrations of the NWASH-MIS web platform, NWASH mobile applications, simulation exercises, group work, and field-based practice activities to ensure that participants gain both conceptual understanding and practical experience.

5. EFFECTIVE FACILITATION OF TOT

The success of an NWASH TOT depends not only on the quality of the training materials but also on the effectiveness of the facilitator. As TOT participants are expected to become future trainers and resource persons, facilitators must demonstrate both strong technical knowledge and effective training delivery skills. Their role is to create a participatory learning environment that enables participants to gain practical competencies in NWASH systems, data collection, data management, and training facilitation.

Key Principles for Effective Facilitation

Be Well Prepared and Build Confidence:

Facilitators should thoroughly review the training agenda, presentation slides, practical exercises, NWASH-MIS web platform, and mobile applications before the training begins. Familiarity with both the technical content and facilitation process helps build participant confidence and ensures smooth delivery of the sessions.

Focus on Participant Learning

The primary responsibility of a facilitator is to support learning rather than simply deliver information. Encourage participants to actively engage, share experiences, practice skills, and learn from one another. Facilitation should emphasize understanding, application, and problem-solving rather than memorization.

Create an Open and Respectful Learning Environment

Participants come from different professional backgrounds and possess varying levels of experience with WASH, data management, and digital technologies. Respect all questions, opinions, and experiences. No question should be considered unimportant. If an answer is unknown, acknowledge it honestly and identify appropriate sources or experts for clarification.

Encourage Active Participation and Interaction

NWASH TOT should be highly participatory. Use discussions, brainstorming, demonstrations, practical exercises, case studies, simulations, and group work to maximize engagement. Encourage participants to ask questions, share field experiences, and reflect on lessons learned. Participants should feel comfortable interacting with both facilitators and participants.

Identify and Address Confusion and Ambiguities

During sessions, facilitators should continuously observe participants' understanding and identify areas of confusion, uncertainty, or misunderstanding. Clarify technical concepts, survey questions, indicator definitions, and data collection procedures whenever needed. A "parking board" may be used to record unresolved questions for later discussion.

Promote Hands-On Learning

The NWASH system is highly practical and technology based. Facilitators should provide sufficient opportunities for participants to practice using NWASH mobile applications and NWASH-MIS web platform.

Emphasize Field-Based Practice

Field exercises are a core component of NWASH TOT. Facilitators should observe the participants interview to collection WSS, schools, health facilities, public toilets, and households' data in mobile apps and ensure they apply ethical considerations during the interview or observations.

Ensure Data Quality

Facilitators should consistently emphasize the importance of accurate, complete, and reliable data collection. Common errors, inconsistencies, incomplete responses, GPS issues, duplicate records, and photograph quality should be discussed and reviewed. Participants should learn how to identify and correct errors before data submission.

Promote Data Security, Ethics, and Confidentiality

Facilitators should emphasize that personal information collected during surveys must be kept confidential, data should be used only for authorized purposes, respondents' privacy and dignity must always be respected, and photographs should be taken only in accordance with established procedures and with appropriate consent where required.

Demonstrate Good Facilitation Practices

Since participants are future trainers, facilitators should model effective training techniques throughout the course, including, clear communication, active listening, effective questioning, time management, group facilitation, conflict management, constructive feedback and respond Constructively to Incorrect Answers. When participants provide incorrect responses, facilitators should seek to understand the reasoning behind the answer before providing clarification. Responses should be corrected respectfully without discouraging participation. Mistakes should be treated as learning opportunities.

Use Multiple Learning Methods

Different participants have different learning preferences and styles. To maximize learning and engagement, facilitators should use a variety of training methods, including presentations, demonstrations, group discussions, brainstorming sessions, simulation exercises, field-based practice, reflection activities and peer learning.

Facilitators should follow the agreed training schedule and ensure adequate time for discussion, practical exercises, breaks, and reflection. While participant interaction is important, excessive deviation from the agenda may affect achievement of learning objectives.

Use Digital Tools Competently: Facilitators should be comfortable operating all training technologies and equipment, including NWASH mobile applications, NWASH web page, projectors and presentation equipment
Internet connectivity tool, and Online dashboards and reports.

6. HOW TO USE MANUAL

This section presents the NWASH TOT agenda and session outlines designed to achieve the expected learning outcomes and build participants' technical and facilitation competencies.

6.1. Lesion Plan

For each session in the NWASH TOT, a detailed lesson plan has been developed to guide facilitators in delivering the content effectively. This section also explains the icons used throughout the Trainer Manual and their meanings.

	**Learning Outcomes.** Describes what the participants will be able to do by the end of the session to demonstrate increased knowledge, improved skills or changes in attitude.
	**Time.** The clock symbol appears next to the amount of time the session may take. This is an estimated time, and the session may be longer or shorter depending on how you facilitate it.
	**Materials.** Lists all the materials that will be required for the session.
	**Preparation.** The clipboard represents preparation that needs to be done prior to the session including materials required and things to prepare in advance.
	**Introduction.** The hook signals the introduction to a topic. The introduction connects participants' personal experience to the topic of the lessons and motivates their interest.
	**Main Activity.** The puzzle appears at the beginning of a main learning activity.
	**Trainer Notes (TN).** The exclamation point appears to remind you of things to do or consider while facilitating the session.
	**Handouts.** This appears when there are handouts for the participants.

6.2. Icon Used in Power Points

Icons/ Images	Explanation
	Group Activity
	Documentary show
	Case study
	Time

7. TRANING SCHEDULE

The table below summarizes the 4.5-day M-TOT schedule. Detailed session guides for each day follow in Section 4.

Time	Activity / Content	Methodology	Responsibility
Day 1			
8:00–10:00	Registration, breakfast, Opening, pre-test	Registration	Lead Facilitator / Co-facilitator
10:00–11:00	WASH framework, legal basis, CR-WASH and GEDSI in WASH	Presentation	Lead Facilitator / Co-facilitator
11:00–13:00	Introduction to NWASH-MIS platform, WASH plan preparation, inclusiveness & climate-resilience considerations	Presentation	Lead Facilitator / Co-facilitator
13:00–14:00	Sampling methods, survey ethics	Presentation	Lead Facilitator / Co-facilitator
14:00–17:00	WASH service mapping & Secondary data analysis	Group Work	Lead Facilitator / Co-facilitator
Day 2			
9:00–14:00	JMP/NWASH definition, WASH guidelines, HH Survey App, School, HCF, Public toilet & community sanitation modules	Presentation	Lead Facilitator / Co-facilitator
14:00–17:00	Inhouse Practice - HH Survey App School, HCF, public toilet & community sanitation app	Practical session	Lead Facilitator / Co-facilitator

Time	Activity / Content	Methodology	Responsibility
Day 3			
9:00–12:00	Field Visit - HH Survey App School, HCF, public toilet & community sanitation app	Field Visit	Lead Facilitator / Co-facilitator
12:00–14:00	NWASH inventory & unserved App introduction Inhouse Inventory app practice and data upload/check	Presentation	Lead Facilitator / Co-facilitator
14:00–17:00	Inhouse Inventory app practice and data upload/check	Practical session	Lead Facilitator / Co-facilitator
Day 4			
9:00–12:00	Field Visit: NWASH inventory & unserved App	Field Visit	Lead Facilitator / Co-facilitator
12:00–16:00	Social & Technical: Upload, Data verification, validation and editing	Presentation	Lead Facilitator / Co-facilitator
16:00–17:00	Wash Governance module introduction	Presentation	Lead Facilitator / Co-facilitator
Day 5 (half day)			
9:00–12:00	Prioritization & budgeting	Presentation	Lead Facilitator / Co-facilitator
12:00–14:00	Q&A, Action planning, training evaluation, post-test, closing		Lead Facilitator / Co-facilitator

7.1 Training Schedule Overview

The table below summarizes the 4.5-day M-TOT schedule. Detailed session guides for each day follow in Section 4.

Time	Session #	Activity / Content	Methodology	Responsibility
		Day 1		
8:00–9:00		Registration and Breakfast		Lead Facilitator / Co-facilitator
9:00–10:00	1	Opening session • Registration & self-introduction • Expectation collection • Objective sharing & training overview • Logistics briefing • Pre-test	Self-introduction, expectation collection, plenary presentation, closing remarks	Lead Facilitator / Co-facilitator
10:00–11:00	2	WASH introduction and legal framework • WASH components (water, sanitation, hygiene) • WASH history, legal framework and SDG/JMP alignment • CR-WASH approach • WASH system strengthening • GEDSI in WASH	Brainstorming and presentation	Lead Facilitator / Co-facilitator

Time	Session #	Activity / Content	Methodology	Responsibility
11:00–11:15		Tea Break		Lead Facilitator / Co-facilitator
11:15–13:00	3	WASH plan preparation: modality and framework • NWASH and WASH-plan concept and framework • WASH Plan flow diagram • Coordination, collaboration and fund flow • Roles/responsibilities of federal, provincial and local governments • Role and responsibility of facilitators/ provincial Resource Persons (PRPs)	Presentation, interaction and group work	Lead Facilitator / Co-facilitator
13:00–14:00		Lunch Break		
14:00–15:00	4	Introduction to the NWASH-MIS platform • General overview, framework and approaches • MIS dashboard walkthrough • Participants' MIS experience sharing	Presentation and hands-on practical (bring smartphones/tablets)	Lead Facilitator / Co-facilitator

Time	Session #	Activity / Content	Methodology	Responsibility
		• Orientation on installing NWASH-MIS apps and registration • • App installation: School, HCF, Community Sanitation, Project Sustainability, Public Toilet, Unserved Population apps		
15:00–15:15		High Tea		Lead Facilitator / Co-facilitator
15:15–16:15	**5**	**Sampling method, Survey ethic and WASH service mapping** • Sampling methods, survey ethics, and interview technique • WASH Service mapping and secondary data analysis	Presentation, hands-on practical and discussion	Lead Facilitator / Co-facilitator
16:15–17:00	**6**	**NWASH App practices** • JMP / NWASH-MIS definitions of safely managed water, sanitation and hygiene • Household sanitation guidelines (total sanitation guideline) • NWSH HH	Presentation	Lead Facilitator / Co-facilitator

Time	Session #	Activity / Content	Methodology	Responsibility
		Day 2		
9:00-10:00	**7**	**Review of First day**		
10:00–13:00	**8**	**NWASH App practices** • NWSH HH • NWASH School And in-house practices Q&A on NWASH household module	Presentation	Lead Facilitator / Co-facilitator
13:00–14:00		Lunch Break	**13:00–14:00**	
14:00–17:00	**9**	**NWASH App practices** • NWASH Healthcare facilities • NWASH Public toilet & • NWASH community sanitation modules And Inhouse Practices	Practical session	Lead Facilitator / Co-facilitator
		Day 3		
9:00-10:00	10	**Review of Second day**		
10:00–13:00	11	Field Visit - HH Survey App, School, HCF, public toilet & community sanitation app	Field Visit	Lead Facilitator / Co-facilitator
13:00–14:00		Lunch Break		

Time	Session #	Activity / Content	Methodology	Responsibility
14:00–17:00	12	NWASH inventory & unserved App introduction • NWASH Inventory Introduction and practices / types of water supply system/water resources • NWASH Sustainability introduction and practices • Unserved App introduction and practices • Inhouse Inventory app practice and data upload/check	Presentation and practical session	Lead Facilitator / Co-facilitator
		Day 4		
9:00–10:00	13	**Review of previous day**		
10:00–13:00	14	Field Visit: NWASH inventory & unserved App	Field Visit	Lead Facilitator / Co-facilitator
13:00–14:00		Lunch Break		
14:00–16:00	15	Social & Technical: Upload, Data verification, validation and editing	Presentation	Lead Facilitator / Co-facilitator
16:00–17:00	16	WASH Governance module introduction	Presentation	Lead Facilitator / Co-facilitator
		Day 5 (half day)		

Time	Session #	Activity / Content	Methodology	Responsibility
9:00–10:00	17	**Review of previous day**		
10:00–12:00	18	Prioritization & budgeting	Presentation	Lead Facilitator / Co-facilitator
12:00–13:00		Lunch Break		
13:00–14:00	19	Q&A, Action planning, training evaluation, post-test, closing		Lead Facilitator / Co-facilitator

8. Session Plan

Each session is supported by a detailed lesson plan that outlines the session objectives, expected outcomes, materials, preparation requirements, facilitation process, and reference materials to help facilitators deliver the session effectively and consistently.

Day 1

SESSION 1: TRAINING OPENING AND INTRODUCTION



60 Mins

Session Description



The objective of this session is formal opening of the M-TOT, introduction among the participants and facilitators, expectation collection, training objective sharing, logistics announcement, rule setting and pre-test.

Learning Outcomes



At the end of this session, participants will be able to:

1. Establish rapport among participants, facilitators, and organizers.
2. Identify and discuss participants' learning expectations for the NWASH TOT.
3. Participants understand the overall goal, flow and logistics of the training.

Materials



- Registration sheet, name tags, banner
- Meta-cards and markers for expectation collection
- Pre-test question sheets, printed or digital and pens
- Laptop, projector and screen
- Flip chart, markers and masking tape
- Printed handouts / quick-reference guide for the session topic

Preparation



- Prepare registration desk and seating arrangement in advance
- Print pre-test sheets and expectation meta-cards
- Prepare a short slide on training objectives, agenda and ground rules
- Review session content and timing in advance
- Test projector, internet connectivity and any required app/demo account Arrange seating for the planned group/pair work.

Introduction of session – 5 minutes



1. Introduce the facilitators, training organizers, and other guests as appropriate.
2. Briefly explain the training and learning approach:
    - Participatory and experiential learning
    - Hands-on practice and learning by doing
    - Individual and group activities
    - Practice with NWASH mobile applications and web platform
    - Open discussions, questions and answers
    - Learning from participants' experiences and peer interaction
3. Orient participants to the training venue, including the training hall layout, toilet facilities, drinking water, emergency exits, first-aid arrangements, and internet access.
4. Present the registration process, training agenda, schedule, learning objectives, and key activities, including practical exercises and field-based learning.
5. Conduct a brief icebreaker or introduction activity to help participants get to know one another and create a positive and participatory learning environment.

Introduction of participants – 25 minutes



1. Ask participants to introduce themselves by sharing the following information:
    - Name
    - Address/Location
    - Organization
    - Current role and responsibilities
    - Total years of experience in WASH, development, information management, data collection, or related sectors
2. Ask participants to briefly share one piece of information, experience, evidence, or lesson that they received in the past and that significantly influenced their personal decisions, organizational planning, work practices, programme improvements, or policy decisions.
3. Assign a co-facilitator to record only the years of experience shared by each participant on a flip chart or newsprint during the introduction activity.
4. Ensure that all participants, facilitators, and organizers take part in the introduction exercise.
5. After all introductions are completed, calculate the total years of professional experience represented in the training room and present the result to the participants.

6. Facilitate a brief discussion on how this collective knowledge and experience can contribute to strengthening the WASH sector and improving evidence-based planning and decision-making.
7. Summarize and document the valuable examples shared by participants on how information and evidence have influenced planning, decision-making, service improvement, or organizational change.



Facilitator's Note: *We all contribute, in one way or another, to improving water supply, sanitation, and hygiene in our communities and households, but we rarely keep track of these contributions. Similarly, the easiest way to understand any situation is through data. Data helps us see the real picture, understand existing conditions, measure progress, and make informed decisions. Most importantly, it helps us envision better possibilities and plan for a desired future.*

Expectation Collection– 10 minutes



1. Provide each participant with a meta-card and ask them to write their learning expectations from the NWASH Training of Trainers (TOT). Allow approximately two minutes for this activity.
2. Collect the meta-cards and group similar expectations into thematic categories as appropriate, such as WASH concepts and policies, NWASH-MIS, data collection and management, facilitation skills, training management, or other relevant topics.
3. Present the collected expectations to the participants by category and briefly discuss how they relate to the objectives and content of the training.
4. If an expectation is addressed within the training programme, place it under the heading "Learning Expectations" on a flip chart or brown sheet paper.
5. If an expectation falls outside the scope of the training, place it under the heading "Parking Lot." Inform participants that these topics may be discussed during breaks, free time, or at an appropriate point during the training if time permits.
6. Inform participants that all expectations will remain displayed throughout the training and will be reviewed again during the closing session to assess the extent to which the training has met their expectations.

Objective of the training – 5 Minutes



After collecting participants' expectations, briefly explain how the training objectives align with those expectations. The objectives can be presented using a PowerPoint slide or flip chart.

The objectives of the NWASH TOT are:

1. Demonstrate a comprehensive understanding of WASH concepts, indicators, policies, institutional arrangements, and the NWASH system.
2. Effectively use and facilitate training on NWASH mobile applications and web-based platforms for data collection, validation, management, analysis, and reporting.
3. Apply and promote standardized data collection methodologies, data quality assurance procedures, ethical principles, confidentiality requirements, and field supervision practices.
4. Conduct cascading NWASH trainings and provide technical support, coaching, and mentoring to enumerators, supervisors, and local government officials involved in NWASH data collection and management.

Group Agreement / Ground Rules Development -5 minutes



1. Explain to participants that a few agreed rules and norms are necessary to create a positive, respectful, and effective learning environment and to encourage active participation throughout the training.
2. Ask participants to suggest possible ground rules that they believe will support good learning and collaboration during the training.
3. Collect participants' responses and record them on a flip chart or newsprint paper under the heading "Group Agreement." Display the sheet in a visible location where all participants can refer to it throughout the training.
4. Ensure that key points are included in the group agreement, such as minimizing mobile phone use during sessions, avoiding side conversations, respecting different opinions, participating actively, and adhering to the agreed schedule.

Pre-test -10 Minutes



1. Inform participants that they will now complete a pre-test designed to assess their existing knowledge and experience related to WASH concepts, NWASH-MIS, data collection and management, and training facilitation.
2. Consult with participants and agree on the preferred method for administering the pre-test, either through a printed questionnaire or a digital platform.
3. As this TOT focuses on digital systems and online data collection tools, facilitators should use a digital questionnaire whenever possible. However, considering potential internet connectivity issues, printed copies of the questionnaire should be prepared in advance for all participants as a backup option.
4. If a digital pre-test is used, ask participants to access their mobile devices and share the questionnaire link or QR code. Provide brief instructions on how to complete and submit the questionnaire.
5. Reassure participants that the pre-test is not an examination and that it is perfectly acceptable if they do not know the answers to all questions. Explain that the purpose of the pre-test is to understand their current knowledge level and that all topics will be covered in greater detail during the training.
6. Allow sufficient time for participants to complete the pre-test, provide support if technical difficulties arise, and ensure that all responses are submitted before proceeding to the next session.

Session Review



1. Ask participants whether they have any questions, comments, or reflections related to the session.
2. Review the key points discussed during the session, including the training objectives, agenda, learning expectations, ground rules, and pre-test process.
3. Confirm that participants understand the purpose of the NWASH TOT and their expected role as future trainers and resource persons.
4. Briefly explain the next session and ensure that participants are ready to proceed with the training programme.

Day 1

SESSION 2: WASH INTRODUCTION AND LEGAL FRAMEWORK



90 Mins

Session Description



This session provides an overview of the Water, Sanitation and Hygiene (WASH) sector, including its key components, national policy and legal framework, and its contribution to achieving the Sustainable Development Goals (SDGs). Participants will gain an understanding of WASH system strengthening, the Climate Resilient WASH (CR-WASH) approach and sectors facing major challenges. Participants are expected not only to understand these concepts but also to confidently facilitate discussions and deliver similar sessions in future.

Learning Outcomes



At the end of this session, participants will be able to:

1. Explain the key concepts, components, evolution, and significance of the Water, Sanitation and Hygiene (WASH) sector.
2. Describe major WASH indicators, Sustainable Development Goal (SDG) 6**,** WHO/UNICEF Joint Monitoring Programme (JMP) service levels and monitoring framework.
3. Interpret the national WASH policy, legal, and institutional framework, including the roles and responsibilities of federal, provincial, and local governments in the WASH sector.
4. Explain the role of NWASH-MIS in supporting WASH monitoring, evidence-based planning, decision-making, and service improvement.
5. Demonstrate the capacity to facilitate discussions on WASH concepts, policies, indicators, and sector challenges during cascading NWASH trainings.

Materials



- Meta-cards and markers
- Laptop, projector and screen
- Flip chart, markers and masking tape

- Printed handouts / quick-reference guide for the session topic/presentations

Preparation



- Write the session agenda on a flip chart or brown paper and display it in a location visible to all participants.
- Prepare printed copies or flip-chart sheets showing the definitions of water supply, sanitation, and hygiene (WASH).
- Prepare and test the digital presentation (PowerPoint slides) for the session.
- Print at least four sets of the JMP service level definitions and indicators for use during group exercises and discussions.
- As this is a digitally oriented training programme, facilitators are encouraged to use digital tools and platforms from the beginning of the session whenever feasible.

Introduction – 10 minutes



Part 1: Understanding WASH and Data (5 Minutes)

1. **Ask participants:** *"When you hear the term WASH, what comes to your mind?"* Record in chart or paper
2. **Probe further:** *"Does WASH mean only water supply, (does it also include sanitation and hygiene?).*
3. **Ask participants to share examples of WASH-related work they have been involved in**, such as: Water supply projects, Sanitation campaigns, Hygiene promotion, WASH in school, WASH in HCF, data collection and surveys, monitoring and reporting.
4. **Ask:** *"How do governments and organizations know the real status of WASH services?"* lead participants toward the importance of data, indicators, and evidence-based planning.
5. **Conclude this discussion by emphasizing:**
   "Good planning requires good data, and good data requires a common understanding of WASH concepts and indicators."

Part 2: TOT and Facilitation Perspective (5 Minutes)

6. **Ask participants to think as trainers rather than learners:** *"Imagine you are conducting a training for new enumerators who have very little knowledge or no knowledge of WASH. How would you explain WASH in simple and understandable language?"* Invite 2–3 participants to demonstrate their explanation.
7. **Ask:** *"What problems might occur if enumerators do not clearly understand WASH concepts before going to the field?* **"Guide**

discussion toward: Misinterpretation of indicators, Incorrect observations, Inaccurate survey responses, Poor data quality, Poor planning decisions

8. **Ask:** *"Besides understanding the content ourselves, what should a good trainer do to help others understand it?"* Highlight- Using simple language, Practical examples, Visual aids and demonstrations, Questions and discussions, relating concepts to local realities

9. **Transition to the presentation:**
   "As Trainers, our role is not only to understand WASH concepts, policies, indicators, and systems but also to communicate them effectively to others. In this session, we will explore the key components of WASH, the policy and legal framework, SDG linkages, CR-WASH and system-strengthening approaches, and the role of NWASH-MIS in supporting evidence-based planning and decision-making."

WASH components (water, sanitation, hygiene)-20 Minutes



1. Link participants' responses to the standard WASH definitions and concepts from the introduction
2. Emphasize how a clear understanding of WASH concepts supports accurate interpretation of indicators and improves data quality during field data collection.
3. Conclude the discussion by presenting the formal definitions, concepts, and evolution of WASH, highlighting how trainers can simplify these concepts for future trainees and enumerators. (***Presentation Slides: WASH Definition, Components, Concepts, and Historical Background***)

WASH history, legal framework and SDG/JMP alignment- 20 Minutes



1. Ask to follow up question to participants: Now that we have a common understanding on WASH components; "Do you have knowledge about WASH policies, laws, standards, and targets to guide, monitor or regulate?"
2. Ask participants to name: Any WASH-related policy, act, regulation, or guideline they know. Any international commitments or goals related to WASH.
3. How do we know whether WASH services are improving over time? What indicators or benchmarks are used to measure progress?"
4. Over time, countries and international organizations have developed policies, legal frameworks, standards, and monitoring systems to

improve and track WASH services. In the next section, we will explore the evolution of the WASH sector, Nepal's legal and policy framework, the Sustainable Development Goals (SDG 6), the JMP monitoring framework. ***(Presentation Slides: WASH History, legal framework and SDG/JMP)***

CR-WASH approach-10 Minutes



1. Ask participants: Have you seen any water schemes that stopped functioning after a few years?
2. Have floods, landslides, droughts, or water shortages affected WASH services in your area?
3. Why do some WASH services remain functional while others fail?
4. Summarize responses and explain: Although governments have policies, plans, and investments in WASH, services often face risks from climate change, disasters, resource depletion, and weak management. To address these challenges, the WASH sector has adopted the Climate Resilient WASH (CR-WASH) approach. (**Presentation *Slides: CR-WASH Approach)***

WASH system strengthening- 10 Minutes



1. Ask participants: Is climate the only the cause for misfunctioning or dysfunction or fail of WASH system?
2. If not, what other factors they are;
3. Building resilient infrastructure is important, but sustainable WASH services also depend on strong institutions, governance, financing, human resources, monitoring systems, and community engagement. These broader elements are addressed through the WASH System Strengthening approach, which we will discuss next. (**Presentation *Slides: WASH System Strengthening)***

Gender Disability and Social Inclusion (GEDSI) in WASH- 10 Minutes



1. Ask participants what they understand by Gender Equality, Disability, and Social Inclusion (GEDSI).
2. Facilitate a discussion on what GEDSI means in relation to WASH services and facilities in schools, health care facilities (HCFs), and public toilets.
3. Explain that, from a WASH service perspective, GEDSI includes facilities such as toilets with menstrual hygiene management (MHM) provisions, child-friendly water, sanitation, and handwashing facilities, and facilities that are accessible and usable by persons with physical disabilities and visual impairments.
4. Present examples and key features of GEDSI-friendly WASH facilities. ***(Presentation Slides: GEDSI-Friendly WASH Facilities)***

Session Review -10 Minutes



1. Ask participants to briefly share one key learning or insight they gained from the session related to WASH concepts, policies, SDG/JMP indicators, CR-WASH, or WASH system strengthening.
2. Review the main messages of the session by asking: What are the three main components of WASH? Why are policies, laws, and standards important for the WASH sector? How do SDG 6 and JMP indicators help monitor WASH services? Why is climate resilience important for sustainable WASH services?
3. If you were facilitating this session for local government staff or enumerators, what key messages would you emphasize to ensure they understand the importance of WASH and data quality?
4. Invite participants to raise any questions, concerns, or points requiring further clarification and address them as appropriate.
5. Conclude by summarizing that effective WASH planning and service improvement depend on a common understanding of WASH concepts, strong policies and systems, climate-resilient approaches, and reliable data generation.

Facilitator Reference Materials

- WASH Definition /SDG 6 indicator framework note/JMP Indicators
- National WASH Sector Policy and relevant Acts/Regulations
- Presentations- PowerPoint/handout

Definitions

1. Water Supply

Water supply refers to the availability of sufficient, safe, acceptable, physically accessible, and affordable water for drinking, cooking, personal hygiene, and other domestic purposes.

Safe drinking water has a direct impact on human health, dignity, and quality of life. Safe water is generally assessed in terms of its **quantity, quality, and accessibility**.

Linkage with SDGs

Sustainable Development Goal (SDG) 6.1 aims to achieve universal and equitable access to safe and affordable drinking water for all by 2030.

JMP Definition – Drinking Water

According to the WHO/UNICEF Joint Monitoring Programme (JMP), drinking water from an improved source is considered a **Safely Managed Drinking Water Service** when it:

- Is located on premises;
- Is available when needed; and
- Is free from faecal contamination and priority chemical contamination.

2. Sanitation

Sanitation refers to systems and services for the safe management of human excreta, including the use of toilets and the safe collection, containment, treatment, and disposal of faecal waste. Effective sanitation plays a vital role in maintaining open-defecation-free environments, reducing disease risks, and promoting healthy communities.

Linkage with SDGs

SDG 6.2 aims to achieve access to adequate and equitable sanitation and hygiene for all by 2030, end open defecation, and pay special attention to the needs of women, girls, and vulnerable groups.

JMP Sanitation Service Levels

1. Safely Managed Sanitation Service

According to the SDG definition, a safely managed sanitation service refers to the use of improved sanitation facilities that are not shared with other households and where excreta are either safely disposed of in situ or transported and treated off-site.

2. Basic Sanitation Service

Use of an improved sanitation facility (such as a toilet with a septic tank or other improved technology) that is not shared with other households and is used exclusively by a single household.

3. Limited Sanitation Service

Use of an improved sanitation facility that is shared by two or more households.

4. Unimproved Sanitation Service

Use of unimproved sanitation facilities, such as pit latrines without a slab or platform.

5. Open Defecation

The practice of defecating in open spaces such as fields, bushes, riverbanks, ponds, drainage areas, or other open environments due to the absence or non-use of toilets.

3. Hygiene

Hygiene refers to personal and environmental practices that help protect health and prevent disease. These include handwashing with soap and water, safe handling of drinking water and food, menstrual hygiene management, and other healthy behaviors.

Linkage with SDGs

Under **SDG 6.2**, countries aim to ensure access to adequate and equitable hygiene services for all, with particular emphasis on promoting handwashing facilities with soap and water.

JMP Hygiene Service Levels

1. Basic Hygie Service

A designated handwashing facility with soap and water is available on premises.

2. Limited Hygiene Service

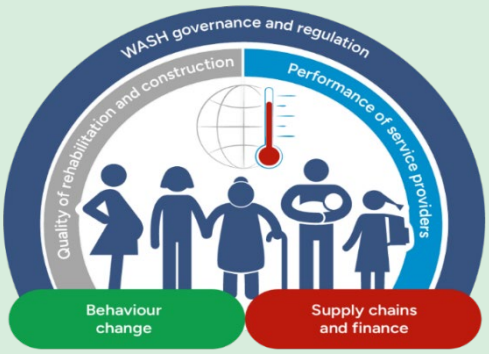
A designated handwashing facility is available on premises, but either soap or water is not available at the time of assessment.

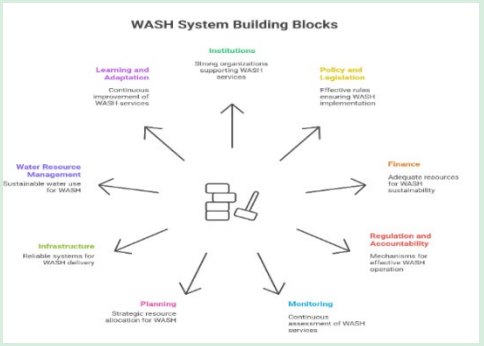
3. No Hygiene Facility

No designated handwashing facility is available on premises.

CR-WASH Framework and WASH System Strengthening

Gender





Equality, Disability and Social Inclusion (GEDSI)

Gender Equality, Disability and Social Inclusion (GEDSI) is an approach that ensures equal opportunities, access to resources and services, and meaningful participation in decision-making processes for all individuals, regardless of gender, disability, ethnicity, religion, language, age, economic status, geographic location, or social background.

In the WASH sector, GEDSI particularly focuses on ensuring equitable access to water supply, sanitation, and hygiene services for women, children, older persons, persons with disabilities, and other marginalized groups. Its core principle is **"Leave No One Behind."**

Importance of GEDSI in the WASH Sector

- Ensures equitable access to safe, accessible, and inclusive water, sanitation, and hygiene (WASH) services for all citizens.
- Promotes the inclusion of the specific needs and priorities of women, adolescent girls, persons with disabilities, older persons, and marginalized communities in WASH planning and service delivery.
- Encourages the development of disability-friendly WASH facilities, including accessible toilets, ramps, handrails, adequate maneuvering space, and user-friendly water points.
- Supports the provision of facilities and services that address the menstrual hygiene management (MHM) needs of women and adolescent girls.
- Ensures meaningful participation of all population groups in WASH planning, implementation, operation, and monitoring processes.

- Contributes to improved health, education, dignity, safety, and quality of life through inclusive and accessible WASH services.
- Supports the achievement of the Sustainable Development Goals (SDGs), particularly:
    - **SDG 6:** Ensure availability and sustainable management of water and sanitation for all.

SDG 5: Achieve gender equality and empower all women and girls.

Day 1

SESSION 3: WASH PLAN PREPARATION: MODALITY AND FRAMEWORK



90 Mins

Session Description



This session provides basic ideas of planning process focusing WASH plan. It also covers the process of WASH planning in local government level and important data to prepare WASH plan. The session consists of the NWASH and WASH plan frameworks.

Learning Outcomes

At the end of this session, participants will be able to:



1. Explain the purpose, principles, and importance of evidence-based WASH planning and the role of NWASH-MIS in supporting the planning process.
2. Describe the WASH planning framework, planning cycle, and key steps involved in preparing a WASH Plan at local government level.
3. Identify and explain the roles and responsibilities of federal, provincial, and local governments in WASH planning, implementation, and monitoring.

Materials



- Meta-cards and markers
- Laptop, projector and screen
- Flip chart, markers and masking tape
- Handouts / quick-reference guide for the session topic/presentations

Preparation



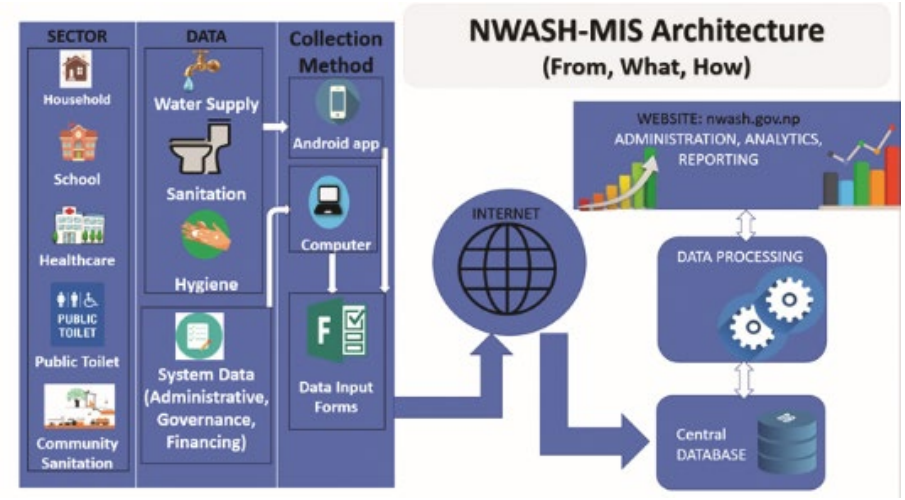
- Prepare set of follow diagram
- Print the WASH-plan flow diagram as a handout for each group
- Review session content and timing in advance
- Test projector, internet connectivity and any required app/demo account
- Arrange seating for the planned group/pair work

Introduction – 5 Minutes

1. Ask participants: "Why do local governments prepare plans? Record key responses on a flip chart.
2. Ask: "How do local governments identify WASH priorities and decide where to invest limited resources?"
3. Ask: "Can WASH planning be effective without reliable data and information?"
4. Invite participants to share examples of planning processes they have been involved in (municipal planning, ward planning, annual budgeting, WASH planning, etc.).
5. Conclude by emphasizing that effective WASH planning requires reliable data, stakeholder participation, and a systematic planning process.

NWASH and WASH Plan Concept and Framework – 25 Minutes

1. Ask participants: **"What information is required before preparing a WASH Plan?** Record responses on a flip chart.
2. **Guide discussion toward:** WASH service status, Coverage and service levels, Functionality status, Population information, Institutional information, financial information
3. **Ask:** Where can local governments obtain this information?
4. Introduce NWASH-MIS as a key source of planning information.
5. Explain how NWASH-MIS supports: Situation analysis/data analysis, Identification of Gap, Priority setting, Resource allocation, Monitoring, regulation, and reporting



6. Explain how data is transformed into evidence for planning and decision-making.
7. Present slides on WASH plan framework and NWASH-MIS Architecture.: (***NWASH-MIS arcitecture***

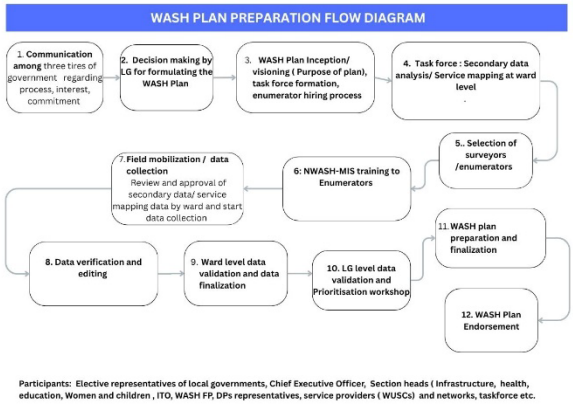
WASH Plan Flow Diagram – 30 Minutes

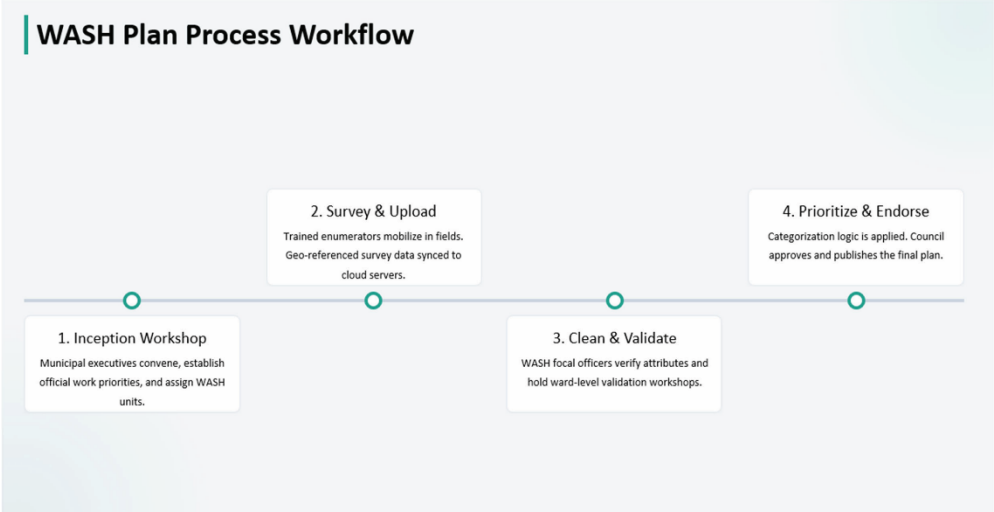
Preparation Before Session

1. Print each WASH Plan preparation step on separate cards/strips of paper.
2. Cut the steps into individual pieces.
3. Prepare one complete set for each group.
4. Mix the cards so they are not in the correct sequence.
5. Prepare a PowerPoint slide showing the correct WASH Planning Flow Diagram.

During session

1. Divide participants into groups and provide each group with a mixed set of WASH planning process cards (cut from the flow diagram).
2. Ask groups to arrange the cards in the correct sequence for preparing a WASH Plan, from data collection to plan finalization.
3. Invite each group to briefly present their sequence and explain their logic.
4. Facilitate discussion on any differences and ask participants why certain steps should come before or after others.
5. Present the official WASH Planning Flow Diagram and explain each step, highlighting where NWASH data collection, verification, editing, validation, consultation, planning, and approval occur. (***Presentation slide: NWASH and WASH plan flow diagram***)
6. Include the prioritization criteria Climate vulnerability, condition of services, unserved area, social Inclusion (will be linked to whole prioritization process)
7. Conclude by emphasizing that a quality WASH Plan depends on following a systematic process and using reliable verified data for decision-making.

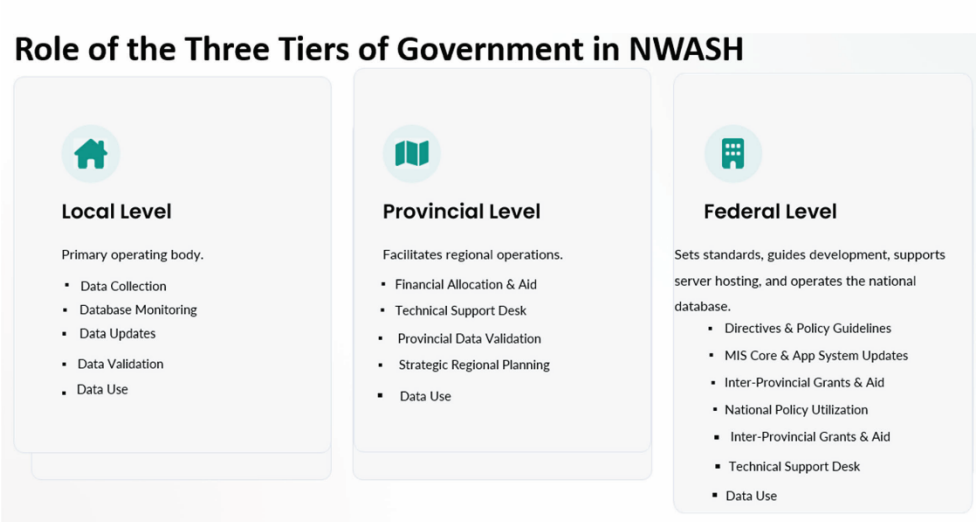




Roles and Responsibilities of Federal, Provincial and Local Governments – 10 Minutes

1. Ask participants: "Which level of government is responsible for WASH planning, implementation, and monitoring?"
2. Record responses under three headings: Federal, Provincial, and Local Government.
3. Invite participants to briefly explain the role of each level and discuss areas where coordination is required.
4. Present the official roles and responsibilities of federal, provincial, and local governments in WASH governance, planning, financing, implementation, monitoring, and technical support. (Presentation Slides: Roles and Responsibilities of Government)
5. Facilitate a short discussion on why coordination among the three levels is important for effective WASH service delivery and planning.

6. Conclude by emphasizing that successful WASH planning requires clear roles, strong coordination, and shared accountability across all levels of government.



Role and Responsibility of Facilitators/Resource Persons – 10 Minutes

1. Ask participants: "What role can facilitators or resource persons play in supporting WASH planning processes?" Collect a few responses and record key points.
2. Present the main roles of facilitators and resource persons, including stakeholder engagement, facilitation of discussions, data interpretation, prioritization, action planning, and support to local governments. ***(Presentation Slides: Role of Facilitators/Resource Persons)***
3. Discuss the difference between facilitating decisions and making decisions on behalf of local governments.
4. Conclude by emphasizing that facilitators help stakeholders understand information, encourage participation, and support evidence-based WASH planning and decision-making.

Session Review – 10 Minutes

1. Ask participants to share one key learning or insight from the session.
2. Review the session by asking:
   - Why is a WASH Plan important?
   - What role does NWASH-MIS play in WASH planning?
   - What are the major steps in the WASH planning process?
   - What are the responsibilities of federal, provincial, and local governments?
   - What is the role of facilitators and resource persons?

3. Ask from an TOT perspective: “If you were facilitating a WASH planning training for local governments, what key messages would you emphasize?”
4. Invite questions, comments, and clarifications.
5. Conclude by emphasizing that: Effective WASH planning requires reliable data, stakeholder participation, a structured planning process, and strong facilitation.
6. NWASH-MIS provides evidence for planning, while facilitators help local governments make informed decisions and prepare realistic WASH Plans.

Facilitator Reference Materials

- WASH plan Guidelines and flow diagram

Day 1

SESSION 4: INTRODUCTION TO THE NWASH-MIS PLATFORM



60 Mins

Session Description



This session introduces the NWASH-MIS platform, including its purpose, key features, dashboard, user registration process, enumerator ID creation, and mobile application installation. It also prepares participants to orient and support new NWASH users during cascading training.

Learning Outcomes



At the end of this session, participants will be able to:

1. Explain the purpose, structure, and key functions of the NWASH-MIS platform.
2. Navigate the NWASH dashboard and interpret basic information and reports.
3. Register users and create enumerator IDs within the NWASH system.
4. Install and access NWASH mobile applications.
5. Facilitate orientation and onboarding of new NWASH users during cascading trainings.

Materials



- Laptop, projector, and screen
- Android smartphones/tablets
- Internet connection
- Flip chart, markers, and masking tape
- User registration guide
- App installation links or QR codes

Preparation



- Test internet connectivity and projector.
- Verify access to the NWASH dashboard.
- Prepare registration credentials and demonstration accounts.

- Prepare app download links or QR codes.
- Install required apps on facilitator devices.

Introduction of session – 5 minutes



1. Ask participants: "Have you ever used an MIS, mobile app, or digital system for data collection and reporting?"
2. Invite a few participants to share their experiences.
3. Ask: "Why do governments need an MIS platform?"
4. Discuss how data supports planning, monitoring, and decision-making.
5. Introduce NWASH-MIS as Nepal's government-led WASH information management platform.

NWASH-MIS Platform Overview and Dashboard Walkthrough – 15 Minutes



1. Ask participants: "What information would you expect to find in a WASH dashboard?"
2. Present the NWASH architect, framework and approaches ***(Presentation slide: NWASH overview)***
3. Demonstrate the NWASH dashboard, including Key indicators, Maps and visualizations
4. Explain how dashboard information supports decision-making and WASH planning.

Participants' MIS Experience Sharing – 10 Minutes



1. Ask participants to briefly share:
   - MIS tools or digital platforms they have used.
   - Challenges and lessons learned.
2. Summarize common experiences and link them to NWASH-MIS.

User Registration and Enumerator ID Creation – 15 Minutes



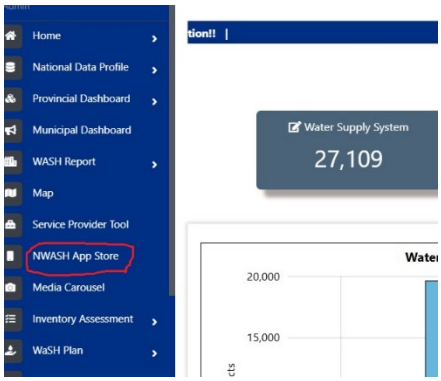
1. Ask all participants to open their laptops and access **nwash.gov.np**. Provide a brief orientation to the NWASH-MIS login page and system interface.
2. Explain user account types and access levels. Inform participants that local governments must request official Municipal IDs and user

accounts through **DWSSM**, while resource persons may also receive authorized user credentials when required.

3. Provide demo/training login credentials and ask participants to log in to the system together.
4. Demonstrate the user registration process step-by-step, including profile creation, password setup, login, and account activation.
5. Ask participants to complete the registration process on their own devices while following the demonstration, provide support as needed, and verify successful registration and login for all participants.

NWASH Mobile App Installation – 10 Minutes

1. Ask participant to open **nwash.gov.np** in their android mobile and open **NWASH App store**
2. Guide participants to install: NWASHHH, NWASH School, NWASH healthcare, NWASH Public toilet, NWASH Unserved and NWASH Inventory V2 Apps
3. Briefly explain the purpose of each application.
4. Ensure all participants have uploaded the all apps in their own mobile.



Session Review – 5 Minutes

1. Ask participants to share **one key learning** from the session.
2. Review:
   - Purpose of NWASH-MIS
   - Use of the dashboard for planning and monitoring
   - Importance of user registration and Enumerator IDs
   - Available NWASH mobile applications
3. Ask: **"If you were orienting new NWASH users, what key message would you emphasize?"**
4. Invite questions and clarifications.
5. Conclude by emphasizing that **NWASH-MIS supports evidence-based planning, while proper registration and mobile applications support quality data collection and management.**

Facilitator Reference Materials

- WASH plan Guidelines and flow diagram
- NWASH-MIS User Manual (dashboard and registration chapters)
- App installation troubleshooting guide
- NWASH-MIS User Manual (relevant module chapter)
- This training manual and the session PowerPoint/handout
- National WASH policy and legal-framework reference documents

Day 1

SESSION 5: SAMPLING METHOD, SURVEY ETHIC AND WASH SERVICE MAPPING



60 Mins

Session Description



This session introduces sampling methodology to collect data in NWASH. After this session participants will have idea to conduct WASH survey mapping in the municipality which will help to identify number of samples for technical and social data collections of NWASH inventory, unserved, schools, healthcare facilities and public toilets. Similarly, this session covers the NWASH HH sampling methodology, survey ethics and interview techniques.

Learning Outcomes



At the end of this session, participants will be able to:

1. Explore number of samples to collect data at local government level.
2. Describe appropriate household sampling methods and cascade to enumerators training and
3. Apply survey ethics and interview technique during data collection.

Materials



1. Laptop, projector and screen
2. Tablets/smartphones with NWASH-MIS household app installed
3. Flip chart, markers and masking tape
4. Stetch pen /markers /drawing paper
5. Handouts: household survey consent script and code of conduct
6. WASH service mapping format

Preparation



1. Case scenarios for service mapping and sampling practical exercise
2. Test projector, internet connectivity and app demo account
3. Arrange seating for pair/group practical work
4. Prepare excel sheet for service mapping
5. Printed consent form

Introduction of session – 5 minutes

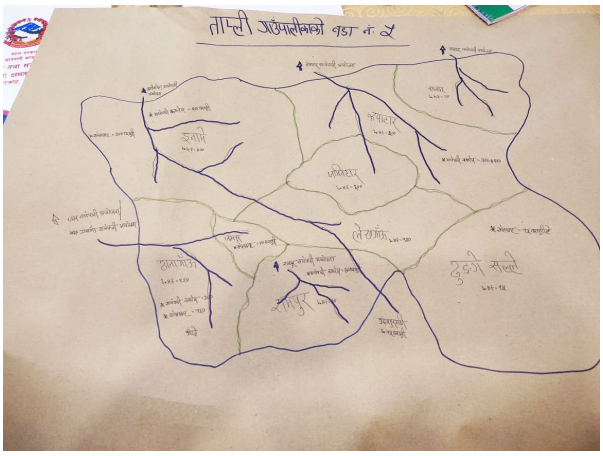
1. Ask participants: How do we know water supply reach of LG? Similarly, how do we know the number of schools, HCF and water supply unserved area?
2. Try to get idea of knowing secondary information about WASH facilities. And link to idea to get the information is WASH service mapping.
3. Can we collect data from every household in a municipality? If not, how do we select households that represent the entire ward or municipality?
4. Introduce the concept of household sampling.
5. Conclude by explaining that the session will combine WASH service mapping, household sampling practice, survey ethics, and interview technique.

WASH Service Mapping and Facility Verification – 30 Minutes

1. Ask participants: "How do we identify which households are already receiving water supply services and which households are still unserved?"
2. Ask: "Why is service mapping important for WASH planning and NWASH inventory updating?"
3. Explain that ward-level service mapping helps identify existing services, service gaps, left-out households, overlapping coverage, and future investment needs.

WASH Service Mapping Exercise

1. Divide participants into 3–5 groups and give scenario of the any ward to sketch the social map. Such as number of settlements, number of households in different



settlement and other geographic situations of that ward.

- Draw ward boundaries clearly.
- Include major roads, rivers, forests, schools, health facilities, and other landmarks.
- Identify and label all settlements/tole within the ward.
- Provide household numbers for each settlement from given scenario.

2. Ask participants: find out the existing water supply system and coverage area and beneficiary households by settlement.
3. Find out households with overlapping water services
4. Find Left-out households and unserved areas
5. Ask groups to discuss possible service expansion, ongoing projects, and locations requiring new schemes.
6. Ask participants why facilities such as schools, health facilities, and public toilets should be included in WASH data collection.
7. List out the number of services and coverage households in excel sheet and;
8. Invite groups to briefly present their service maps and findings.
9. Conclude with proper service mapping process and analysis.

Household sampling			
Ward # 1			
SN	Name of the settlement	Total houeholds	10 % sample
1	A	60	6
2	B	65	7
3	C	80	8
4	D	45	5
	Total	250	26

Sampling methods and survey ethics-10 Minutes
Social mapping exercise



1. Ask each group to use previous map from service mapping for household sampling
2. Identify and label all settlements/tole within the ward.
3. Provide household numbers for each settlement from given scenario.
4. Calculate the total number of households in the ward. And calculate the required 10% household sample.

Key Messages

1. Every settlement should be represented.
2. Sample size = 10% of total households.
3. Adequate spacing should be maintained between selected households.
4. Replacement households may be selected if respondents refuse participation.

5. Social mapping can later be linked with WASH service mapping and planning.
   (Presentation: households sampling)

Survey Ethics and Interview Techniques – 10 Minutes



1. Ask participants: "What should an enumerator do before starting a household interview?" Then discuss key ethical principles, including informed consent, privacy and confidentiality, respect and non-discrimination, accurate data recording, and professional behaviour.
2. Explain the purpose of the consent form and emphasize that respondents must be informed about the purpose of the survey, how the information will be used, and their right to participate voluntarily before data collection begins.
3. Ask participants: "What makes a household interview effective?" and collect a few responses from the group.
4. Facilitate discussion on good interviewing practices, including building rapport with respondents, asking questions clearly and respectfully, and avoiding leading or influencing responses.
5. Present the key ethical standards and interview techniques ***(Presentation Slides: Survey Ethics and Interview Techniques)*** and conclude by emphasizing that quality data depends on ethical conduct, respondent trust, accurate observations, and effective interviewing skills.

Session Review – 5 Minutes



1. Ask participants to share one key learning from the session.
2. Review key topics: service mapping, sampling methodology, survey ethics and interview techniques
3. Ask: "How would you explain the sampling process in a simple way during enumerator training?"
4. Invite questions, clarifications, and discuss any issues recorded in the Parking Lot.

Facilitator Reference Materials

- WASH Service Mapping form and excel sheet
- Consent form
- Presentations

Water Supply and WASH Facility Mapping Process Through a Ward-Level Meeting

1. Preparation for Ward-Level Meeting

- Coordinate with the Ward Office and invite relevant stakeholders, including ward representatives, Water Users and Sanitation Committees (WUSCs), school representatives, health facility representatives, community leaders, women's groups, and other relevant groups.
- Arrange mapping materials, ward maps, service mapping forms, and facility listing formats.
- Coordinate with the Ward Office and invite relevant stakeholders, including ward representatives, Water Users and Sanitation Committees (WUSCs), school representatives, health facility representatives, community leaders, women's groups, and other relevant groups.
- Arrange mapping materials, ward maps, service mapping forms, and facility listing formats.

2. Prepare Ward Social Map

- Draw the ward boundary on chart paper.
- Mark major roads, rivers, streams, forests, schools, health facilities, markets, and other important landmarks.
- Identify and mark all settlements (tole/basti) within the ward.
- List all settlements within the ward.
- Determine and record the total number of households in each settlement.
- Mark settlement names and household numbers on the social map.

3. Water Supply Service Mapping

- Identify all existing water supply services, including:
  - Piped water supply systems
  - Community tube wells
  - Community water points
  - Protected springs
  - Other managed water supply facilities
- Map each water supply system and its service area.
- Record:
  - Total households served
  - Households with overlapping services

- Left-out households
- Unserved households

- Identify ongoing and proposed water supply projects.

4. School WASH Facility Listing

- Prepare a complete list of all schools in the ward.
- Verify:
  - School name
  - Location
  - Management type
  - Operational status
- Validate the list through ward-level discussion.

5. Health Care Facility (HCF) Listing

- Prepare a list of all health facilities, including:
  - Hospitals
  - Primary Health Care Centers
  - Health Posts
  - Urban Health Clinics
  - Community Health Units
- Verify facility status and location.

6. Public Toilet Mapping

- Identify all existing public toilets within the ward.
- Record:
  - Location
  - Operational status
  - Managing organization
- Identify areas where new public toilets may be required and record proposed locations.

7. Community Sanitation Facility Mapping

- Identify and record:
  - Solid waste management facilities
  - Community waste collection points
  - Drainage systems
  - Wastewater disposal locations
  - Community sanitation facilities

- Discuss sanitation challenges and priority areas.

8. Validation of Information

- Present all mapped facilities and services to meeting participants.
- Verify information through discussion and consensus.
- Correct errors, omissions, or duplicate records.

9. Finalization and Endorsement

- Finalize:
  - Water Supply Service Map
  - School List
  - Health Facility List
  - Public Toilet List
  - Community Sanitation Facility List
- Prepare ward-level meeting minutes.
- Obtain ward-level validation and endorsement.

Expected Outputs

- Ward Water Supply Service Map
- List of Existing and Proposed Water Supply Schemes
- School Facility List
- Health Care Facility List
- Public Toilet List
- Community Sanitation Facility List
- List of Left-Out and Unserved Households
- Ward-Level Meeting Minutes and Recommendations
- Inputs for NWASH Inventory, Sustainability, Unserved Applications, and WASH Planning Processes.

Day 1

SESSION 6: HOUSEHOLD LEVEL WASH AND NWASH HH PRACTICES



60 Mins

Session Description



This session introduces participants to household-level data collection under NWASH. It covers the JMP and NWASH-MIS definitions of safely managed water, sanitation, and hygiene services, sound sampling methods and survey ethics, household sanitation guidelines, and hands-on orientation to the NWASH household data collection module.

Learning Outcomes



At the end of this session, participants will be able to:

1. Understand the JMP ladder related to households WASH indicators.
2. Understand the types of WASH facilities in households, and its functionality status in order to collect NWAH HH data,
3. Gain idea of NWASH HH app login and operation including clarity in options of the questions.

Materials



1. Laptop, projector and screen
2. Tablets/smartphones with NWASH-MIS household app installed
3. Handouts: JMP/NWASH service ladder chart
4. Handouts: household survey consent script and code of conduct

Preparation

1. Test projector, internet connectivity and app demo account
2. Arrange seating for pair/group practical work



3. Print set of JMP definitions

Introduction of session – 5 minutes



1. Remind participants that in the previous session they discussed JMP WASH service ladders, they apply across different settings such as households, schools, and health care facilities.

a. Ask participants: **"**Why is it important to clearly understand these service levels before collecting household data?"
b. Explain that while the JMP ladders provide the overall framework, this session focuses specifically on household-level indicators and questions used in the NWASH Household Module.

JMP / NWASH-MIS Definitions of Water, Sanitation and Hygiene – 15 Minutes



JMP Ladder Exercise

1. Divide participants into groups.
2. Provide each group with mixed cards containing JMP water, sanitation, and hygiene service levels and their definitions.
3. Ask groups to arrange the cards in the correct service ladder sequence.
4. Invite groups to present their results.
5. Present the correct JMP service ladders and explain their relationship with NWASH Household questionnaire indicators.
6. Clarify that TOT participants should understand the logic behind service levels to support data interpretation and quality assurance. (***Reference: JMP service ladder)***

Household Sanitation Guidelines – 10 Minutes



1. Present national household sanitation guidelines and minimum standards relevant to NWASH-MIS indicators.
2. Discuss key indicators enumerators must observe and record (Water resource type, toilet type, handwashing facility, safe disposal of faecal sludge, etc.).
3. Show reference photos/illustrations of improved vs. unimproved sanitation facilities.
4. Invite participants to share field experiences related to household sanitation assessment. ***(Presentation: Household sanitation guidelines)***

NWASH Household App Questionnaire Discussion – 30 Minutes



1. Ensure all participants have the NWASH HH App installed, are logged in using their demo ID, and have internet access.
2. Guide participants through the questionnaire section by section and ask them to read questions aloud in turns.

3. Ask participants to answer the questions based on their own household situation and discuss the expected responses.
4. Relate key questions to JMP service levels, total sanitation indicators, water sources, sanitation facilities, and hygiene facilities.
5. Ask participants: "What challenges might enumerators face while asking this question?" and "How might respondents misunderstand it?"
6. Clarify doubts using examples, photographs, and illustrations, and record unresolved issues in the Parking Lot for later discussion.



Facilitator notes: Use photographs and practical examples to explain, for water resources, types of toilets, handwashing, disability friendly WASH facilities etc.

Session Review – 5 Minutes



Ask participants to share one key learning from the session.

1. Review key topics: of JMP and WASH services in household.
2. Ask: "How would you explain the sampling process in a simple way during enumerator training?"
3. Invite questions, clarifications, and discuss any issues recorded in the Parking Lot.

Facilitator Reference Materials

- JMP/NWASH-MIS definitions handout
- NWASH HH operational manual
- Total sanitation guidelines

Day 2

SESSION 7: REVIEW OF FIRST DAY



60 Mins

Session Description



This session is designed to review the previous day's learning in a participatory and engaging manner, identify participants' remaining questions and areas of confusion, and connect key learnings with the topics to be covered on the following day. To make the review interactive "**Ball Pass Review"** method will be used. Participants will share one key learning from the previous day and one topic they still find unclear. The facilitator will record the key learnings and unresolved questions, group similar issues together, and explain how these will be addressed during the current or upcoming sessions.

As this is a **TOT** programme, participants will also reflect on how they would facilitate similar review sessions during cascading trainings and how daily reviews can be used to strengthen learning, identify misunderstandings, and improve training effectiveness.

Learning Outcomes

At the end of this session, participants will be able to:



1. Recall and share the key learnings from the previous day's training.
2. Identify and discuss areas of confusion, unanswered questions, and additional learning needs.
3. Relate previous learning to the topics and activities planned for the current day.
4. Apply participatory review techniques that can be used during future NWASH training programmes and cascading trainings.

Materials



- Soft ball or small object
- Flip chart or brown paper
- Meta-cards
- Permanent markers
- Masking tape

Preparation



- Arrange seating in a circle or semi-circle.
- Prepare flip charts with the headings:
  - Key Learnings from Yesterday
  - Topics Requiring Clarification

- To Be Discussed Today / Parking Lot
- Review the previous day's key messages.
- Prepare a brief overview of the current day's agenda.

Introduction and Instructions – 5 Minutes



1. Ask participants to stand or sit in a circle.
2. Explain the purpose of the activity:
   - Recall key learnings from the previous day.
   - Identify questions or areas needing clarification.
   - Connect previous learning with today's sessions.
3. Explain that when participants receive the ball, they should briefly complete two statements:

1. **"One important thing I learned yesterday was..."**
2. **"One topic that is still unclear or that I would like to learn more about is..."**

Ball Pass Review Activity – 20 Minutes



1. Give the ball to one participant and invite them to share their responses.
2. Ask each participant to pass the ball to another participant after speaking.
3. Ensure all participants have an opportunity to contribute.
4. Encourage concise responses.
5. Ask a co-facilitator to record:
   - Key learnings
   - Questions
   - Areas of confusion
   - Group similar issues together.
6. Clarify simple questions immediately where possible.
7. Record more complex issues for later discussion.

Linking to Today's Sessions – 10 Minutes



1. Summarize the major learning points identified by participants.
2. Categorize questions under:
   - Can be clarified immediately
   - Will be covered today
   - To be addressed later (Parking Lot)
3. Present the day's agenda.
4. Explain how today's sessions build upon yesterday's learning.

TOT Reflection and Facilitation Perspective – 10 Minutes



1. Ask participants:
   - Why is a daily review important in a training programme?
   - How can a facilitator use review sessions to identify misunderstandings?
   - How would you conduct a similar review session during cascading training?
2. Discuss how review sessions help:
   - Reinforce learning
   - Identify knowledge gaps
   - Improve participation
   - Support adaptive facilitation
   - Increase training effectiveness

Session Review and Closing – 5 Minutes



1. Summarize:
   - Key learnings from yesterday
   - Main questions raised
   - Topics that will be addressed today
2. Ask if there are any urgent questions before moving to the next session.
3. Thank participants for their contributions.
4. Transition to the first session of the day with an energizer or positive acknowledgement.

Facilitator's Note



1. Ensure every participant has an opportunity to speak.
2. Encourage quieter participants and politely manage dominant speakers.
3. Record questions using participants' own words whenever possible.
4. Avoid lengthy explanations during the review session; use the Parking Lot for complex issues.

Day 2

SESSION 8: NWASH HOUSEHOLD AND NWASH SCHOOL APPLICATION PRACTICES

3 Hours (180 Mins)

Session Description

This session continues the previous discussion on the NWASH Household Application, focusing on detailed review of the household questionnaire, interpretation of indicators, common field challenges, and correct response selection. Participants will further strengthen their understanding through practical exercises and discussion. The session also introduces the NWASH School Application, linking school WASH indicators and standards with the questions used in the application.

Learning Outcomes

At the end of this session, participants will be able to:

- Explain and interpret the key questions in the NWASH Household and School applications.
- Relate questionnaire responses to WASH indicators, service levels, and standards.
- Identify common challenges and errors during household and school data collection.
- Conduct household and school data collection using the NWASH applications.

Materials

- Android smartphones with NWASH HH and NWASH School Apps
- Internet connection
- Projector and screen
- NWASH HH and NWASH School operational manuals
- School WASH guideline/procedure
- Pictures of WASH facilities and infrastructure
- Flip chart and markers

Preparation

- Ensure all participants have NWASH HH and NWASH School Apps installed.
- Ensure all participants are logged in with demo IDs.
- Prepare pictures of water sources, toilet types, handwashing facilities, MHM facilities, and disability-friendly facilities.

Introduction and Link with Previous Session – 5 Minutes



1. Ask participants to recall key learning points from the previous NWASH Household App session.
2. Ask: "Which questions were most difficult to understand or explain?"
3. Discuss any issues recorded in the Parking Lot from the previous day's household application discussion.
4. Clarify major doubts before proceeding.
5. Explain that this session will continue the discussion on the NWASH HH questionnaire with deeper practical examples before moving to the School Application.

NWASH Household Application Questionnaire Discussion (Continuation) – 60 Minutes



1. Continue reviewing the remaining sections of the NWASH Household questionnaire.
2. Ask participants to read questions aloud in turns and discuss the expected responses.
3. Ask: "What difficulties might enumerators face while asking this question?" "What mistakes could occur during data entry?"
4. Use photographs and practical examples to clarify confusing questions and response options.
5. Discuss common field situations and how to handle them correctly.
6. Record unresolved issues in the Parking Lot.

In-House Practice and Q&A on NWASH Household Module – 30 Minutes



1. Divide participants into groups of 4–5.
2. Assign roles: Enumerator, Respondent, Observer(s)
3. Conduct mock interviews using the NWASH HH App.
4. Ask respondents to answer based on a real household situation.
5. Ask observers to note: Interview techniques, Question interpretation, Data-entry errors, good practices
6. Share learning, challenges, and common mistakes after each exercise.
7. Conduct Q&A and clarify remaining doubts on the Household App.

School WASH Concepts and Indicators – 20 Minutes



1. Ask participants about their experience with School WASH programmes or school assessments.
2. Ask:
   - "What WASH facilities should every school have?"
   - "What indicators determine a good School WASH status?"

3. Discuss school water, sanitation, hygiene, MHM, and disability-friendly facilities.
4. Present key School WASH standards and indicators. (***Presentation on: WASH in school procedure)***
5. Link these indicators with the school questionnaire.

NWASH School Application Discussion – 40 Minutes

1. Ensure all participants open the NWASH School App.
2. Explain the purpose of: New Record and Update Existing in NWASH school.
3. Guide participants through the questionnaire section by section.
4. And do pair answer questions once the going through the app is completed.
5. Observed pair interview and give feedback in important points.
6. Relate questions to: School WASH standards, Water facilities, Toilets, Handwashing facilities, MHM facilities, Disability-friendly facilities.
7. Ask participants to answer based on a nearby school familiar to them.
8. Discuss common challenges and field verification requirements.
9. Clarify questions using photographs and examples.

Facilitator's Note: Explain the School WASH Star Recognition Approach as outlined in the School WASH Guideline. Clarify that a school's star status can only be officially recognized if it has been assessed and self-declared in accordance with the approved procedure. Although participants are not required to determine the exact star level of a school during data collection, they should have a basic understanding of the star recognition approach because some questionnaire items are linked to these standards. This understanding will help prevent incorrect responses during data collection. Facilitators should also emphasize the importance of observing school WASH facilities during field visits, rather than relying solely on verbal responses, in order to improve the accuracy and reliability of the collected data.

Session Review – 5 Minutes



1. Ask participants to share one important learning from the session.
2. Review: Household questionnaire and School questionnaire, Common field challenges
3. Ask:
   - "Which questions are most likely to confuse enumerators?"
   - "How would you explain those questions during enumerator training?"
4. Invite questions and clarifications.

Facilitator Reference Materials

- NWASH HH operational manual
- Household WASH presentation, Total Sanitation Manual, and related indicators
- NWASH School manual
- WASH in School procedure/star approach

Day 2

SESSION 9: NWASH HEALTH CARE, NWASH PUBLIC TOILETS AND COMMUNITY SANITATION APPLICATION PRACTICES



3 Hours (180 Mins)

Session Description



This session continues the previous discussion on the NWASH healthcare, public toilets and community sanitation application. The discussion will be focused on health-related WASH indicators relating to the NWASH HCF questionnaires. Similarly, session covers the practices on public toilet and community sanitation questionnaires.

Learning Outcomes



At the end of this session, participants will be able to:

- Explain healthcare, public toilet and community sanitation questions in the NWASH.
- Identify common challenges and errors during practice on these app.
- Train to enumerator on NWASH application of healthcare, public toilet and community sanitation.

Materials



- Android smartphones NWASH HCF, public toilet and community sanitation app.
- Internet connection
- Projector and screen
- Pictures of WASH facilities and infrastructure
- Flip chart and markers

Preparation



- Ensure all participants have Apps installed.
- Ensure all participants are logged in with demo IDs.
- Prepare pictures of water sources, toilet types, handwashing facilities, MHM facilities, and disability-friendly facilities.

Introduction – 5 Minutes



1. Ask participants to recall WASH components in Healthcare facilities, public toilets and community level and note in brown paper.
2. Ensure discussion covers: Water supply, Toilets, Handwashing facilities, Environmental cleanliness, Health care waste management (HCF)

3. Ask participants what disability-friendly and menstrual-friendly facilities should look like in health facilities and public toilet.

Introduction and HCF WASH Concepts – 15 Minutes



1. Ask participants: **"**What does WASH in a Health Care Facility mean?**"**
2. Ask whether they have experience with health facilities, health posts, hospitals, or health centre assessments.
3. Ask participants to identify key WASH facilities commonly found in health institutions.
4. Ensure discussion covers: Water supply, Toilets, Handwashing facilities, Environmental cleanliness, Health care waste management
5. Discuss why WASH is important for patients, health workers, cleaners, and visitors.
6. Ask participants what disability-friendly and menstrual-friendly facilities should look like in health facilities.
7. Link participants' responses to the NWASH HCF questionnaire and indicators.
8. Present key HCF WASH indicators. ***(Presentation Slides: HCF WASH Indicators)***

NWASH HCF Application Discussion – 35 Minutes



1. Ensure all participants open the NWASH HCF App and log in using their demo ID.
2. Explain the difference between: New and Update Existing
3. Guide participants through the questionnaire section by section in NWASH healthcare.
4. Ask participants to answer based on a nearby health facility familiar to them.
5. Explain which questions require direct observation and which can be answered through interviews.
6. Clarify difficult questions using photographs and practical examples.
7. Record unresolved issues in the Parking Lot.

Introduction and Public Toilet Concepts – 15 Minutes



1. Ask participants:
   - **"**What is a public toilet?"
   - "Where are public toilets needed?"
   - "What facilities should a quality public toilet provide?"
2. Record responses on a flip chart.
3. Present key public toilet WASH components: Safe water supply, Functional toilets, Handwashing facilities, Cleanliness, Waste management, GEDSI friendly
4. Ask:
   - **"**What does a GEDSI-friendly public toilet look like?"

5. Discuss: Gender-friendly facilities, Disability-friendly access, Menstrual hygiene facilities
6. Link participants' responses to questionnaire indicators and presentation

NWASH Public Toilet Application Discussion – 35 Minutes



1. Ensure all participants open the NWASH Public Toilet App and log in.
2. Explain the difference between:
   - Existing Public Toilet
   - Proposed Public Toilet
   - New
   - Update Existing
3. Guide participants through each section of the questionnaire.
4. Ask participants to answer based on a nearby public toilet familiar to them.
5. Explain observation requirements and answer selection criteria.
6. Clarify difficult questions using photographs and examples.
7. Record field-related issues in the Parking Lot.

Introduction and Community Sanitation Concepts – 15 Minutes



1. Ask participants:
   - **"**What is community sanitation?"
   - "What characteristics define a clean and healthy community?"
2. Ask participants to identify sanitation-related facilities and practices found within communities.
3. Facilitate discussion on: Solid waste management, wastewater management, feacal sludge management
4. Link the discussion to NWASH Community Sanitation app

NWASH Community Sanitation Module Discussion – 35 Minutes



1. Ensure all participants open the **NWASH Community Sanitation Module** and log in.
2. Introduce the purpose of the module and the types of information collected.
3. Guide participants through the questionnaire section by section.
4. Ask participants to answer based on a community familiar to them.
5. Discuss which questions require direct observation. (**refer NWASH community sanitation manual)**
6. Continue the peer discussion and pair simulation for HCF, Public toilet and community sanitation app.

Facilitator Notes



- Use photographs to explain facilities and infrastructure.
- Keep all participants together while discussing questions.
- Emphasize observation-based verification.

Session Review – 10 Minutes



- Ask participants to summarize key questions of all three apps
- Ask participants to identify GEDSI-friendly features.
- Review common data collection challenges.
- Focus on unique ID in NWASH app during data collection.
- Invite questions and clarifications.

Facilitator Reference Materials

- NWASH HCF operation manual
- NWASH public toilet operation manual
- NWASH community Sanitation Operation Manual

Day 3

SESSION 10: REVIEW OF SECOND DAY



60 Mins

Session Description



The purpose to review the previous day's learning through group discussion, identify remaining areas of confusion, and reflect on which concepts may be difficult to explain during cascading training and field implementation.

Learning Outcomes

At the end of this session, participants will be able to:



1. Recall and share the key learnings from the previous day's training.
2. Identify and discuss areas of confusion, unanswered questions, and additional learning needs.
3. Relate previous learning to the topics and activities planned for the current day.
4. Apply participatory review techniques that can be used during future NWASH training programmes and cascading trainings.

Materials



- Flip chart or brown paper
- Meta-cards/markers /sticky note
- Permanent markers
- Masking tape

Preparation



- Group formation.
- Review the previous day's key messages.
- Prepare a brief overview of the current day's agenda.

Introduction and Instructions – 5 Minutes



1. Ask participants to stand to form the group
2. Explain the purpose of the activity:
   - Recall key learnings from the previous day.
   - Identify questions or areas needing clarification.
   - Connect previous learning with today's sessions.

Group Formation and Task Allocation – 10 Minutes



1. Randomly divide participants into five groups.
2. Allocate one review topic to each group through a lottery system:
   Group 1: NWASH Household Module
   Group 2: NWASH School Module
   Group 3: NWASH Healthcare Facility (HCF) Module
   Group 4: NWASH Public Toilet Module
   Group 5: NWASH Community Sanitation Module
3. Explain that each group will review the previous day's learning from both a learner's perspective and a trainer's perspective.

Group Discussion and presentation: 50 Minutes (20-minute group discussion and 30 minutes presentation)

Ask each group to discuss and prepare responses to the following questions:



1. Key Learning: What are the three most important things your group learned yesterday related to your assigned module?
2. Areas of Confusion: Which topics, indicators, concepts, or questions are still unclear to group members? If the group cannot fully resolve the issue, record it as a confusion/question.
3. Facilitation Perspective: Which concepts or questions do you think will be most difficult for enumerators to understand correctly? Which questions are likely to create confusion during field data collection?
4. Training Approach: How would you explain these difficult concepts in a simple and practical way during enumerator training?
5. Ask groups to record their responses on flip chart paper.
6. Conduct the presentation after completion of the group work

Facilitator Note



1. Encourage groups to focus not only on what they learned, but also on:
2. How they would teach others
3. Which questions may create confusion.
4. What examples, pictures, demonstrations, or field observations could help future enumerators understand the concepts correctly.

Day 3

SESSION 11: FIELD VISIT - HH SURVEY APP, SCHOOL, HCF, PUBLIC TOILET & COMMUNITY SANITATION APP



3 Hours (180 Mins)

Session Description



This session provides participants with hands-on field practice using the NWASH-MIS applications to collect data from schools, health care facilities (HCFs), public toilets, and households. Participants will conduct interviews, make direct observations, verify responses, capture photographs, record GPS information, and enter data using the relevant NWASH mobile applications. Following the field exercise, participants will reflect on their experiences, discuss challenges encountered, clarify outstanding questions, and identify lessons learned to improve future data collection and supervision.

Learning Outcomes

At the end of this session, participants will be able to:



1. Collect data from schools, health care facilities, public toilets, and households using NWASH-MIS applications in real field conditions.
2. Apply direct observation, interviews, photo verification, and GPS-based data collection techniques.
3. Follow ethical principles, including informed consent, privacy, confidentiality, and respectful engagement with respondents.
4. Identify and document challenges, lessons learned, and areas requiring further clarification during field data collection.
5. Improve their capacity to guide and support future enumerators and data collectors during field implementation.

Materials



- Mobile phones/tablets with NWASH applications
- Power bank (if required)
- Notebook and pen
- Printed consent paper
- First add
- Water and other logistic management
- Vehicle (if required)
- Food (if required)

Preparation



- Confirm schools, HCFs, public toilets, and household locations for field visits.
- Ensure all participants are logged into relevant NWASH applications.
- Assign supervisors/facilitators to each field group.
- Ensure mobile devices are fully charged.
- Review safety, ethics, and consent procedures before field deployment. Institutional permission/introductory letter

Field Practice Briefing – 10 Minutes



1. Explain the objectives of the field exercise.
2. Review interview techniques, observation methods, and ethical considerations.
3. Remind participants to obtain consent before starting interviews.
4. Explain expectations regarding photo collection, GPS capture, and data verification.
5. Divide participants into three groups and assign supervisors.

Institutional Data Collection – 60 Minutes



Group 1: School Data Collection

1. Visit the assigned school.
2. Introduce the team and explain the purpose of the visit.
3. Complete the NWASH School questionnaire through interviews and observation.
4. Verify facilities, indicators, photographs, and GPS information.

Group 2: Health Care Facility Data Collection

1. Visit the assigned health institution.
2. Conduct interviews with responsible staff.
3. Complete the NWASH HCF questionnaire.
4. Verify WASH facilities, waste management systems, photographs, and GPS information.

Group 3: Public Toilet Data Collection

1. Visit the assigned public toilet.
2. Complete the NWASH Public Toilet questionnaire.
3. Assess WASH facilities, cleanliness, accessibility, and GEDSI-related features.
4. Collect required photographs and GPS information.

Household Data Collection – 80 Minutes



1. Each group selects at least **three households**; every participant should collect the data.
2. Obtain consent before conducting interviews.
3. Complete the NWASH Household questionnaire.
4. Verify responses through direct observation wherever possible.
5. Capture required photographs and GPS information.
6. Check data completeness before submission.

Data Quality Assurance – 10 Minutes



1. Review completed questionnaires.
2. Check for missing questions and incomplete responses.
3. Verify that photographs, GPS coordinates, and mandatory fields are complete.
4. Compare interview responses with direct observations.
5. Reconfirm information when inconsistencies are identified.

Field Reflection and Debrief – 20 Minutes



1. Ask each group to present: Key findings, challenges encountered, areas of confusion, lessons learned, good practices observed
2. Facilitate discussion on: Interview challenges, observation challenges, data verification issues, application-related difficulties, common mistakes and solutions
3. Clarify outstanding technical questions.

Session Review – 10 Minutes



1. Ask participants to share one key learning from the field exercise.
2. Review:
   - Importance of direct observation
   - Importance of respondent consent
   - Data quality verification procedures
   - Use of photographs and GPS
   - Common field challenges
3. Ask from an TOT perspective:
   - "What guidance would you provide to enumerators before they go to the field?"
   - "What common mistakes should supervisors monitor during data collection?"

4. Conclude by emphasizing that quality NWASH data depends on accurate observation, ethical behaviour, respondent verification, correct use of the application, and continuous supervision.

Facilitator's Note



- Ensure consent is obtained before data collection.
- Respect respondent privacy and confidentiality.
- Collect data based on observation and evidence, not assumptions.
- Avoid photographing individuals wherever possible.
- If photos include identifiable individuals, obtain explicit consent.
- Do not photograph children's faces.
- Encourage participants to document lessons learned and common field issues for discussion during subsequent sessions and future enumerator trainings.

Facilitators references Materials

- Field-visit safety and courtesy protocol note
- NWASH-MIS Household and Institutional Modules User Guides
- NWASH-MIS User Manual (relevant module chapter)
- This training manual and the session PowerPoint/handout
- National WASH policy and legal-framework reference documents

Day 3

SESSION 12: NWASH INVENTORY, SUSTAINABILITY AND UNSERVED APPLICATIONS



3 Hours (180 Mins)

Session Description



This session introduces participants to NWASH Inventory, Project Sustainability, and Unserved Applications. Participants will develop a basic understanding of water sources, water supply systems, infrastructure components, construction materials, and major climate/disaster risks affecting water supply schemes. The session primarily focuses on understanding Inventory App attributes, Sustainability App indicators, and Unserved App categories through practical discussion of the questionnaires. Participants will also practice entering inventory data from a demo scheme.

Learning Outcomes

At the end of this session, participants will be able to:



1. Identify different types of water supply systems and water sources.
2. Explain the purpose of NWASH Inventory, Sustainability, and Unserved Applications.
3. Differentiate between Unserved Ongoing and Unserved New schemes.
4. Collect and upload inventory, sustainability, and unserved data using NWASH applications.
5. Conduct basic verification and quality checks before submission.

Materials



- Inventory and Unserved app demo devices
- WSS registration checklist
- Laptop, projector and screen
- Flip chart, markers and masking tape
- Printed handouts / quick-reference guide for the session topic

Preparation



- Prepare a demo WSS record and a demo unserved-area record for walkthrough
- Compile common inventory/unserved questions raised in past training for discussion
- Review session content and timing in advance
- Test projector, internet connectivity and any required app/demo account
- Arrange seating for the planned group/pair work

Introduction to Water Supply Systems – 10 Minutes



1. Ask participants: What is a water source? What drinking water sources are used in your municipality? Spring, Stream, Spring-fed Stream, Groundwater
2. Types of Water Supply Systems: Gravity Pipe System, Lift Pumping System, Mixed System, Impounding Reservoir System
3. Types of supply system: Open System, closed System, continuous Supply System, Intermittent Supply System
4. Transition: Explain that participants are not expected to become designers of water supply systems. Their responsibility is to correctly identify infrastructure and complete the Inventory questionnaire accurately.

Water supply components layout and presentation- 30 minutes



To help participants visualize the arrangement of water supply structures, understand the relationship between different components, and prepare them for correctly answering NWASH Inventory questions related to scheme layout, structures, materials, functionality, and vulnerability.

1. Divide participants into 3–5 groups and provide each group with chart paper and markers/sketch pen.
2. Ask each group to discuss and prepare a schematic layout of a water supply scheme based on the information provided by the facilitator.
3. Instruct participants to identify and draw the major components of the scheme in their logical sequence from source to users.
4. **Ask groups to indicate**: Water source location, Major structures (Intake, Reservoir (RVT), Transmission pipeline, Distribution pipeline, Household or public tap connections and other structures as given
5. **Ask groups to identify and place supporting structures** where they think they are required, such as: Collection Chamber (CC),

Interruption Chamber (IC), Brake Pressure Tank (BPT), Distribution Chamber (DC), Valve Chambers etc.

6. **Ask participants to discuss and Possible vulnerable locations:** Landslide-prone sections, Flood-prone areas, Source contamination risks, Locations requiring maintenance
7. **Ask groups to identify types of construction materials**: used in major structures, Infrastructure that may require minor repair, major repair, or reconstruction
8. Invite each group to briefly present their layout and explain: Why they placed the structures in that sequence? how water moves through the system? Where may system vulnerabilities occur?
9. ***Presentation of water supply components and layout***
10. Summarize the discussion and explain that understanding the layout, structures, materials, service coverage, and vulnerabilities of a scheme is essential for accurately completing the NWASH Inventory questionnaire.

NWASH Inventory App Questionnaire Discussion – 30 Minutes



1. Ensure all participants open the NWASH Inventory App.
2. Open a demo scheme and guide participants through the questionnaire section by section.
3. Don't forget to focus on critical points such as intake vulnerabilities, pipe segment, reservoir types etc during discussion.

NWASH Sustainability App Discussion – 20 Minutes



1. Ensure all participants open the NWASH Inventory App.
2. Discuss on NWASH sustainability app making clear understanding on service management model
3. Explain each section of the questionnaire.
4. Discuss common field verification methods.
5. Clarify difficult questions.

NWASH Unserved Application Discussion – 20 Minutes

Ask Participants



1. What is an unserved household?
2. What is the difference between left-out and unserved households?
3. **Explain Unserved Ongoing**: Households expected to receive service through a scheme currently under construction.
4. **Unserved New:** Households requiring a completely new water supply scheme.

5. App Discussion: Open the unserved preview questionnaire sections., explain required information, link discussion with previous service mapping exercises.

In-House Practice on Inventory-60 Minutes



1. Divide participants into groups of 4–5 and assigned supervisor from facilitators and co-facilitators.
2. Provide a demo scheme or sample case and install as demo around the venue. Maintain sufficient distance of structures at get accurate result.
3. Facilitate the inventory data collection in demo schemes.
4. Supervisor should ensure that every person of the group has collected information from every structure in layout and demo field.

Session Review – 10 Minutes



1. Ask participants to share one key learning from the session.
2. Which Inventory questions are most difficult to explain?
3. Which attributes require field observation rather than respondent answers?
4. How would you explain these concepts to future enumerators?
5. Invite questions and clarifications and prepare for real field visit (water supply schemes)

Facilitators references Materials

- NWASH Inventory Attributes
- NWASH unserved operation manual

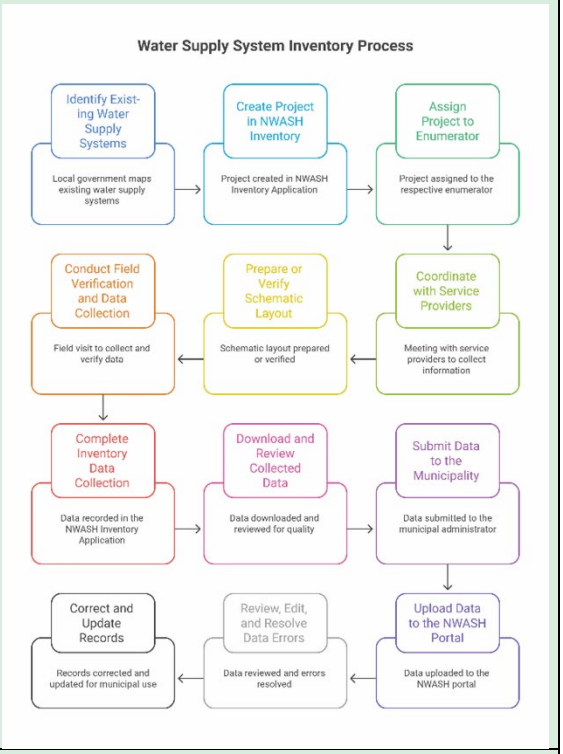
Process for NWASH Inventory Data Collection and Management

Local government/Resource person

Identify Existing Water Supply Systems (Service mapping/secondary data analysis) Identify all existing water supply systems within the municipality through the water supply service mapping. Mapping should include piped water supply systems, community tube wells, community water points, and other managed water supply facilities. The activity should b e led by the ITO/WASH focal person of local government with technical support provided by resource person/ or consultant.
Create a Project in NWASH Inventory and Assigned to respective enumerators Create a project in the NWASH Inventory Application before starting data collection. Use information obtained from service mapping or secondary data analysis records. Once the project is created, assign it to the respective enumerator responsible for conducting the inventory survey and data collection.
Technical Enumerator **Coordinate with Service Providers** Conduct a meeting with the Water Users and Sanitation Committee (WUSC), operators, service providers, or relevant individuals responsible for managing the water supply system and collect available records and background information on the system.
Prepare or Verify the Schematic Layout Prepare, review, or verify the schematic layout of the water supply scheme together with the committee, operator, or service provider. Ensure that all major sources, structures, reservoirs, pipelines, and service areas are correctly represented.
Conduct Field Verification and Data Collection Visit the actual water supply system, location of all infrastructure components, including water sources, intake structures, reservoirs, treatment facilities, pipelines, chambers, and tap stands. Collect and verify Inventory App information through direct observation, interviews, GPS recording, and photographs.

Complete Inventory Data Collection

Record all required information accurately in the NWASH Inventory Application, including technical, operational, and physical condition data of the system and ensure layout is proper in the inventory app and edit based on layout if required.



Download and Review Collected Data

Download or export the collected NWASH Inventory data from the mobile application. Review the records for completeness, consistency, and data quality before submission.

Submit Data to the Municipality

Share the completed inventory data with the designated municipal administrator for review and upload to the NWASH system.

Local government/Resource person

Upload Data to the NWASH Portal

Upload the verified inventory data to the NWASH portal so that it becomes available for planning, monitoring, reporting, and decision-making purposes.

Review, Edit, and Resolve Data Errors

Check uploaded records for validation errors, missing information, GPS issues, mapping inconsistencies, or duplicate entries.

Correct and Update Records

Edit records as required to correct errors, address mapping issues, improve data quality, and finalize the inventory dataset for municipal use.

Day 3

SESSION 13: REVIEW OF THIRD DAY



60 Mins

Session Description



The purpose to review the third day's learning through group discussion, to identify areas of confusion and clarity in NWASH Inventory and project sustainability. The finding from review will be discussed to link with NWASH inventory real scheme data collection.

Learning Outcomes

At the end of this session, participants will be able to:



1. Recall and share the key learnings from the previous day's training.
2. Identify and discuss areas of confusion, unanswered questions, and additional learning needs.
3. Relate previous learning to the topics and activities planned for the current day.

Materials



- Flip chart or brown paper
- Meta-cards/markers /sticky note
- Permanent markers
- Masking tape

Preparation



- Group formation.
- Review the previous day's key messages.
- Prepare a brief overview of the current day's agenda.

Introduction and Instructions – 5 Minutes



1. Ask participants to stand to form the group
2. Explain the purpose of the activity:
   - Recall key learnings from the previous day.
   - Identify questions or areas needing clarification.
   - Connect previous learning with today's sessions.

Group Formation and Task Allocation – 10 Minutes



1. Randomly divide participants into five groups.
2. Allocate one review topic to each group through a lottery system:
   Group 1: NWASH Inventory
   Group 2: NWASH Project Sustainability Group 3: NWASH unserved
3. Explain that each group will review the previous day's learning from both a learner's perspective and a trainer's perspective.

Group Discussion and presentation: 50 Minutes (20-minute group discussion and 30 minutes presentation)



Ask each group to discuss and prepare responses to the following questions:

1. **Key Learning:** What are the three most important things your group learned yesterday related to your assigned module?
2. **Areas of Confusion:** Which topics, indicators, concepts, or questions are still unclear to group members? If the group cannot fully resolve the issue, record it as a confusion/question.
3. **Facilitation Perspective**: Which concepts or questions do you think will be most difficult for enumerators to understand correctly?
4. **Training Approach**: How would you explain these difficult concepts in a simple and practical way during enumerator training?
5. Ask groups to record their responses on flip chart paper.
6. Conduct the presentation after completion of the group work

Facilitator Note



1. Encourage groups to focus not only on what they learned, but also on: How they would teach it.
2. What examples, pictures, demonstrations, or field observations could help future enumerators understand the concepts correctly. Innovate better idea of review such as question/answers/ ball etc.

Day 4

SESSION 14: REAL WATER SUPPLY SCHEME VISIT, NWASH INVENTORY AND SUSTAINABILITY DATA COLLECTION



3 Hours (180 Mins)

Session Description



This field-based session provides participants with practical experience in collecting Inventory and Sustainability data from a real water supply scheme. Participants will interact with Water Users and Sanitation Committees (WUSCs)or operators or service providers; verify scheme components and infrastructure; assess sustainability indicators; identify unserved populations; and use NWASH Inventory and Sustainability app to collect data. The session emphasizes observation, verification, data quality assurance, and practical application of the concepts learned during previous sessions.

Learning Outcomes

At the end of this session, participants will be able to:



1. Conduct Inventory data collection for a real water supply scheme using the NWASH Inventory App.
2. Assess the physical condition of water supply infrastructure and correctly identify Inventory attributes.
3. Collect Sustainability data related to WUSC management, tariff collection, operation, and maintenance systems.
4. Verify information through direct observation, photographs, scheme layout verification, and stakeholder consultation.

Materials



- Mobile phones/tablets with NWASH applications
- Power bank (if required)
- Notebook and pen
- First add
- Water and other logistic management
- Vehicle (if required)
- Food (if required)

Preparation



- Confirm WSS system locations, including sources and other structures.
- Establish coordination with WUSC/service providers and acquire support
- Ensure all participants are logged into relevant NWASH applications.
- Ensure mobile devices are fully charged.
- Review safety, ethics, and consent procedures

Field Practice Briefing and Preparation – 10 Minutes



1. Explain the objectives of the field exercise.
2. Review safety, ethics, observation, and data verification requirements.
3. Divide participants into groups and assign one facilitator/supervisor to each group.
4. Register separate demo water supply project (Name: training1, training 2, training 3) under the municipality that belongs to you and ask participants to load respective project before going to field (good internet area) in NWASH inventory mobile app.
5. Ensure that all logistics are managed according to the field visit plan, including travel distance, transportation requirements, and other necessary arrangements.

Meeting with WUSC / Operator / Service Provider – 20 Minutes



1. Meet the Water Users and Sanitation Committee (WUSC), operator, or service provider.
2. Introduce the purpose of the exercise and team members.
3. Collect basic information about: Scheme history, Water source, Community detail, Number of beneficiary households and populations and current operational status
4. Obtain existing records and available schematic layout.
5. If no layout exists, prepare a simple schematic layout with committee members and operators.

Collect NWASH Project Sustainability Information-20 Minutes



1. During WUSC/WUG meeting interview committee representatives to collect information on the sustainability of the water supply

project. Verify all available supporting documents whenever possible.

2. Complete the NWASH project sustainability App by collecting information on:
    - Committee structure
    - Regular committee meetings
    - Annual General Meeting (AGM) records
    - Tariff collection system
    - Income and expenditure records
    - Availability of Village Maintenance Worker (VMW)
    - Operation and maintenance (O&M) arrangements
3. Wherever possible, verify the information using official records and supporting documents.

NWASH Inventory Data Collection – 120 Minutes



1. Describe the scheme detail and available time and assign one facilitator to each group of participants to guide in data collection and management.
2. Ensure logistic management as per field visit plan/distance and required transportation
3. Coordinate with the Water Users' Committee (WUC) or user group to assist in identifying and showing the water supply structures.
4. Begin survey from “Project” layers which includes the detail about the water supply project.
5. Then to easy flow the layout technical survey can start from water source.
6. Ensure that all participants complete the required data collection for each structure before moving on to the next water supply structure.
7. Facilitators or supervisors should regularly monitor the data collection process to ensure that participants collect accurate information in accordance with the NWASH Inventory guidelines and concepts.
8. Ensure that all recorded information complies with the NWASH Inventory attributes and the reference documents presented during the NWASH Inventory session (Day 3 of the training).
9. Suggest participants to create separate pipe segments whenever any pipeline characteristic changes. Emphasize collecting pipeline data

in multiple segments to accurately represent changes in pipe material, diameter, class, function, or condition

Field Reflection and Review – 10 Minutes



1. Ask each group to present: Key findings, challenges encountered, areas of confusion, lessons learned, good practices observed
2. Facilitate discussion on technical challenges, observation challenges, data verification issues, application-related difficulties, common mistakes and solutions
3. Clarify outstanding technical questions.

Facilitator's Note



- Ensure the selection of right schemes from loaded list of inventory project before data collection.
- Collect data based on observation and evidence, not assumptions.
- Consider the reference note during collection of data, especially source vulnerabilities. ***Clarification on NWASH Inventory Questions below***
- Encourage participants to document lessons learned and common field issues for discussion during subsequent sessions and future enumerator trainings.

Facilitators references Materials

- Ensure the field-visit safety and courtesy protocol note
- NWASH inventory attributes
- Process and clarification on NWASH inventory questions

Clarification on NWASH Inventory Questions

Source Protection

Assess whether the water source and intake area are adequately protected from physical damage and contamination. A source should be considered

Vulnerable if there are risks such as:

- Landslides or soil erosion near the intake structure.
- Flooding or flash-flood risks around the source area.
- Open and unprotected sources.
- Surface runoff entering the source area.
- Nearby streams, drainage channels, settlements, or activities that may contaminate the source.
- Human or animal activities that may affect water quality.

Natural Disaster/Calamity Effect on Flow

Assess whether natural disasters, climate variability, or environmental changes have affected the quantity of water available from the source. Indicators may include:

- Gradual reduction in source discharge over recent years.
- Seasonal drying or reduced flow duration.
- Community reports indicating decreasing water availability over time.

Natural Disaster/Calamity Effect on Stability

Assess whether natural disasters have affected the structural stability or functionality of the water supply system. Consider impacts such as:

- Landslide damage to intake structures, reservoirs, pipelines, or other infrastructure.
- Flood or flash-flood damage to water supply structures.
- Scouring, erosion, or structural movement around the source or intake area.
- Increased risk of future damage due to unstable terrain or environmental conditions.

Condition of Intake Structure

Minor Repair Required

The structure is generally functional but requires routine maintenance or small repairs, such as:

- Repair or replacement of fittings.
- Repair of fencing or protection works.
- Improvement of manhole covers.
- Cleaning of intake, chambers, or tanks.

• Minor leakage in fittings
Major Repair Required The structure remains usable but significant repairs are needed to restore full functionality and prevent further deterioration, such as: • Leakage in tanks or chambers. • Partially damaged intake structures. • Stone pitching, soling, or protection works in the catchment area. • Reconstruction of valve chambers or access structures. • Construction or repair of wing walls and retaining structures.
Reconstruction Required The structure is severely damaged, non-functional, or beyond economical repair and requires replacement or complete rebuilding, such as: • Reconstruction of the intake structure. • Reconstruction of valve chambers. • Reconstruction of protection works and fencing.

Day 4

SESSION 15: SOCIAL & TECHNICAL DATA: UPLOAD, VERIFICATION, EDITING AND VALIDATION



2 Hours (120 Mins)

Session Description



This session focuses on post-data collection activities in NWASH-MIS, including data upload, verification, editing, quality assurance, and validation processes for; NWASH HH, NWASH School, NWASH healthcare, NWASH public toilet and NWASH community sanitation as social data and Water supply NWASH inventory, NWASH project sustainability and NWASH unserved data submitted by the participants.

Learning Outcomes



At the end of this session, participants will be able to:

1. Explain the data upload process for social and technical datasets in NWASH-MIS
2. Verify uploaded data using dashboard reports, photos, and cross-checking techniques
3. Edit and correct identified data quality issues in NWASH-MIS.
4. Apply data validation procedures at ward and municipal levels.
5. Maintain data quality records and issue tracking logs.

Materials



- Mobile phones/tablets
- Laptop with NWASH web page (nwash.gov.np)
- Multimedia projectors

Preparation



- Ensure good quality internet
- Properly collected data from field both social and technical
- Prepare presentations on data upload, verification, edit and validation

Introduction – 5 Minutes



1. Review field data collection exercises completed in previous sessions.

2. Ask participants: What would be the further process after data collection?
3. How would data help to create the WASH plan?
4. What further activities need to be facilitated by the resource person/ trainers to local government.
5. Collect the view of the participants and record in newsprints.

Process of data upload-20 Minutes



1. Enumerators can directly upload social data such as NWASH HH, Healthcare, public toilets, community sanitation and water supply unserved.
2. For NWASH inventory data technical enumerator only can share the swmz file to the municipal admin to upload the data.
3. Ask participants to share the uploaded data with the facilitator's Admin ID to enable demonstration, review, and data editing during the training.
4. Upload NWASH inventory at least one demo scheme and one real scheme.
5. Ensure other social data are already uploaded in NWASH-MIS

Data verification -20 Minutes



1. Open NWASH-MIS web page and go to National data profile select WASH data for social data water supply project for inventory. (***Whole process Present in NWASH Web***)
2. Review the responses and uploaded photos for both technical and social data in the NWASH system and identify any issues that require further editing or correction in the responses based on photo.
3. Open each NWASH data component one by one to verify the uploaded data
4. Guide participants to use the NWASH Map to verify household distribution, the layout of water supply schemes and structures, identify overlapping water supply service areas, and confirm the locations of schools and healthcare facilities.
5. Download the data in Excel format and cross-check responses across related questions to identify inconsistencies, missing information, or data entry errors.
6. Prepare data verification report before edit or modification of existing data in NWASH web.

Data Edit -30 minutes



1. Inform participants that only users with Admin or Edit Access permissions can modify data that has already been uploaded to the system.
2. Present NWASH web apply the editing authority which needs to be aligned with verification report.
3. Practice the editing of practical and demo data collected during the training.
4. Present idea of data editing in web only by one application in NWASH.

Note: This editing module is intended only for ITOs and WASH Focal Persons of the Local Government. Participants should not provide this training to enumerators, as enumerators do not have the authority to edit data in the NWASH web application.

Data validation Process -20 minutes



1. Data validation is the process of verifying and reaching consensus on the collected NWASH data with representatives from the ward and municipality so, preset the process of data validation in this session.
2. Before the validation meeting**,** all identified data errors should be corrected through the data editing process.
3. The ITO, WASH Focal Person, or other responsible person prepares a Data Validation Sheet for presentation during the meeting. The validation sheet should include Status of key WASH indicators, such as:
    - Percentage of households with toilet facilities.
    - Percentage of households with safely managed water supply.
    - Other major and tangible indicators as required.
    - Other priority indicators for the local governments.
4. During the training, demonstrate the complete data validation process, explaining that validation is conducted through ward-level and municipal-level meetings.
5. Present the NWASH database and/or NWASH Map, where appropriate, to support discussion and verification of the collected information.

6. Facilitate discussion among participants to verify the data, identify any missing or incorrect information, and reach agreement on the findings.
7. If there are disagreements, missing information, or suggested corrections, record the feedback and incorporate the agreed changes into the validated dataset.
8. Prepare and endorse the meeting minutes, documenting the validated data, key discussions, agreed corrections, and recommendations.
9. Upload the approved validation report and meeting minutes to the NWASH system as part of the documentation process.

Review of the Session – 5 Minutes



1. Ask each group to present the key data they verified.
2. Facilitate discussion key challenges in data verification, editing and validation process.

Facilitator's Note



1. Demonstrate the complete verification and editing process using the NWASH web application, map, and Excel download, explaining each step clearly with practical examples.
2. Encourage participants to conduct ward-level prioritization during the data validation process, as it provides the basis for final prioritization at the municipal level.
3. Emphasize that only users with Admin or Edit Access can modify uploaded data, and that all edits must be based on verified evidence and the verification report.

Facilitators references Materials

- Data verification format
- Inventory data verification consideration
- HH and data entry considerations

Inventory data verification consideration

These guidelines support the verification and quality assurance of Water Supply Scheme (WSS) and Community Tube Well inventory data before final validation and approval in the NWASH system.

A. Project Information

Verify the following information:

1. Confirm that the **project name** is correct and consistently spelled.
2. Verify the **ward number** and remove any leading zeros or non-numeric characters.
3. Check the **construction year** to ensure it is realistic (no future dates or unusually old years).
4. Verify the **inventory agency** (e.g., SNV for SNV-supported municipalities and MoWIE for provincial inventories).
5. Update the **construction agency**, **settlement name**, and other project details where necessary.
6. Verify whether a **climate resilience approach** has been adopted by reviewing the DPR (if available) and consulting the construction agency. Confirm whether climate change considerations (e.g., source conservation, groundwater recharge, protection structures, pipeline protection, and multiple water use concepts) were incorporated into the design.

Verify whether a **Water Safety Plan (WSP)** has been adopted by consulting the Water Users' Committee, service provider, or relevant government agencies. During field verification, ask enumerators to confirm the availability of the Water Safety Plan.

B. Water Source

Verify the following:

1. Confirm the **source name** and **location**, correcting spelling and naming inconsistencies.
2. Verify the **source type** (e.g., spring, stream, groundwater) according to the geographical context and confirm with the Water Users' Committee.
3. Check the **registration year**, **construction year**, and **rehabilitation year**, if applicable.
4. Ensure the **source type** matches the corresponding **intake structure type**.
5. Verify the **distance to the nearest community**, comparing it with the pipeline length where appropriate.

6. Verify the **measured discharge** and **minimum yield**, considering the season during which data were collected. For example, measurements taken at the end of the dry season may represent the minimum yield.
7. Verify the **source protection status** by consulting the Water Users' Committee and construction agency. Confirm vulnerability to landslides, flooding, structural damage, and contamination.
8. Verify the **effect of natural disasters on source flow**, including trends of increasing or decreasing discharge.
9. Verify the **effect of natural disasters on source stability** by reviewing intake photographs and comparing them with intake condition data. Confirm whether the source is located in landslide- or flood-prone areas.
10. Consult the **Water Users' Committee or Village Maintenance Worker (VMW)** to confirm whether the source area is prone to landslides or flooding.
11. Verify the availability of a **water treatment facility**, especially where tap water quality indicates turbidity or contamination.

Confirm the **distance to the nearest community (km)** and the **round-trip travel time**.

C. Pipeline

1. Ensure the **pipeline name** is clear and meaningful.
2. Verify the **pipeline function**:
    - Transmission pipeline (source to reservoir)
    - Distribution pipeline (reservoir to taps)
3. Verify the **pipe material** and **pipe class** (e.g., HDPE: PN6, PN10, PN12.5, PN16; GI: Light, Medium, Heavy).
4. Verify the **pipe diameter** (e.g., 20 mm, 32 mm, 40 mm, 50 mm, 63 mm, 75 mm, 90 mm, 110 mm, etc.).
5. Check whether the pipeline is vulnerable to **landslides, floods, or other natural disasters**, using the NWASH Map where applicable.
6. Review the **pipeline alignment** on the NWASH Map and update the layout where necessary, particularly for unusual or incorrect alignments.
7. Create separate pipe segments whenever any pipeline characteristic changes. Emphasize collecting pipeline data in multiple segments to accurately represent changes in pipe material, diameter, class, function, or condition

D. Reservoir

1. Confirm the **reservoir type** and **storage capacity** (e.g., Ferro-cement reservoirs should generally not exceed 20 m^3).
2. Verify whether the reservoir is exposed to **natural disaster risks**, using the NWASH Map and field information.

Ensure that all required data fields are completed (no blank values).

F. Tap

1. Confirm the **tap type** and the **number of households served**.
2. Verify whole-number values for **households, population, males, and females**.
3. Check the **water supply duration**, **flow condition**, and **household water storage availability**. If flow is reported as sufficient despite limited supply hours and no household storage, verify the information with the Water Users' Committee.
4. Cross-check the **treatment facility** with the reported **tap water quality**. Where inconsistencies exist, verify the information with the enumerator or Water Users' Committee.

Verify any **missing ("No Data") responses**, particularly for climate change impacts, natural disaster effects, and earthquake impacts during data verification and validation.

E. Other Structures

1. Confirm the **structure type** (e.g., Intake Chamber (IC), Break Pressure Tank (BPT), Valve Chamber, etc.) and ensure it matches the system layout in NWASH MIS.
2. Verify that each structure performs the appropriate function (e.g., IC in the transmission line, BPT in the distribution line).
3. Ensure **length, breadth, and height** measurements are complete and not left blank.

Check whether the structure is located in a **landslide-prone or flood-prone area** and update the status if necessary.

HH and other social data entry considerations
Household Data Verification and Editing

1. Review the target number of households against the number of completed forms received for each ward. (Data collection reporting format target vs achievement)
2. Carefully verify key WASH indicators, including:
    - Main source of drinking water
    - Household water treatment practices
    - Availability of handwashing facilities
    - Type of toilet facility

- Excreta disposal practices

3. Verify information related to climate change and disaster impacts on water sources and toilet facilities. Cross-check with the Water Supply Scheme (WSS) Inventory data, where available.
4. If tube wells are reported as the main water source, confirm whether there is a planned piped water supply scheme (new or proposed) by checking the Unserved Settlement data and consulting the local government.
5. Record all identified issues in the Data Verification Log Sheet.
6. Compare the responses with the uploaded photographs in the NWASH system. Where discrepancies or uncertainties exist, verify the information with the enumerator or respondent by phone.

Update the verified information in the NWASH system and document all changes in the Data Editing Log Sheet (Excel).

School and Health Care Facility Data Verification and Editing

1. Verify the following before editing the data:
2. Review the EMIS Code (for schools) and ensure it is correct.
3. Verify the School Star rating (for schools), where applicable.
4. Review the responses to all questions and identify any missing, inconsistent, or incorrect information.
5. Verify information related to water sources, sanitation facilities, and handwashing stations by comparing the responses with uploaded photographs.
6. Where necessary, confirm the information by contacting the school/health care facility or the enumerator.

Record all identified issues in the Data Verification Log Sheet and update the verified information in the NWASH system.

Day 4

SESSION 16: WASH GOVERNANCE MODULE INTRODUCTION



60 Mins

Session Description



This session introduces the WASH Governance Module of NWASH-MIS, highlighting its purpose, structure, and importance in strengthening WASH governance at the local government level. The session explains the governance indicators, data sources, responsible institutions, and how governance information supports evidence-based planning, monitoring, service delivery, and institutional performance improvement.

Learning Outcomes



At the end of this session, participants will be able to:

1. Explain the purpose and objectives of the WASH Governance Module in NWASH-MIS.
2. Describe the key governance themes and indicators included in the module.
3. Identify the responsible institutions and key informants for governance data collection.
4. Explain how governance data support WASH planning, monitoring, and decision-making.
5. Demonstrate the navigation and basic features of the WASH Governance Module in NWASH

Materials



- NWASH Governance Module
- Laptop with NWASH web page (nwash.gov.np)
- Multimedia projectors

Preparation



- Ensure good quality internet
- WASH Governance report of local government (if available)
- Prepare presentations of WASH governance concept aligning with WASH governance

Introduction – 5 Minutes



1. Ask participants what factors, besides infrastructure, influence sustainable WASH service delivery.

2. Facilitate a discussion on governance issues commonly faced by local governments (e.g., coordination, budgeting, operation and maintenance, institutional responsibilities).
3. Explain the importance of governance information in improving WASH service delivery and sustainability.
4. Introduce the objectives of the WASH Governance Module in NWASH.

Overview of the WASH Governance Module – 20 Minutes



1. Open the WASH Governance Module in NWASH-MIS.
2. Present the overall structure and navigation of the module.
3. Explain the purpose of each major governance section.
4. Describe the types of information collected under each section and share idea to collect the governance information.

Governance Indicators and Data Collection Process – 20 Minutes



1. Open the WASH Governance Module in NWASH-MIS.
2. Present the overall structure and navigation of the module.
3. Describe the types of information collected under each section.
4. Demonstrate how governance information can be viewed and updated in the system.

Review of the Session – 5 Minutes



1. Ask participants to identify governance information currently available in their local governments.
2. Discuss possible challenges in collecting governance data.
3. Encourage participants to suggest strategies for improving governance data quality. Ask each group to present the key data they verified.

Facilitator's Note



- Emphasize that the Governance Module focuses on institutional performance, coordination, planning, budgeting, monitoring, and sustainability, rather than physical infrastructure.
- Use practical examples from local governments to explain how governance information supports evidence-based planning and improved WASH service delivery.
- Keep the session interactive by encouraging participants to relate governance indicators to their own municipal experiences and responsibilities.

Facilitators references Materials

- NWASH Governance module

Day 5

SESSION 17: REVIEW OF THE FOURTH DAY



60 Mins

Session Description



This session is designed to review the fourth day's learning in a participatory and engaging manner, identify participants' key learnings. To make the review interactive "**Ball Pass Review"** method will be used. Participants will share one key learning from the previous and one of the topics they can easily deliver training to enumerators and one still confusion to cascade.

Learning Outcomes

At the end of this session, participants will be able to:



1. Recall and share the key learnings from the previous day's training.
2. Identify key interesting area of participants to cascade the training.

Materials



- Soft ball or small object
- Flip chart or brown paper
- Meta-cards
- Permanent markers
- Masking tape

Preparation



- Arrange seating in a circle or semi-circle.
- Prepare flip charts with the headings:
  - Key Learnings from Yesterday
  - One topic they can easily deliver
- Prepare a brief overview of the current day's agenda.

Introduction and Instructions – 5 Minutes



1. Ask participants to stand or sit in a circle.
2. Explain the purpose of the activity:
   - Recall key learnings from the previous day.
   - Ask to say one of the applications they can deliver training and measure the confidence level.
3. Explain that when participants receive the ball, they should briefly complete two statements:
   - "One important thing I learned yesterday was..."
   - "One my high confidence level application to deliver training "

Ball Pass Review Activity – 30 Minutes



1. Give the ball to one participant and invite them to share their responses.
2. Ask each participant to pass the ball to another participant after speaking.
3. Ensure all participants have an opportunity to contribute.

Linking to Today's Sessions – 10 Minutes



1. Summarize the major learning points identified by participants.
2. Summarize the confidence level of participants.

Session Review and Closing – 5 Minutes



1. Summarize:
   - Key learnings from yesterday
   - Main questions raised
   - Topics that will be addressed today
2. Ask if there are any urgent questions before moving to the next session.
3. Thank participants for their contributions.
4. Transition to the first session of the day with an energizer or positive acknowledgement.

Facilitator's Note



1. Ensure every participant has an opportunity to speak.
2. Encourage quieter participants and politely manage dominant speakers.
3. Record questions using participants' own words whenever possible.
4. Avoid lengthy explanations during the review session; use the Parking Lot for complex issues.

Day 5

SESSION 18: PRIORITIZATION & BUDGETING



2 Hours (120 Mins)

Session Description



This session introduces the prioritization and budgeting process in NWASH for preparing an evidence-based Municipal WASH Plan. Participants will learn how validated social, technical, governance, and municipal data are used to prioritize WASH interventions, estimate investment requirements, identify potential financing sources, and generate WASH status dashboard and draft WASH planning outputs through the NWASH system.

Learning Outcomes

At the end of this session, participants will be able to:



1. Explain the purpose of WASH prioritization and budgeting in the NWASH planning process.
2. Demonstrate the prioritization process using validated data and the NWASH prioritization matrix.
3. Apply prioritization criteria to identify priority WASH interventions.
4. Demonstrate the budgeting process by updating local unit rates and cost contribution information in NWASH-MIS.
5. Generate data dashboard and analysis table for draft WASH planning using NWASH-MIS

Materials



- Laptop with internet connection
- Multimedia projector

Preparation



- Ensure validated social, technical, governance, and municipal data are available in NWASH-MIS.
- Prepare presentation on prioritization process and budgeting
- Check internet connectivity and system access.

Introduction – 5 Minutes



1. Review the overall NWASH planning process and explain how prioritization follows data validation.
2. Explain prioritization criteria.
3. Explain the relationship between prioritization, cost, and preparation of the Municipal WASH Plan.

Prioritization Process– 30 Minutes



1. Present the prioritization process
2. Present prioritization criteria
3. Explain the purpose and use of the Prioritization Matrix/ direct prioritization in the NWASH
4. Ensure Municipal Inputs and Rate before prioritization (***(Refer: prioritization process presentation)***
5. Demonstrate the "**WASH Plan**" and "WASH plan tool" in NWASH home page.
6. Demonstrate how different WASH sectors (water supply, sanitation, schools, healthcare facilities, public toilets, etc.) are prioritized using agreed criteria.

Budgeting Process – 20 Minutes



1. Demonstrate how to update local unit rates in NWASH-MIS.
2. Explain the budgeting components for different WASH interventions.
3. Present the concept of potential financing sources, including Local government budget, Community contribution, Provincial and federal grants, development partners, other local financing mechanisms
4. Demonstrate how cost contribution information is entered into NWASH-MIS.
5. Presentation on types of cost in WASH plan (CapEx, CapManEx , OpEx , DS)
6. Explain how the system estimates investment requirements and supports preparation of the Municipal WASH Plan.
7. Explain the review, endorsement, and implementation process of the Municipal WASH Plan.

Session Review – 5 Minutes



1. Summarize the process asking the question about prioritization criteria and process.
2. Ask participants, what would be the participatory process of prioritization
3. Invite questions and clarify

Facilitator's Note



1. Inform participants that the prioritization process in NWASH-MIS can only be performed using the Municipal Admin ID.
2. Inform participants that this session should not be cascaded to enumerators training. It should only be delivered to ITOs and WASH Focal Persons who have access to the Municipal Admin ID.

Facilitators references Materials

1. Definition of Cost
2. Prioritization Process

1. Definition of Cost

Financing Source	Description
Tariffs and Fees	Tariff and Fees : This is the amount contribute from the tariff.
Investment in Self-Supply	This is the amount to be collected or contribute from the consumer or self investment to consumer.
Taxes	This is the amount to be contribute from the municipality's own income
Transfers	This is the budget coming to the municipality, the budget received from the province & Center Government, and the budget support by NGO/INGO/Funding Agencies.

2. Prioritization process

1. Pre-workshop preparation

1.1. Data collection, validation, and review

- Gather validated NWASH-MIS data (e.g., from NWASH-MIS, surveys, and ward-level validation report).
- Review the validated data (ensure that the remaining data, as per ward level data validation, are collected properly)
- ***Prepare a ward-wise summary report of households (prioritization matrix),*** schools, healthcare facilities, public toilets, water supply schemes (inventory, tubewell, ongoing, and unserved new).
- Ensure the ***WASH governance*** section and Municipality section are updated in NWASH-MIS.

1.2. Participants' mapping and Invitations

- **Key Participants**
  - Mayor/Chairperson, Deputy Mayor/voice chairperson, and Ward Chairpersons
  - Chief Administrative Officer, ITO and WASH focal person, technical section, WASH section, Health section, Education section, Women, Children, and Senior Citizen section, etc.
  - Local NGOs/INGOs, CBOs, and development partners.
  - Province representative (if available)
  - Female representatives (Female networks or groups)
  - Water supply User's committee representative /FEDWASUN member
  - Marginalized group leaders
  - Person with disability network representative

- Send an Invitation to the participants

1.3. Logistics and Materials

- Fixed the venue and ensured the training materials (projectors, internet, chart paper, markers, and other stationery.
- Workshop materials, lists of WASH schemes with ***Prioritization Matrix (PM)***
- WASH Inventory lists, Ward level data validation sheet, and gap analysis.

2. Workshop Agenda and Steps

Step 1: Opening Session

- Welcome
- Introduction
- Objective sharing

Step 2: WASH Status Presentation

- NWASH-MIS introduction and WASH plan process
- NWASH-MIS Map and data collection status
- Ward-level data validation report (coverage, issues/gaps, and status)

Step 3: Define the prioritization criteria

- Climate vulnerability
- Condition of services
- Unserved area
- Social Inclusion

Step 4: Group Work for Prioritization

- Divide participants into groups (for different sub-sectors such as school, healthcare facilities, water, etc.)
- Provide each group with lists from the ***prioritization matrix***.
- Ask those groups to prioritize based on data and prioritization criteria.
- Collect required feedback from each group for the policy, strategy, and targeted activities in WASH.

Step 5: Fix the rate of materials in NWASH-MIS

- Open NWASH-MIS and Open Rate data in the WASH plan
- Conduct a discussion to fix the rate in the local context and update it in the system.

Step 6: Identification of potential financial contributions

- Tariffs and fees
- Investment in self-supply
- Taxes
- Transfers
- Bridging the gap idea

Work out financial contributions for

- Capital Expenditure
- Capital Maintenance Expenditure
- Operation Expenditure
- Direct support cost

  For each sector, such as *Water supply systems, schools, healthcare facilities, household toilets, and other sanitation facilities, public toilets, and other WASH interventions.*

  (Find in Annex… (Excel sheet)

Note: Discussion can be run based on the practice of cost contribution in different sub-sectors of WASH and cost headings.

Step 7: Action Planning

- Draft WASH plan (reference documents) preparation and submission to RM and province
- Review the reference documents
- WASH plan (Reference documents) finalization and endorsement from the executive committee
- Develop an Implementable WASH plan
  WASH plan embedded with annual plan

3. Post-Workshop Actions

- Entry for prioritization matrix in NWASH-MIS
- Enter data in NWASH MIS for cost contribution
- Ensured governance part and municipal entry
- Extract Draft Report
- Review the report and share

Day 5

SESSION 19: Q&A, ACTION PLANNING, TRAINING EVALUATION, POST-TEST, CLOSING



60 Mins

Session Description



This concluding session provides participants with an opportunity to clarify outstanding questions, prepare individual action plans for cascading the TOT at the local level, assess knowledge gained through a post-test, evaluate the training programme, and formally close the training.

Learning Outcomes

At the end of this session, participants will be able to:



1. Clarify outstanding technical and facilitation questions related to the TOT.
2. Prepare an action plan for conducting cascade training and supporting NWASH implementation in their assigned local governments.
3. Demonstrate knowledge gained through the post-training assessment.
4. Provide constructive feedback to improve future training programmes.
5. Summarize the key learning and commitments for implementing NWASH activities.

Materials



- Action Plan Template
- Post-test questionnaire
- Training evaluation form
- Multimedia projector
- Certificates (if applicable)
- Multimedia projector

Preparation



- Prepare the post-test questionnaire.
- Print or provide action planning template.
- Form to measure participants confidence level
- Print or prepare digital form of the training evaluation form.

Question & Answer Session – 10 Minutes



1. Invite participants to ask questions related to any session covered during the training.
2. Clarify technical issues regarding NWASH-MIS, facilitation, data collection, planning, and reporting.

Action Planning – 20 Minutes



1. Explain the purpose of the action plan.
2. Ask participants to develop training schedule for ITO and WASH focal person and social and technical enumerators
3. Discuss required technical and logistical support.
4. Invite selected participants to present their action plans.
5. Provide feedback and finalize the plans.

Post-Test – 15 Minutes



1. Distribute the post-test questionnaire (hard copy or digital)
2. Explain the assessment instructions to answer the questionnaires
3. Collect completed questionnaires stop the survey
4. Review overall result of post-test and compare with pre-test result

Participants Confidence level Evaluation – 10 Minutes



1. Distribute the Confidence Level Survey to all participants, preferably in a digital format.
2. Ask participants to rate their confidence in performing each key NWASH process using the corresponding application/module in different rating scale (Not confident, slightly confident, moderately confident, Confident, highly confident)
3. Collect the completed surveys and use the results to identify areas requiring additional coaching or follow-up support.

Training Evaluation – 5 Minutes



1. Distribute the training evaluation form to all participants, preferably in a digital form.
2. Request participants to provide honest feedback on: Training content., Facilitation, Training materials, Practical exercises, Overall organization.
3. Collect completed evaluation forms.

Closing Session …… minutes



1. Summarize the major achievements of the training.
2. Invite participants to share key reflections or commitments.
3. Provide information on follow-up support and next steps.
4. Deliver closing remarks and distribute certificates (if applicable).

Facilitator's Note



1. Encourage participants to ask questions openly and ensure that all major technical issues are addressed before closing the training.
2. Guide participants to prepare realistic and time-bound action plans that align with their responsibilities and assigned local governments.
3. Use the post-test and training evaluation results to assess learning outcomes and identify areas for improving future TOT programmes.

Facilitators Reference Materials

Participants Confidence level Evaluation-Matrix

S.N.	Statement	1	2	3	4	5
1	I can provide training to enumerators on the operation of the NWASH Household App.	☐	☐	☐	☐	☐
2	I can provide training to social enumerators on the NWASH School App.	☐	☐	☐	☐	☐
3	I can provide training to social enumerators on the NWASH Healthcare Facility App.	☐	☐	☐	☐	☐
4	I can provide training to social enumerators on the NWASH Public Toilet and Community Sanitation App.	☐	☐	☐	☐	☐
5	I can confidently use the NWASH Inventory App to collect new and updated water supply system information.	☐	☐	☐	☐	☐
6	I can provide training to technical enumerators on the NWASH Inventory and Sustainability Apps.	☐	☐	☐	☐	☐
7	I understand the NWASH-MIS WASH Planning Flow Diagram and can explain the complete planning process.	☐	☐	☐	☐	☐

8	I have a clear understanding of the NWASH data upload, verification, editing, and validation process.	☐	☐	☐	☐	☐
9	I have a clear understanding of the NWASH Governance Module and can facilitate data collection and entry for governance indicators.	☐	☐	☐	☐	☐
10	I have a clear understanding of the WASH Plan prioritization and budgeting process using NWASH-MIS.	☐	☐	☐	☐	☐
11	I can carry out secondary data analysis and ward-level water supply service mapping using NWASH tools.	☐	☐	☐	☐	☐
12	I am confident that I can independently facilitate the complete NWASH TOT cascade training for local government staff and enumerators.	☐	☐	☐	☐	☐



NWASH Inventory V2

Inventory V2 Data Collection App
App Version : 20230518
Requirments: 5.0 or Above
Size: 8.7 MB
Updated Date : 2023-12-22



NWASH School

School questionnaire
App Version : 9.1.5
Requirments : 4.0.3 and up
Size : 4.04 MB
Updated Date : 2023-12-22



NWASH Unserved

Data Collection for Unserved Population
App Version : 6.0.2
Requirments: 4.0.3 and up
Size: 4.04 MB
Updated Date : 2024-01-01



NWASH HH

NWASH Household
App Version : 8.1.1
Requirments : 4.0.3 and up
Size : 4.00 MB
Updated Date : 2024-01-22



NWASH Health Care

Data Collection App for health care facilities.
App Version : 10.0.5
Requirments: 4.0.3 and up
Size: 4.02 MB
Updated Date : 2023-12-31



NWASH Sustainability

Sustainability Survey data collection App
App Version : 4.0.7
Requirments : 4.0.3 and up
Size : 4.48 MB
Updated Date : 2023-12-24



NWASH Public Toilet

Data Collection App forpublic toilet
App Version : 8.0.4
Requirments: 4.0.3 and up
Size: 3.89 MB
Updated Date : 2024-01-12



NWASH CS

Data collection for Community sanitation
App Version : 105.0.2
Requirments : 4.0.3 and up
Size : 3.79 MB
Updated Date : 2024-01-12



कोशी प्रदेश सरकार

खानेपानी, सिंचाई तथा ऊर्जा मन्त्रालय

विराटनगर



मधेश प्रदेश सरकार

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SNV