

**TRAINER'S  
GUIDE**



TECHNICAL COMPETENCY UNIT



**ADM.TEC  
031.1**

Analyse Shelter and  
Settlement Needs



**ASCEND**

ASEAN Standards and Certification  
for Experts in Disaster Management

## ASEAN Standards and Certification for Experts in Disaster Management

# ANALYSE SHELTER AND SETTLEMENT NEEDS

ADM.TEC.031.1

## Trainer's Guide



ONE ASEAN  
ONE RESPONSE



### Project Sponsors:



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

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

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The ASCEND Programme and  
Toolbox Development:

# Overview



## ASCEND



## 1.1

# The ASCEND Programme

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

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

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

## 1.2

# The objectives of ASCEND

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

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

## 1.3

# Advantages and benefits of an ASCEND certification

### For ASEAN

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

### For AHA Centre

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

### For disaster management professionals

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

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

**1.4**

## The ASCEND Toolbox

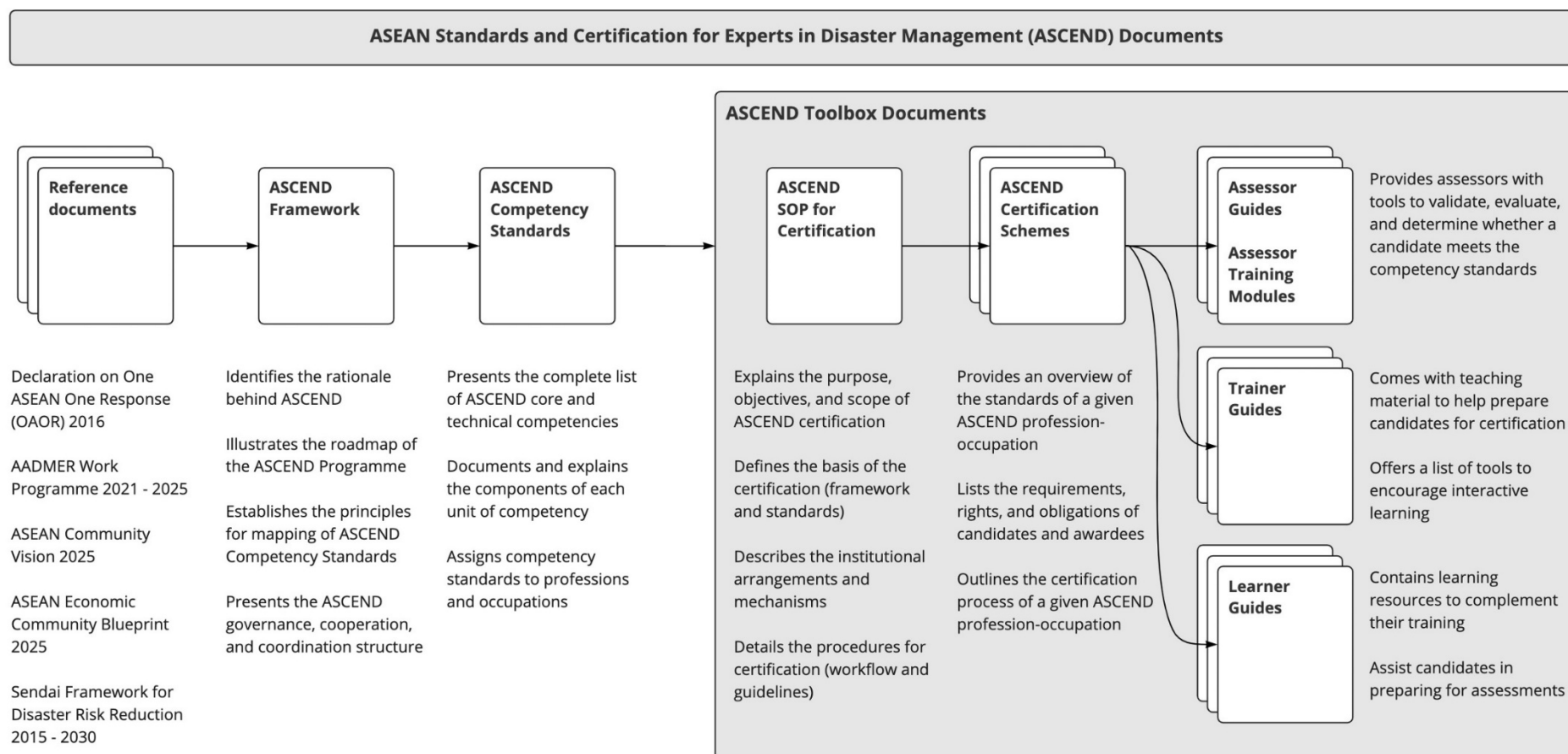
A set of technical requirements must exist before it is possible to implement the ASCEND programme in participating ASEAN Member States. The first requirement is the ASCEND Competency Standards that contains forty-three (43) regionally recognised core and technical competencies in selected disaster management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

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

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

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

*Figure 1: Overview of ASCEND Toolbox Documents*





# Competency-based Training (CBT): Introduction for Trainers



ONE ASEAN  
ONE RESPONSE

## ASCEND

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

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

## Competency-based learning and assessment

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

**Table 1:** Competency areas and descriptions

Competency area	Description
<b>Experience</b>	Refers to the qualifications of the candidate that make them eligible to pursue certification. It includes the candidate's formal education, work experience, professional training, and job-relevant life experiences.
<b>Knowledge</b>	Refers to what the candidate needs to know to make informed decisions on how to perform the work effectively.
<b>Skills</b>	Refers to the ability of the candidate to apply knowledge to complete occupational tasks and produce work outcomes or results at the standard required.
<b>Attitudes</b>	Refers to associated beliefs, feelings, motivations, and values that influence a candidate to make decisions and act according to occupational standards and the professional work setting.

**Competency-based methods** help ensure that the ASCEND certification process is relevant, valid, acceptable, flexible, and traceable – in alignment with the ASEAN Guiding Principles.

The relevance principle confirms that the ASCEND certification reflects the current professional needs in the disaster management sector. The validity principle relates to the consistency and equitability of the assessment process. The acceptability principle is about aligning the ASCEND certification to other disaster management professional standards and good practices. The flexibility principle refers to the responsiveness of the ASCEND certification to changes or differences in disaster management work settings and job requirements. The traceability principle ensures that evidence is sufficient to grant the ASCEND certification.

**Competency-based training (CBT)** is a teaching strategy that aims to develop the candidate's knowledge, skills, and attitudes to become qualified and competent to perform in a particular occupation. CBT builds on the candidate's experience and uses different modes of instruction to assist them in meeting the standards and performance criteria defined in a unit of competency.

## What do trainers do?

A trainer is someone who structures and facilitates the training of candidates to develop or increase their ability to communicate or demonstrate that they are competent in a specific unit of competency.

The role of trainers is to:

- interpret the scope and adapt the ASCEND competency standards to fit the context of where the training is taking place,
- adjust the training method and delivery of material to cater to learner diversity and needs, and
- assist candidates in preparing for competency-based assessments with the learning resources available.

## Using the trainer's guide

The material in this trainer guide is designed to assist trainers in conducting learner-centric activities that recognise prior experience, maximise engagement, teach for understanding, and build on learner strengths. The guide provides suggestions on how to prepare training sessions that enhance candidate participation and minimise disruptions during the session. It also offers a list of equipment and tools that trainers may use to encourage interactive learning and supplement traditional methods like lectures, case discussions, demonstrations, group exercises, simulation games, role-playing, and independent research. Finally, it includes a copy of PowerPoint presentation slides and presenter notes to guide trainers on what key messages to highlight during sessions.

**Remarks:** *Trainers also need to consider the diverse backgrounds (e.g., cultural, linguistic, social) and needs of candidates when planning and delivering the training. Trainers may have to adapt their training style to suit student preferences, use alternative activities for different levels of ability, and provide opportunities for various forms of participation.*





# ASCEND Competency Standards



**ASCEND**

## 3.1

## Competency standards

Competency standards are a set of industry-accepted benchmarks that defines the experience, knowledge, skills, and attitudes professionals need to perform well in an occupation. It also reflects the requirements of work settings and considers the developments in the disaster management profession.

## 3.2

## ASCEND Competency Standards

The ASCEND Competency Standards identifies the key features of work in selected disaster management professions, and performance standards professionals need to meet to be deemed competent. It also provides the list of the forty-three (43) core and technical competencies that serve as the basis for defining the regionally recognised disaster management qualifications across the ASEAN Member States. The five (5) professions covered by the ASCEND Competency Standards include Rapid Assessment, Humanitarian Logistics, Information Management, WASH, and Shelter Management. Under these professions are five (5) categories of occupations: Manager, Coordinator, Officer, Promoter, and Engineer. Overall, there are fifteen (15) profession-occupation combinations (e.g., humanitarian logistics manager, information management coordinator, WASH promoter).

Each ASCEND Competency Standard has its dedicated Toolbox documents: an SOP, Certification Scheme, Assessor Guide, Trainer Guide, and Learner Guide. One SOP applies to all profession-occupation combinations covered by the ASCEND certification. The Certification Schemes, one for each of the profession-occupation combinations. Both these documents align with the AQRF Level Descriptors, Section 4: Guiding Principles and Protocols for Quality Assurance of the AGP, and ASEAN Disaster Management Occupations Map. The Certification Schemes also outline the ASCEND competencies under selected professions and occupations, eligibility criteria, basic requirements and rights of candidates, and obligations of certification holders. Assessor Guides describe the components of particular competency standards and offer tools to determine the candidate's qualifications. Trainer and Learner Guides expound on a given competency standard's elements and performance criteria for learning and assessment preparation purposes.

The ASCEND Competency Standards and its derivative Toolbox documents will be reviewed and updated every five (5) years to ensure it reflects changes

in the disaster management profession and remains relevant. The Toolbox documents may also serve as a reference for ASEAN Member States' seeking to develop and implement national-level competency-based certification processes based on their respective capacities and needs. Table 2 describes its main components.

**Table 2:** *Components of the ASCEND Competency Standards*

Component	Description
<b>Unit title</b>	Describes the critical work function to be performed in an occupation.
<b>Unit number</b>	<p>A coding system to organise the units of competency. It also indicates the types of competency standards.</p> <ul style="list-style-type: none"> <li>• ADM.<b>COR</b>.000.0 are core competencies. These are general professional knowledge and skills related to international humanitarian principles and disaster management standards, including ASEAN mechanisms and procedures.</li> <li>• ADM.<b>TEC</b>.000.0 are technical competencies. These are specific knowledge and skills needed to perform effectively in work areas under their chosen disaster management profession and occupation.</li> </ul>
<b>Unit description</b>	Provides information about the critical work function covered by the unit.
<b>Elements</b>	Presents the occupational tasks required to perform the critical work function in the unit.
<b>Performance criteria</b>	Lists the expected outcomes or results from the occupational tasks to perform and the standard required.
<b>Unit variables</b>	Advises on how to interpret the scope and context of this unit of competence.
<b>Assessment guide</b>	Outlines the evidence to gather and evaluate to determine whether the candidate is competent in the unit.
<b>Linkages to other units</b>	Explains the connection of the competency standard to other units of competency.

<b>Critical aspects of assessment</b>	Lists the types of evidence or demonstrated abilities assessors need to observe to determine the candidate's competency.
<b>Context of assessment</b>	Notes the settings or situations in which candidates need to demonstrate their ability during ASCEND assessments.
<b>Resource implications</b>	Identifies the resources needed to conduct the assessment.
<b>Assessment methods</b>	Describes the different assessment methods to assess the competency of candidates in the specific unit.
<b>Key competencies</b>	Presents the specific knowledge, skills, and attitudes related to the unit of competency that assessors need to evaluate to confirm whether the candidate for certification is qualified and competent.

### 3.3

## Unit of Competency

**Unit title** : Analyse Shelter and Settlement Needs

**Unit number** : ADM.TEC.031.1

**Unit description** : This unit deals with the skills, knowledge and ability required to design an appropriate needs-based shelter assistance programme.

#### ELEMENT AND PERFORMANCE CRITERIA

#### UNIT VARIABLE AND ASSESSMENT GUIDE

##### Element 1.

##### Determine shelter and settlement needs

- 1.1 Design and conduct appropriate shelter and settlement needs assessments
- 1.2 Determine priority shelter and settlement needs in need of additional support
- 1.3 Map local market capacity and determine suitable procurement strategies

##### Unit Variables

These unit variables provide advice to interpret the scope and context of this unit of competence. They relate to the unit as a whole and facilitate holistic assessment.

This unit applies to designing and planning a project, with a wide range of issues related to shelter and settlement planning and may include:

International humanitarian standards related to shelter include, but not limited to:

- Sphere standards
- Relevant IFRC and UNHCR guidelines
- Relevant Global Shelter Cluster guidelines
- other guidelines from various institutions, such as IOM, CRS, Care, Habitat for Humanity, UN-Habitat, UNDP, Oxfam GB, RedR, Practical Action, Build Change, USAID.

##### Element 2.

##### Determine appropriate shelter and settlement assistance options

- 2.1 Determine key beneficiary groups in need of specific shelter and settlement
- 2.2 Determine appropriate shelter and settlement assistance options for each group
- 2.3 Align shelter assistance plans with the plans of other sectors and actors

##### Shelter assistance programmes

may include:

- Shelter in camps
- Rental assistance
- NFI assistance
- House land and property rights assistance
- Emergency shelter assistance including tents, tarpaulins and collective centres
- Temporary/transitional shelter assistance
- Core housing
- Settlement planning
- Reconstruction and retrofit programmes
- DRR and constructions training programmes

**Element 3.****Determine appropriate shelter and settlement assistance options**

- 3.1 Design technical specifications for shelter and settlement assistance options
- 3.2 Develop appropriate financial and administrative plans for the shelter and settlement assistance program
- 3.3 Write programme proposals and appeals as required by donors, government and management

Linkage with other sectors may include:

- Rapid assessment
- Emergency Operation Centre, including Information Management
- Humanitarian Logistics
- WASH
- Livelihoods
- Education
- Protection
- Camp Coordination and Camp Management

At-risk groups or the most vulnerable are groups or individuals that are more vulnerable compared to others due to individual factors such as their age (particularly the very young and very old), illness (especially people with chronic illness), gender, as well as social factors and culture and many others. But individual factors alone do not automatically increase risk.

Assess the social and contextual factors that contribute to vulnerability, such as discrimination and marginalisation (e.g. low status and power of women and girls); social isolation; environmental degradation; climate variability; poverty; lack of land tenure; poor governance; ethnicity; class or caste; and religious or political affiliations. In most disaster situations, at-risk groups or the most vulnerable groups may include:

- Children (boys and girls), especially young children
- Women in pregnancy and lactating mothers
- Elderly people
- People with disabilities
- People with chronic illness (e.g. people living with HIV/AIDS, TBC, and cancer)

It is important to note that a particular group cannot be generalised or labelled as the most vulnerable in all conditions and locations. For example, a young girl with responsible parents with high capacity may be less vulnerable than an adolescent boy who is separated from his parents.

Disaster risk reduction aims to reduce or prevent new and reduce existing disaster risk and manage residual risk, all of which contribute to strengthening resilience and, therefore, to achieving sustainable development.

Early Recovery (ER) is an approach that addresses recovery needs arising during an emergency phase, using humanitarian mechanisms that align with development principles.

**Appropriate shelter needs assessments** may include:

- Rapid assessment
- Emergency shelter, temporary shelter, permanent reconstruction needs assessments
- Environmental impact and risk assessments
- NFI needs assessment
- Tools and training needs assessment
- Multi-agencies and or multi- sectorial needs assessment

- Housing Damage assessments
- Market and supply chain assessments, including specific market component assessments, i.e. EMMA

**Analysis of priority shelter needs** may include:

- Causes of an initial shelter crisis
- Potential secondary risks,
- Community response mechanisms, coping and housing self-recovery capacity,
- Planned shelter and settlement support from government and other agencies,
- Probable long-term housing recovery pathways,
- Important safety, cultural, environmental and climatic considerations
- Key beneficiary groups most in need of assistance,
- Organisational strengths, weakness and opportunities in providing shelter assistance

**Appropriate shelter options** should address issues such as:

- Environmentally, and climatically suitability
- Timeliness, efficiency and effectiveness
- Financial appropriateness
- Political, religious and cultural acceptability
- Reducing future risk and increasing preparedness
- Supporting self-recovery
- Settlement based
- Ensuring transition

**Technical specifications for shelter assistance options** may include such things as:

- Technical drawings and models
- Technical standards and specifications,
- Bills of quantity,
- Procurement specifications,
- Engineering requirements or guidelines

**Appropriate financial and administrative** plans may include:

- Financial assistance mechanisms, such as cash transfer, grants, subcontracting, or procurement guidelines
- Time lines and Gantt charts
- Log-frames and outcome matrices
- Programme budgets,
- Human resources plans, job descriptions and organisational structure (organograms),
- Administrative and logistics support needs plan,
- Exit plan and handover strategy.

## Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Ability to identify key issues related to shelter and settlements in emergencies according to situation, context, and location
- Ability to identify all factors that impact on the planning and designing of a shelter response
- Ability to design and plan an in-depth assessment related to shelter for large scale emergencies
- Ability to develop an effective shelter strategy incorporating ER and DRR measures.

## Linkages to other Units

This unit is a core unit for a **Shelter Manager** and must be delivered with other technical competencies of **Shelter Manager**.

## Critical Aspects of Assessment

Evidence of the following items in regards to shelter programming is essential:

- Demonstrated ability to identify critical issues related to shelter and settlements in emergencies.
- Demonstrated ability to identify all factors that impact the planning and designing of a shelter and settlements intervention for large-scale emergencies.
- Demonstrated ability to design and plan an in-depth assessment related to shelter for large scale emergencies.
- Demonstrated ability to develop an effective shelter strategy incorporating early recovery and disaster risk reduction approach and measures.
- Demonstrated ability to consider a range of innovative measures when developing a shelter in emergency strategy.

## Context of Assessment

This unit may be assessed on/off the job.

- Assessment should include a practical demonstration to design a complex and large-scale shelter programme in an emergency setting either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge
- Assessment must relate to the individual's work area of responsibility.

## Resource Implications

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.



## Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observing of practical performance by participant
- Oral and written questions
- Portfolio evidence
- Problem-solving
- Role plays
- Third-party reports completed by a supervisor
- Project and assignment work

## Key Competencies in this Unit

**Level 0** = irrelevant, not to be assessed

**Level 1** = competence to undertake tasks effectively

**Level 2** = competence to manage tasks

**Level 3** = competence to use concepts for evaluating

Key Competencies	Level	Examples
Collecting, organising, and analysing information	3	Managing shelter and settlement needs assessment
Setting aside irrelevant data	3	Disseminating shelter and settlement needs assessment report
Planning and organising activities	3	Planning for shelter and settlement assessments
Working with others and in teams	3	Managing teams to support need assessment
Using mathematical ideas and techniques	2	Calculate the needs of the affected community
Solving problems	3	Identifying key issues on shelter and settlement and determining solutions to address them
Using technology	2	Using application and technology to support need assessment



Preparing for Training Sessions:

# Equipment, Material, and Tools



ONE ASEAN  
ONE RESPONSE

## ASCEND

## 4.1

## Onsite training

Please refer to the checklist and table below when conducting onsite training.

Checklist	Training resource requirements
Tick box (✓) when completed	Equipment and material
<input type="checkbox"/>	Secure a computer (desktop or laptop) installed with the latest Windows Operating Systems and Microsoft Office Apps (Word, PowerPoint, Excel).
<input type="checkbox"/>	Gain access to a stable internet connection and printer, if needed.
<input type="checkbox"/>	Reserve a conducive training facility with a dedicated workspace (large desk and chair with back support), projector, and black/whiteboards.
<input type="checkbox"/>	Obtain a copy of the Trainee Guide, including PowerPoint (PPT) presentation and presenter notes. Test if the PPT presentation is working before sessions.
<input type="checkbox"/>	Request a list of confirmed attendees (candidates) and their contact details.
<input type="checkbox"/>	Send training invitations to all confirmed attendees through email. It includes a brief overview of the training, date, schedule, training venue, information about the trainer, email support, and a copy of the Trainee Manual (PDF version).
<input type="checkbox"/>	Print out copies of the Trainee Manual, if needed.

## 4.2

## Online training

Please refer to the checklist and table below when conducting online training (remote).

Checklist Tick box (✓) when completed	Training resource requirements
<input type="checkbox"/>	Secure a computer (desktop or laptop) installed with the latest Windows Operating Systems and Microsoft Office Apps (Word, PowerPoint, Excel).
<input type="checkbox"/>	Gain access to a stable internet connection.
<input type="checkbox"/>	Purchase a licensed video conferencing account, if needed (e.g., Zoom Meetings, Webex).
<input type="checkbox"/>	Reserve a dedicated workspace (large desk and chair with back support).
<input type="checkbox"/>	Obtain a copy of the Trainee Guide, including PowerPoint (PPT) presentation and presenter notes. Test if the PPT presentation is working before sessions.
<input type="checkbox"/>	Request a list of confirmed attendees (candidates) and their contact details.
<input type="checkbox"/>	Send training invitations to all confirmed attendees through email. It includes a brief overview of the training, date, schedule, Zoom log-in details, information about the trainer, email support, and a copy of the Trainee Manual (PDF version).

The list below recommends apps and tools that trainers may find helpful when planning and delivering the training. Trainers need to register and create their accounts before using the apps and tools.

Apps and tools	Description
<b>Zoom</b>	Zoom is a software program that provides a multi-user platform for video and audio conferencing. It has built-in collaboration and presenter tools useful in planning and delivering online training sessions like calendar integration, group chat, screen sharing, breakout rooms, and whiteboard functions. <a href="https://zoom.us/">https://zoom.us/</a>

### For collaboration, group exercises, lectures, and demonstrations.

**Lucidspark** Lucidspark is a virtual whiteboard where training attendees can come together to create, develop, and present their ideas. It can be used for brainstorming, group presentations, and organising notes.  
<https://lucidspark.com/>

**Ziteboard** Ziteboard is a collaboration software ideal for discussing topics visually and online real-time tutoring. It works seamlessly on different devices (laptops, tablets, and mobile devices) and web browsers (Apple Safari and Google Chrome).  
<https://ziteboard.com/>

### For activities that test student understanding (quizzes) and decision-making (simulation games)

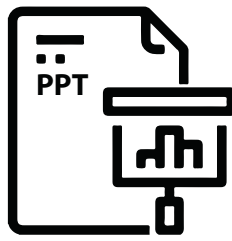
**Kahoot** Kahoot is a game-based learning platform that allows users to generate multiple-choice quizzes for distance education. Users can create a learning game on any topic in any language, and they can host a live game and share it with users.  
<https://kahoot.com/>

**Quiz It! Live** Quiz It! Live is an app similar to Kahoot that allows users to create and host live quizzes for groups. It also comes with automated timing, scoring, and marking.  
<https://www.quizit.net/>

### For gathering feedback, ideas, or responses

**Google Forms** Google Forms is a survey administration software for collecting and organising different kinds of information. Responses are automatically gathered and neatly presented in charts, sheets, and more.  
<https://www.google.com/forms/about/>

**Survey Monkey** Survey Monkey is the world's most popular free online survey tool. Similar to Google Forms, users can create, send, and edit questionnaires.  
<https://www.surveymonkey.com/>



# Power Point Slides and Presenter Notes



**ASCEND**

## 5.1

# Instructions for using PowerPoint presenter

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

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

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

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

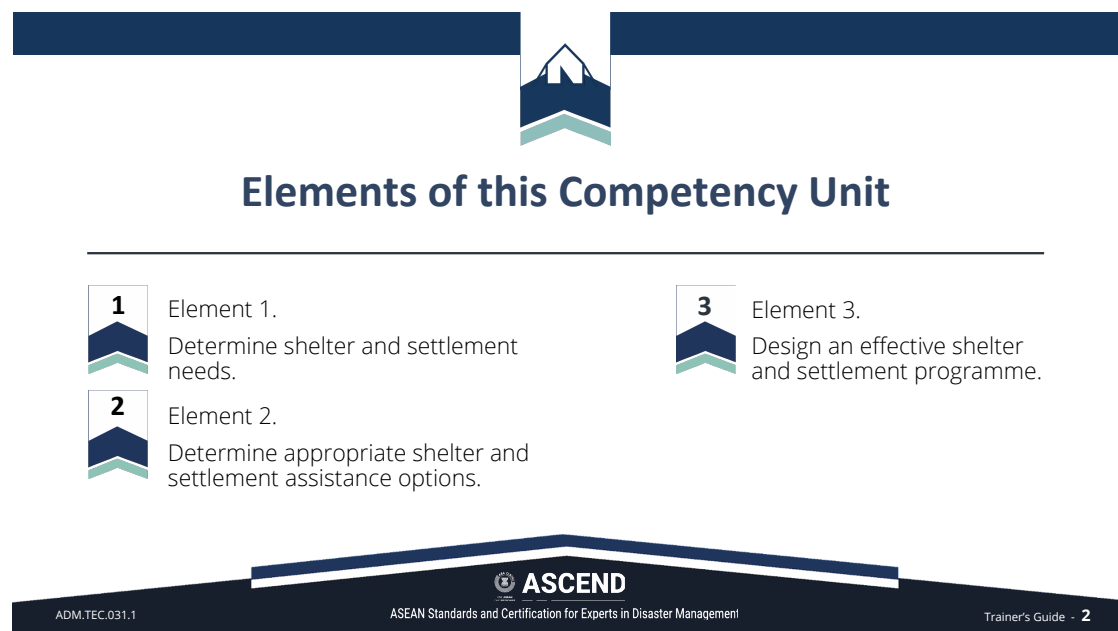
**5.2**

## PowerPoint slides and presenter notes

*Image 1: Slide 1***Slide No.****1****Trainer Notes**

Trainer welcomes students to class.



*Image 2: Slide 2*

The slide features a dark blue header with a white house icon in the center. Below the header, the title "Elements of this Competency Unit" is displayed in a large, bold, dark blue font. Underneath the title, there are three numbered elements, each with a corresponding icon (a house with a number inside) and a description. Element 1 is "Determine shelter and settlement needs.", Element 2 is "Determine appropriate shelter and settlement assistance options.", and Element 3 is "Design an effective shelter and settlement programme." At the bottom of the slide, there is a dark blue footer with the ASCEND logo and the text "ASEAN Standards and Certification for Experts in Disaster Management". The footer also includes the code "ADM.TEC.031.1" on the left and "Trainer's Guide - 2" on the right.

## Elements of this Competency Unit

- 1** Element 1.  
Determine shelter and settlement needs.
- 2** Element 2.  
Determine appropriate shelter and settlement assistance options.
- 3** Element 3.  
Design an effective shelter and settlement programme.

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ASEAN Standards and Certification for Experts in Disaster Management

ADM.TEC.031.1 Trainer's Guide - 2

**Slide No. 2****Trainer Notes**

Trainer advises participants this Unit comprises three Elements, as listed on the slide explaining:

- Each Element comprises a number of Performance Criteria which will be identified throughout the class and explained in detail
- Participants can obtain more detail from their Learner's Guide
- At times the course presents advice and information about various protocols. Still, where their workplace requirements differ from what is presented, the workplace practices and standards and policies and procedures must be observed.


*Image 3: Slide 3***Element 1****Determine shelter and settlement needs****Performance Criteria**

- **1.1** Design and conduct appropriate shelter and settlement needs assessments
- **1.2** Determine priority shelter and settlement needs in need of additional support
- **1.3** Map local market capacity and determine suitable procurement strategies

**Slide No. 3****Trainer Notes**


Trainer identifies the Performance Criteria for this Element for participants, as listed on the slide.

Image 4: Slide 4




## Design and conduct appropriate shelter and settlement needs assessments

1.1




### Appropriate shelter and settlement needs assessments

Since every disaster is unique, appropriate shelter and settlement needs assessment should be tailored to ensure its applicability and accuracy.



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Trainer's Guide - 4


**Slide No.**      **4**

### Trainer Notes

Trainer explains the importance of assessment in shelter and settlement.


Every disaster is unique. It suggests that no identical disaster happens in a particular time and place that can happen in another time and place. The type of disaster could be the same, but the time occurred, the results caused, the community affected, the strategies to overcome the disaster event are different

Image 5: Slide 5



## Design and conduct appropriate shelter and settlement needs assessments

1.1




### Understanding disaster context using data from EOC with data from IM and other sector

Clear understanding will help to select tools and methods then conduct the assessment. This can be achieved by looking up into:

<b>The magnitude</b> <ul style="list-style-type: none"> <li>• shown by the number of fatalities, number of affected or displaced people and number of damaged houses</li> </ul>	<b>Affected people</b> <ul style="list-style-type: none"> <li>• Relationship between affected people with their cultures</li> </ul>
<b>Hazard induced disaster</b> <ul style="list-style-type: none"> <li>• Natural hazards</li> <li>• Technological or man-made hazards</li> <li>• Aggravating factors</li> </ul>	<b>Ability of national government</b> <ul style="list-style-type: none"> <li>• to respond and policy on accepting national and international assistance.</li> </ul>

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Trainer's Guide - 5

## Slide No. 5

### Trainer Notes

Trainer explains what to look up to prepare tools and methods selection to conduct the assessment.

A clear understanding will help select tools and methods then conduct the assessment. The context generally depends on:

1. The magnitude is shown by the number of fatalities, number of affected or displaced people and number of damaged houses.
2. Hazard induced disaster, i.e.:
  - Natural hazards are naturally occurring physical phenomena caused by rapid or slow onset events, geophysical, hydrological, climatological, meteorological and biological.
  - Technological or man-made hazards.
  - Aggravating factors such as climate change, unplanned-urbanisation, under-development/poverty, and the threat of pandemics will result in increased frequency, complexity, and severity of disasters.
3. Affected people with their cultures.
4. Ability of national government to respond and policy on accepting national and international assistance.

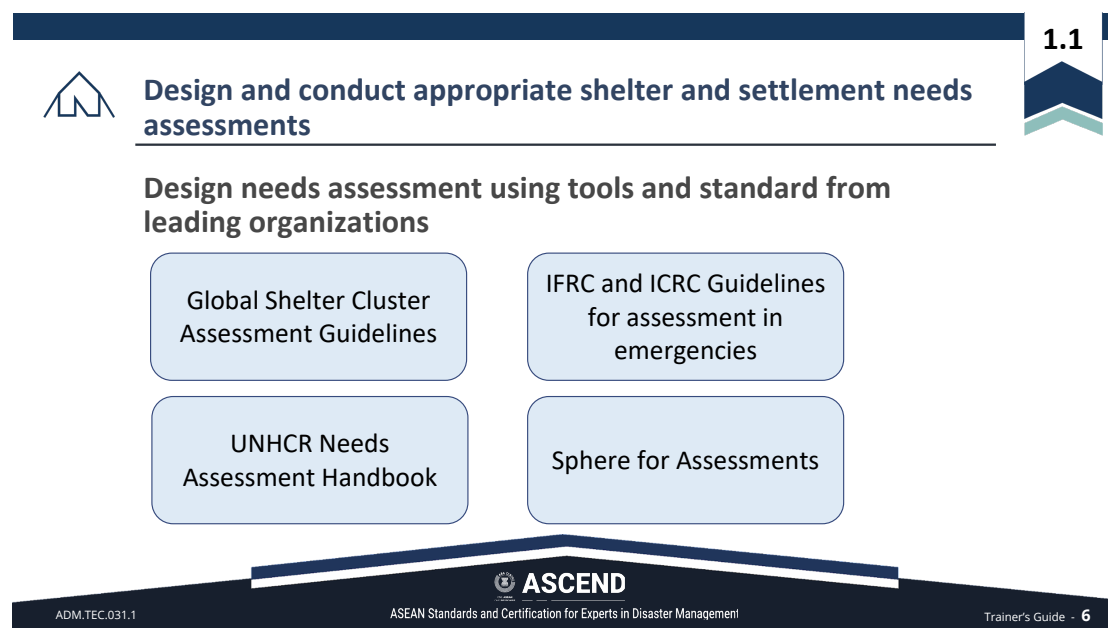
### Class Activity – Internet Research + Group Work

Trainer groups the participant into some groups (amount of group member is free up to the Trainer, adjust with the workload).

Trainer asks the groups to conduct research, to gather information about the 4 group items as mentioned in the slide, for a disaster event

(Trainer could set the event or assign the groups to decide which disaster event to be analysed as part of research activity)

Image 6: Slide 6

**Slide No. 6****Trainer Notes**

Trainer explains briefly about leading humanitarian organisations.

These assessment tools can be used directly if it is fit with the context, or can be selected on developing the assessment tools.


1. Global Shelter Cluster Assessment Guidelines  
Provides the humanitarian community with an understanding of the needs, gaps and priorities related to the shelter cluster immediately after a rapid onset emergency or during a protracted emergency. Also establishes a baseline against which shelter humanitarian actors can measure progress and impact.
2. IFRC and ICRC - Guidelines for assessment in emergencies  
The guidelines are designed for anyone undertaking an assessment, (all members of the Red Cross movement and generalists). The guideline covers the process and various types of assessment.
3. UNHCR Needs Assessment Handbook  
The handbook consolidates existing policies, practices and guidance, and represents the first guidance UNHCR has produced on needs assessments that applies to all sectors, situations, methods, and populations of concern.
4. Sphere for Assessments  
To use the Sphere Handbook for assessments is through the needs assessment checklists included at the end of each Minimum standard. The Sphere Handbook also provides guidance on the aspects for an assessor to carry out a quality assessment which respects the capacities, voices and safety of the affected population.

**Class Activity – General Discussion**

Trainer guides participants into a discussion regarding:


- Experience in using mentioned assessment tools by leading humanitarian organisations
- The strength and weakness of mentioned assessment tools by leading humanitarian organisations
- Other relevant assessment tools by leading humanitarian organisations

Image 7: Slide 7




## Design and conduct appropriate shelter and settlement needs assessments

1.1



**Conduct coordinated shelter and settlement needs assessment**

- Develop needs assessment questions among the interest agencies to obtain agreement.
- Agreement on data processing methods to ensure all aspects can be covered, especially the needs of the most vulnerable can be addressed.
- Obtain endorsement on assessment tools, questionnaires and methodologies from government, shelter coordination mechanism and other related sectors.
- Discuss and agree on a working area among agencies who will conduct assessment.
- Proper training delivered to all assessors on how to conduct surveys, respecting the affected people, understanding how to use the questionnaires and operating the collection tools.
- Depending on the availability of technology the survey can be carried out by paper based survey or electronic to record the response.
- The assessment team will analyse the collected data and disseminate the assessment report.


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Trainer's Guide - 7


**Slide No.**      **7**

**Trainer Notes**

Trainer mentions guidance in context of assessment provision in conducting coordinated shelter and settlement.


As a Shelter Manager, the skill of coordinating is also important since the work of shelter and settlement will involve various actors and cover wide areas and aspects.

Image 8: Slide 8



## Design and conduct appropriate shelter and settlement needs assessments


1.1



**Summary**

- Shelter and settlement needs assessment is one of the **crucial undertakings on responding** to the disaster. All organizations need a clear picture and understand the context of disaster and affected people.
- The available **tools and methods** which are provided by the leading organizations can be used in designing the assessment.
- Since needs assessment might be done only once, the needs assessment should be prepared **comprehensively and supported by multi stakeholders** including other sectors.
- Collected data, analyzed data and assessment reports should be **disseminated through a coordination mechanism** to ensure all stakeholders can access the findings.

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Trainer's Guide - 8

**Slide No.      8**

**Trainer Notes**

Trainer provides a recap of the Element asking questions to check participants understanding and responding to questions from participants, as required.



Image 9: Slide 9



## Determine priority shelter and settlement needs in need of additional support

1.2

### Understanding priority shelter and settlement needs

Below are shelter and settlement needs:

- o **Legal temporary place** that is secure, safe, and healthy to live in
- o Access to **water and sanitation services** as well as social facilities
- o Access to **land, markets, or services**
- o Have sufficient **pathways, drainage, and adequate lighting** utilities
- o **Durable construction material** and technical assistance



**Slide No. 9**

### Trainer Notes

Trainer explains shelter and settlement needs

Shelter and settlement needs can be described as follows:

1. The need to provide a legally temporary place to live and with security, health, safety (from natural hazards and hazardous environment) and well-being for the affected population who dwell in it.
  - If they live in individual temporary shelter or rent or with a host family, they need support to return to the site of their original dwellings where possible.
  - To those who cannot return to their original place, they need support while they live in temporary collective settlements such as barracks or camps.
  - Both individual and collective settlement the dwellers need to uphold human dignity and to sustain family and community life as far as possible.
2. The need to provide access to water and sanitation services, and social facilities including health care, schools and places of worship.
3. The need to provide access for land, markets or services for the continuation or development of livelihood support activities.
4. The need to have sufficient pathways, drainage and adequate lighting utilities especially during the night.
5. The need for durable construction material and technical assistance if dwellers want to repair or enhance their temporary settlement.



**Class Activity – Study Case - In Pair**

Trainer forms the participant in pairs.

Trainer provides a study case of a shelter programme and asks the groups to analyse the implementation.

Image 10: Slide 10



## Determine priority shelter and settlement needs in need of additional support

1.2



### Understanding priority shelter and settlement needs

Additional support in shelter and settlement programme:

1. External support in order to have **sufficient basic needs** such as water and food
2. Program to **support renters and squatters** who do not have land titles
3. Support on **quarantine and more health access**
4. **Mediate to donor and government** on supporting the land provision for prolonged shelter program



**Slide No. 10**

### Trainer Notes

Trainer explains the additional support in shelter and settlement programme

Shelter and settlement programs need to have additional support since those needs mentioned above for some cases are insufficient. The needs which generally need additional support in shelter and settlement program mentioned are:

1. Since the hosting community and families need to support affected people living in their area, they have to share their resources and facilities. They need external support in order to have sufficient basic needs such as water and food.
2. Program to support renters and squatters who do not have land titles but they need to be accommodated in a shelter and settlement program.
3. In densely populated shelters, pandemics become more serious issues, support on quarantine and more health access is needed.
4. Mediate to donor and government on supporting the land provision for prolonged shelter program due to conflict or loss of land due to landslide and liquefaction (depending on Government regulation, it would be a possibility that people can rebuild in the previously liquefaction affected area) or conflict.


### Class Activity – General Discussion

Trainer guides participants into a discussion regarding:

Other additional support(s) in shelter and settlement programme which have not included in the PPT slide.



Image 11: Slide 11



## Determine priority shelter and settlement needs in need of additional support

### Determine the priority of additional support


Done by comparing the gap of insufficiencies of coping mechanism and current support from government or organizations to:


Immediate life-saving shelter and settlement activities and priorities

Anticipate the potential future problems related to shelter and settlement

Advocacy on HLP issues for the displaced people due to relocation

1.2




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**Slide No. 11**

### Trainer Notes

Trainer explains the need to determine the priority of additional support in shelter and settlement programme


1. Immediate life-saving shelter and settlement activities and priorities such as prevention of pandemic and other disease issues. The additional support can be provision of quarantine facilities and more access to the health facilities.
2. Anticipate the potential future problems related to shelter and settlement, including projections and contingency planning. This is for the conflict affected camps settlement which might grow due to influx of refugees and prolonged program since unknown of the refugees might be able to return to their original place. The support can be provision of land with a considerable amount of space that can be used for a long period, repair of shelter, funding for camp management.
3. Advocacy on HLP issues for the displaced people due to relocation since they cannot rebuild their house in their original place due to unsafe zones and people who live as renters or aquaters.

Image 12: Slide 12




## Determine priority shelter and settlement needs in need of additional support

1.2



### Summary

- Shelter is one of the **primary needs** for affected people in the **initial stages of a disaster**. Therefore shelter and settlement should provide security and personal safety, protection from the climate and enhanced resistance to ill health and disease.
- Additional support** for the shelter and settlement program is **due to the support provided by government and humanitarian organisations** at certain points might not be sufficient. Even before a disaster strikes, the people have already experience gaps in the shelter sector. Such a situation can be amplified during a disaster.
- It is not easy to provide additional support for the shelter and settlement needs but there are **priorities to determine which should come first**. The list are based on immediate life-saving shelter and settlement activities, anticipating the future problem and advocacy on HLP.


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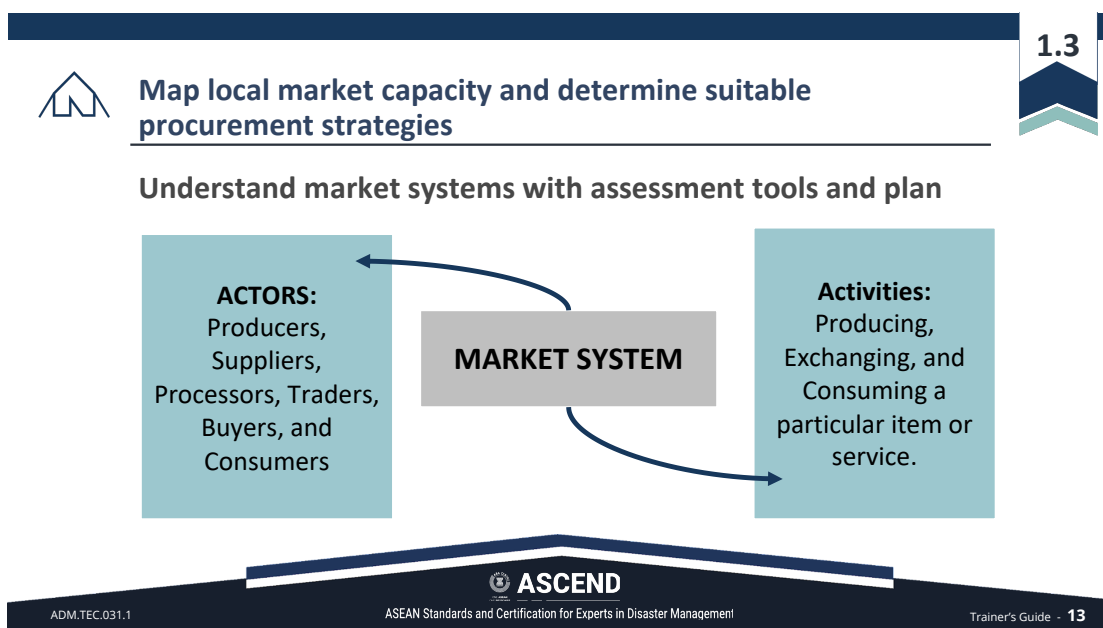
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Trainer's Guide - 12

**Slide No.**      **12**

### Trainer Notes

Trainer provides a recap of the Element asking questions to check participants understanding and responding to questions from participants, as required.

Image 13: Slide 13



**Slide No. 13**

### Trainer Notes

Trainer defines the market system

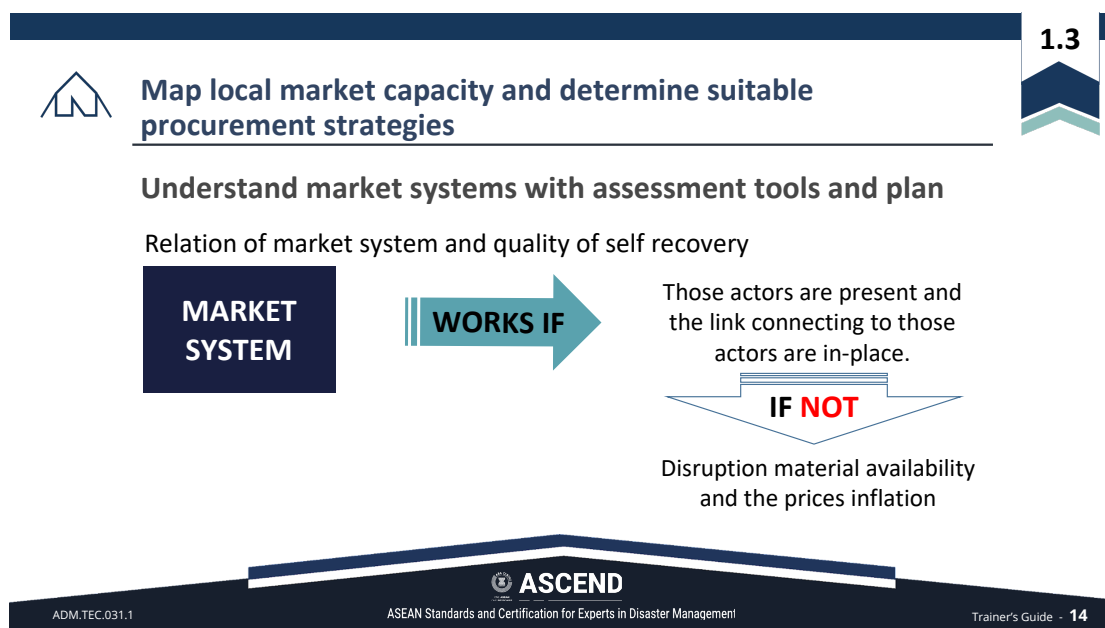
A market system is a network of producers, suppliers, processors, traders, buyers, and consumers that are all involved in producing, exchanging, and consuming a particular item or service. The system includes various forms of infrastructure, input providers, and services. And it operates within the context of rules and norms that shape this system's particular business environment.

#### **Class Activity – Study Case - In Pair**

Trainer forms the participant in pairs. (can be the same group as previous activity)

Trainer provides a study case of a shelter programme and asks the groups to identify the potential actors and activities that build the market system.

Image 14: Slide 14



**Slide No. 14**

**Trainer Notes**

Trainer explains the relationship of market system and self-recovery.


Market system is functioning well if the actors (producers, suppliers, processors, traders, buyers, and consumers) are present and they are connected by the market system link. Any disruptions on one of the actors could affect material availability which cause the price inflation.

**Class Activity – Internet Research - In Pair**

Trainer forms the participant in pairs. (can be the same group as previous activity)


Trainer asks the participants to search for the success case and failed case from implementation of market system by related actors and share their findings and opinion in the group.

Image 15: Slide 15



### Map local market capacity and determine suitable procurement strategies

1.3




**Understand market systems with assessment tools and plan**

Relation of market system and quality of self recovery

## MARKET SYSTEM

Supporting Factors:

- Presence of Infrastructure
- Transportation and Warehousing
- Function well along with the recovery time frame


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**Slide No. 15**

**Trainer  
Notes**

**Class Activity – Pre-test Quiz**

Given the slide with 3 bullets,

Trainer asks the participants to elaborate the ideas on why do those items are considered as supporting factors of a market system.

Trainer could add explanation of the supporting factors of market system and self-recovery

- The presence of infrastructure is the key element for construction material or NFIs provision. Hazards such as earthquake, landslide and tsunami which might ruin roads, bridges and ports will affect prices and provision.
- As part of the system, services such as transportation and warehousing also have significant function. Their services always have a positive correlation with the price stability.
- As long as market system can function well along with the recovery time frame which means there are stability on material provision and price, this condition will strengthen owner-driven recovery.



Image 16: Slide 16



### Map local market capacity and determine suitable procurement strategies

1.3



**Understand market systems with assessment tools and plan**

**EMMA Toolkits:**

- Encourages and assists front-line humanitarian staff in sudden-onset emergencies to better understand, accommodate, and make use of market systems.
- It does not offer a simplistic blueprint for action, yet provides accessible, relevant guidance to staff who are not already specialists in market analysis



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**Slide No.**      **16**

**Trainer Notes**


Trainer introduces EMMA Toolkits to participants

**Class Activity – General Discussion**

Trainer guides participant into a discussion regarding:

Experience in using EMMA Toolkits to understand market systems with assessment tools and plan

Image 17: Slide 17



## Map local market capacity and determine suitable procurement strategies

### Understand market systems with assessment tools and plan

Key outputs collected by using EMMA Toolkits:


1. **Before** the onset of the emergency:


**A final, seasonally adjusted, baseline map (or maps)** representing the market system **as it was before** the onset of the emergency.

**Data about numbers** of market actors, prices, and volumes of production and trade **in the baseline situation**

**Explanatory text** describing the **baseline market system's key features** that are most relevant to the crisis-affected situation

1.3




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**Slide No. 17**


### Trainer Notes

Trainer explains key outputs collected by using EMMA Toolkits **before the onset of the emergency**

Before the onset of the emergency:

- A final, seasonally adjusted baseline map (or maps) representing the market system before the onset of the emergency.
- Data about numbers of market actors, prices, and volumes of production and trade in the baseline situation (shown either on the market map or included in separate tables)
- Explanatory text describing the baseline market system's key features that are most relevant to the crisis-affected situation

Image 18: Slide 18



## Map local market capacity and determine suitable procurement strategies

### Understand market systems with assessment tools and plan

Key outputs collected by using EMMA Toolkits:

2. Current condition when surveys conducted:


**A final, seasonally adjusted, baseline map (or maps) representing the market system as it is now**


**Data about numbers of market actors, prices, and volumes of production and trade in the emergency-affected situation**

**Explanatory text describing key aspects of the impact of the crisis on the market system**

3. A seasonal calendar for the market system

1.3




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**Slide No. 18**

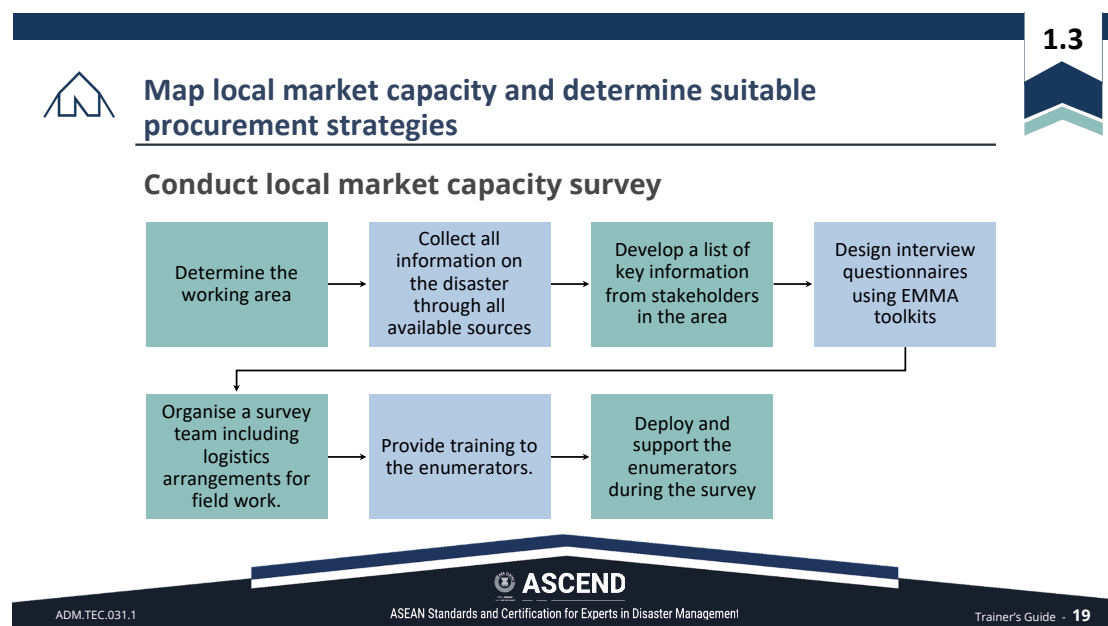
### Trainer Notes

Trainer explains key outputs collected by using EMMA Toolkits when current condition when surveys conducted and seasonal calendar for market system

#### Current condition when the survey is conducted:

- A final, seasonally adjusted, emergency-affected map (or maps) representing the most current market situation.
- Data about numbers of actors (suppliers, vendors, buyers), prices, stocks, and production and trade volumes in the emergency-affected situation (shown either on the market map or in separate tables)
- Explanatory text describing the critical aspects of the impact of the crisis on the market system, including significant constraints, bottlenecks, and coping strategies of market actors

Image 19: Slide 19


**Slide No. 19**
**Trainer Notes**

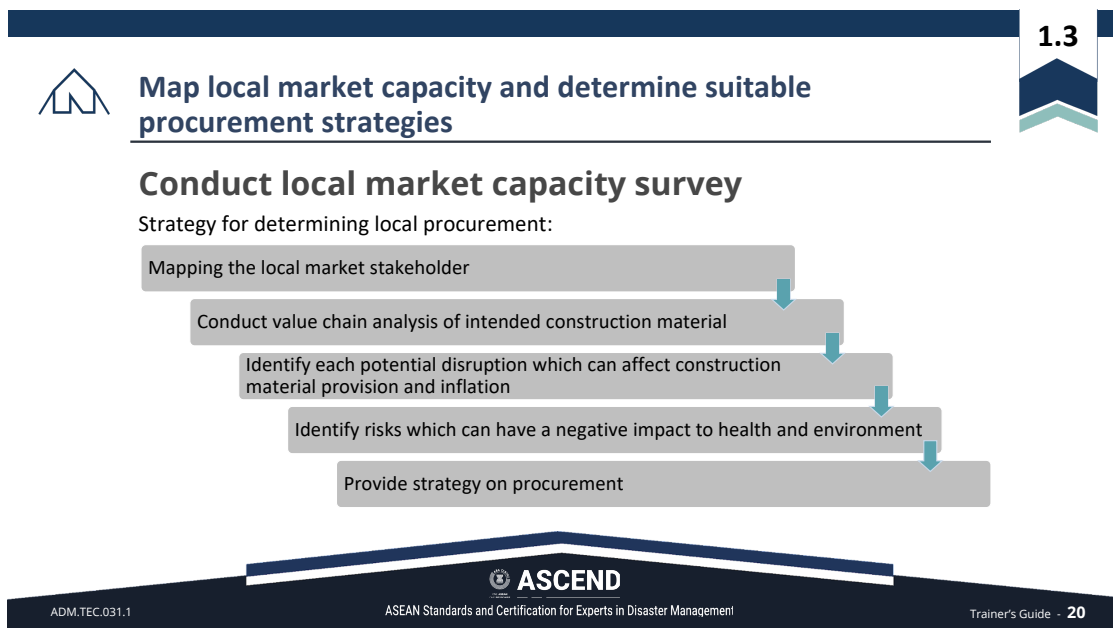
Trainer explains steps in conducting local market capacity survey

By following guidance from EMMA, the management team should design, prepare and conduct the survey. Below are the steps on the preparation to the survey implementation.

1. Determine the working area, which part of the affected area will be delivered the shelter intervention.
2. Collect all information on the disaster in that area through all available sources such as situation reports from various organisations, Emergency Operations Centre and Information Management from Shelter Cluster. The information should cover such as:
  - Number of intended people to be supported by the shelter intervention and if the number will change along the program due to refugees from the conflict area.
  - Number of house damage and type of shelter assistance needed in the area.
  - Vulnerability in the area which in many cases due to new arrivals as refugees from conflict areas, women and female headed households, children, people with disabilities and the elderly, and economic poverty
  - Current impact to the neighbourhood or hosting community, environment and security.
3. Develop a list of key information from stakeholders in the area which cover, government, NGO partners in clusters or working groups and donor representatives. It is important to keep in mind to consult as many people who already know the community and have already been in the area.

4. Design interview questionnaires using EMMA toolkits. However, the questionnaire should be from a shelter intervention perspective since the intended survey is to map the market capacity for shelter.
  - By using EMMA methodologies, select which critical market systems will be the subject of EMMA investigation:
  - Develop questionnaires for market stakeholders in order to capture their capacity.
5. Organise a survey team including logistics arrangements for field work.
6. Provide training to the enumerators.
7. Deploy and support the enumerators during the survey.

Image 20: Slide 20



**Slide No. 20**

**Trainer Notes**

Trainer explains steps in conducting local market capacity survey.

After completion of the field survey, the data will be analysed to understand their capacity on which construction materials are mostly available. How fast they can replenish if the shelter intervention program procures the material. How much can they accept credit if the community would purchase the construction material. The strategy for determining the local procurement are as follows:

1. Mapping the local market stakeholders i.e.
  - Cutters or collectors for timber, bamboo or other forestry products.
  - Sawmill or enterprise who process timber or bamboo.
  - Middlemen who are formal or informal.
  - Transporters.
  - Vendors who provide other construction material such as cement and steel rebar. The vendors are wholesalers, retailers and opportunistic traders, if any.
  - Government who relates to the environment and other policies.
  - Financial institution who can provide financial services to retailers and consumers.
  - Consumers who are targeted population for shelter program.
2. Conduct value chain analysis of intended construction material. How much the input of each market stakeholder to final prices that consumer should pay.
3. Identify each potential disruption which can affect construction material provision and inflation.
4. Identify risks which can have a negative impact to health and environment.
5. Provide strategy on procurement based on the following:

- Local available material which is not harmful to the environment.
- Other construction material which can be obtained with acceptable transportation cost.
- Consult with the shelter program on which construction material should be provided. This should respect time frame and season and ability of local builders and affected people to use it with available tools.
- Consult with the financial service providers regarding the fastest and safest transaction between the consumer and retailers.

**Class Activity – Guest Speaker**

Trainer could reach out for an experienced Shelter Manager to give a sharing session regarding his/her experience in conducting local market capacity especially in setting up strategies

*Image 21: Slide 21*



### Map local market capacity and determine suitable procurement strategies

1.3



**Summary**

- Shelter programs should strengthen community-driven (including owner-driven) recovery initiatives. Therefore, the presence of government and humanitarian organisations is to provide additional support to close gaps.
- Due to great demand for construction material, while on the other hand the market was disrupted due to disaster, some gaps need to be addressed.
- Most of the construction material needs should be provided locally or, alternatively, from outside but with acceptable cost.
- Therefore, the capacity of the local market should be identified.
- The shelter program should be designed to maximise potential local material and determine procurement strategy



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Trainer's Guide - 21

**Slide No.**      **21**

**Trainer Notes**

Trainer provides a recap of the Element asking questions to check participants understanding and responding to questions from participants, as required.



*Image 22: Slide 22***Element 2**

## Determine Appropriate Shelter and Settlement Assistance Options

**Performance Criteria**


- **2.1** Determine key beneficiary groups in need of specific shelter and settlement assistance options
- **2.2** Determine appropriate shelter and settlement assistance options for each group
- **2.3** Align shelter assistance plans with the plans of other sectors and actors.



**Slide No.**      **22**

**Trainer  
Notes**

Trainer identifies for participants the Performance Criteria for this Element, as listed on the slide.



## Determine key beneficiary groups in need of specific shelter and settlement assistance options

### Understand key beneficiaries groups

Beneficiaries could be grouped as people who...

Legally own land and can return to their land soon if the condition allows


Possibly can not be able to go back to their original place

Difficult to access common services provided by government/humanitarian organizations due to social issue


Have challenges which are inherent with their being or conditions

Might be affected by future vulnerability which resulted from aggravated factors

2.1



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Trainer's Guide - 23

## Slide No. 23

### Trainer Notes

Trainer explains the grouping of beneficiaries.

In order to deliver support properly these affected people can be grouped as follows:

1. People who legally own land and can return to their land soon if the condition allows. This group of affected people can live in temporary stay such as:

- People who live in temporary shelter in their land and then can rebuild their houses in situ.
- People who live in temporary settlements close to their land and soon go back to their original place to slowly rebuild their houses.
- People who live with their extended families or rent whether within the area or living in distance. (?)

2. People who possibly cannot be able to go back to their original place such as:


- People who have issues on Housing, Land and Properties (HLP). These issues generally appeared due to relocation caused by disaster, people who live as renters and/or people who do not have access to processing land titles.
- People who live in camps due to prolonged conflict with no assurance that they can be back to their original place.

3. People whose challenges are due to social issues which difficult for them to access common services provided by government or humanitarian organisations such as:

- People who are marginalised by culture such as caste or religion whom they find themselves are difficult to access service which is commonly provided.

- People who live under the poverty line or economic vulnerability which the common support given to others would not be sufficient for them.
4. People who have challenges which are inherent with their being or conditions such as:
- People with disabilities whose living space needs special features so that they may live with full function.
  - People mostly women and children who need protection due to conflict or other security reasons.
  - Other vulnerabilities such as children and elderly people who need help from others on shelter provision
5. People who might be affected by future vulnerability which resulted from aggravated factors such as climate change or pandemic.

Image 24: Slide 24



## Determine key beneficiary groups in need of specific shelter and settlement assistance options

### Understand key beneficiaries groups


Identify beneficiaries groups by:


**Shelter and settlement  
needs assessment**

**Government census**

**Social studies in  
particular areas which  
were conducted prior to  
the disaster.**

2.1




**ASCEND**  
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Trainer's Guide - 24

**Slide No.      24**

### Trainer Notes


Trainer mentions ways to identify beneficiaries' groups.

By conducting assessment for shelter and settlement, a deeper analysis will result to a deeper knowledge and understanding on the shelter and settlement project priority needs.


By government census, it could be the gate opener for the SADD grouping for beneficiaries' group. SADD grouping could be useful in determining the people who can be involved in the shelter programme such as Build back safer (BBS) training.

By conducting social studies, the characteristics of the local people could be analysed. Thus, it can be the baseline to decide what suitable approach might be the best for the shelter team to the beneficiaries.

Image 25: Slide 25

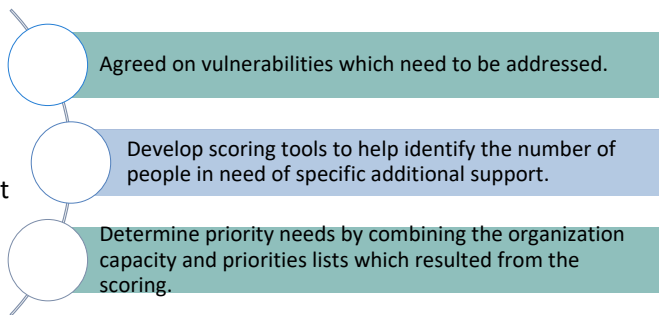


**Determine key beneficiary groups in need of specific shelter and settlement assistance options**


**2.1**  


### Understand key beneficiaries groups

Prioritization in determine additional shelter and settlement needs by:



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Trainer's Guide - 25


**Slide No. 25**

#### Trainer Notes

Trainer mentions prioritisation in determining additional shelter and settlement needs.

Assessment tools can be found in many forms. Adjusted with the needs, the preference and the agreement between shelter and settlement team. One of the assessment tools that can be used in order to determine priority needs is pair wise ranking. Pair wise ranking can be combined with organisation capacity assessment results obtained from semi structured interview.


Image 26: Slide 26



## Determine key beneficiary groups in need of specific shelter and settlement assistance options

### Determine various sheltering phase and assistance options for key beneficiaries group

2.1




The most vulnerable which criteria should be agreed with the government, community and agency values and missions.

People who have barriers due to their cultures, tradition or religion.


People who do not have legal right on their land.

Least possibility of self recover  
(need more attention)



More possibility of self recover

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Trainer's Guide - 26

**Slide No.**      **26**

### Trainer Notes

Trainer mentions prioritisation in determining additional shelter and settlement needs.

Most vulnerable agreed criteria might include, elderly people, people with disabilities, women and children, people with HIV/AIDS.

People who have barriers due to cultures, tradition, or religion might include patriarchy or matriarchy system, people who shall not work due to a certain religious day.

People who do not have legal right on their land which might be caused by disputes in local administrative issue.

### Class Activity – Study Case

Trainer gives a disaster event situation study case. Participants shall analyse and put in order which beneficiaries need more prioritisation along with the supporting arguments.

*Image 27: Slide 27*

## Determine key beneficiary groups in need of specific shelter and settlement assistance options

2.1

### Summary

- To ensure objectivity in setting the priority, the needs should be assessed using agreed tools and reliable source of information.
- Generally, there are specific challenges related to shelter and settlement for vulnerable groups who need to be supported, i.e. people who have issues with Housing, Land and Property (HLP), people with disabilities, and other marginalised groups.
- Deliberate planning is key in shelter need assessment to ensure the inclusion of the most vulnerable groups.
- Prior to deciding the shelter assistance, the affected people's current capacity should be understood.




**Slide No.**      **27**

### Trainer Notes

Trainer provides a recap of the Element asking questions to check participants understanding and responding to questions from participants, as required.

Image 28: Slide 28




## Determine appropriate shelter and settlement assistance options for each group

### Options on specific shelter and settlement assistance

#### 1. Individual temporary shelter


2.2



If the land to build temporary shelters are available whether it is rented land or the affected families built upon their land in-situ.

For those who can build the temporary shelter in their own land, they can move forward to change the temporary shelter into a transitional shelter

If the land can be used only temporarily, there should be additional assistance such as additional infrastructure and utilities, funding for land rental and legal advice on land usage.


**ASCEND**  
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ADM.TEC.031.1
Trainer's Guide - 28

**Slide No.**      **28**

### Trainer Notes


Trainer explains various options on specific shelter and settlement assistance

#### Individual temporary shelter

- If the land to build temporary shelters is available - whether rented land or owned land - the support could be construction material, tools, equipment, and technical assistance.
- Those who can build the temporary shelter in their land can move forward to change the temporary shelter into a transitional shelter.
- Suppose the land can be used only temporarily, such as public land or rented land. In that case, there should be additional assistance such as additional infrastructure and utilities, funding for land rental, and legal advice on land usage.



Image 29: Slide 29



## Determine appropriate shelter and settlement assistance options for each group

### Options on specific shelter and settlement assistance

#### 2. Support to collective centers and barracks

If the individual temporary shelter can not be implemented this assistance would be the last option that can be delivered to the affected community.


Protection to women and children


Public utilities

Access to facilities

Local infrastructure

2.2




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ADM.TEC.031.1
Trainer's Guide - 29

**Slide No.**      **29**


### Trainer Notes

Trainer explains various options on specific shelter and settlement assistance

**In order to protect their dignity and safety, some assistance can be provided:**

- Protection to women and children. There should be special measures such as partitions in the barracks to maintain privacy and separate toilets for men and women.
- Public utilities such as WASH intervention the community can manage.
- Access to health and education facilities.
- Local infrastructure such as pathways and drainage.

*Image 30: Slide 30*




## Determine appropriate shelter and settlement assistance options for each group


### Options on specific shelter and settlement assistance

#### 3. Repair and retrofitting

- If the houses do not collapse and have minor damage which no need to be rebuilt.
- It is also important to make the houses more robust to protect the homeowner from future disaster
- The assistance would be:
  - Construction material for repair and retrofit
  - Skilled builders
  - Retrofitting advice

2.2





ASCEND


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ADM.TEC.031.1
Trainer's Guide - 30

**Slide No.**      **30**

**Trainer Notes**      Trainer explains various options on specific shelter and settlement assistance

*Image 31: Slide 31*



## Determine appropriate shelter and settlement assistance options for each group

### Options on specific shelter and settlement assistance


#### 4. Land titling


To those who live with no legal status of land this support is needed. The support would be legal advice on having land

#### 5. Adjunct to government housing stimulus program

- Cash which comes from government support as a modality to support the people on rebuilding their houses
- Therefore the assistance would be:
  - Technical assistance support for build back safer.
  - Market stabilization in order as an inflation guard

2.2






ADM.TEC.031.1
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Trainer's Guide - 31

**Slide No.**      **31**

**Trainer Notes**      Trainer explains various options on specific shelter and settlement assistance

Image 32: Slide 32



## Determine appropriate shelter and settlement assistance options for each group

### Options on specific shelter and settlement assistance

#### 6. Self-relocation assistance

Some assistance can be given to them such as:


- Legal assistance to the land entitlement and registration process.
- Cash support for moving and to build or rent a house.

#### 7. Top-up assistance to the most vulnerable


Some assistance would be:

- Additional cash that can be used to pay builders since the most vulnerable cannot physically participate in house building or repair.
- Provision of builders who work to reach certain milestones or working in limited days.
- Technical assistance for build back safer.

2.2



ADM.TEC.031.1


**ASCEND**  
ASEAN Standards and Certification for Experts in Disaster Management

Trainer's Guide - 32

**Slide No.**      **32**


**Trainer Notes**

Trainer explains various options on specific shelter and settlement assistance

**Class Activity – Quiz**


Trainer mentions some situation and participants decides which shelter and settlement assistance options that suit the situation.

*Image 33: Slide 33*



## Determine appropriate shelter and settlement assistance options for each group

2.2



### Segregated group of affected people


- Information regarding the affected people and their needs can be found from the analyzed data of rapid or joint need assessment
- Segregation below are based on how possible they make their effort on self-recover

People own land and able to self-recover with additional assistance from government or shelter agency

People own land but live in vulnerability

People has no land title

People need to be relocated



ADM.TEC.031.1      ASEAN Standards and Certification for Experts in Disaster Management      Trainer's Guide - 33

**Slide No.**      **33**

**Trainer Notes**      Trainer explains segregated group of affected people

Image 34: Slide 34

2.2



## Determine appropriate shelter and settlement assistance options for each group

### Segregated group of affected people

PEOPLE OWN LAND AND ABLE TO SELF-RECOVER WITH ADDITIONAL ASSISTANCE FROM GOVERNMENT OR SHELTER AGENCY			
No.	House condition	Survival or recovery effort	Possible assistance options
1	Minor or moderate damage	Stay in the house	Repair or retrofit
2	Minor or moderate damage	Live temporarily in another place or rent.	<ul style="list-style-type: none"> <li>Rental support</li> <li>Individual temporary shelter</li> <li>Repair or retrofit</li> </ul>
3	Major damage or collapse	<ul style="list-style-type: none"> <li>Individual temporary shelter in-situ</li> <li>Individual temporary shelter in rented land</li> </ul>	<p><u>For emergency phase:</u></p> <ul style="list-style-type: none"> <li>Individual temporary shelter</li> <li>Support on rent for land for temporary shelter.</li> </ul> <p><u>For recovery phase:</u></p> <p>Adjunct to government housing stimulus program</p>

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ASEAN Standards and Certification for Experts in Disaster Management

Trainer's Guide - 34

**Slide No. 34**
**Trainer Notes**

Trainer explains segregated group of affected people



Image 35: Slide 35

2.2



## Determine appropriate shelter and settlement assistance options for each group

### Segregated group of affected people

PEOPLE OWN LAND AND ABLE TO SELF-RECOVER WITH ADDITIONAL ASSISTANCE FROM GOVERNMENT OR SHELTER AGENCY			
No.	House condition	Survival or recovery effort	Possible assistance options
1	Minor or moderate damage	Stay in the house	Repair or retrofit
2	Minor or moderate damage	Live temporarily in another place or rent.	<ul style="list-style-type: none"> <li>Rental support</li> <li>Individual temporary shelter</li> <li>Repair or retrofit</li> </ul>
3	Major damage or collapse	<ul style="list-style-type: none"> <li>Individual temporary shelter in-situ</li> <li>Individual temporary shelter in rented land</li> </ul>	<p><u>For emergency phase:</u></p> <ul style="list-style-type: none"> <li>Individual temporary shelter</li> <li>Support on rent for land for temporary shelter.</li> </ul> <p><u>For recovery phase:</u></p> <p>Adjunct to government housing stimulus program</p>

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Trainer's Guide - 35

**Slide No.**      **35**
**Trainer Notes**

Trainer explains segregated group of affected people



Image 36: Slide 36



## Determine appropriate shelter and settlement assistance options for each group

2.2

### Segregated group of affected people

PEOPLE OWN LAND BUT LIVE IN VULNERABILITY			
No.	House condition	Survival or recovery effort	Possible assistance options
1	Minor or moderate damage	Stay in the house	Top-ups for repair or retrofit
2	Minor or moderate damage	Live temporarily in another place or rent.	<ul style="list-style-type: none"> <li>Rental support</li> <li>Individual temporary shelter</li> <li>Top-ups for repair or retrofit</li> </ul>


**ASCEND**

ADM.TEC.031.1

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Trainer's Guide - 36

**Slide No. 36**
**Trainer  
Notes**

Trainer explains segregated group of affected people





Image 37: Slide 37

2.2



## Determine appropriate shelter and settlement assistance options for each group

### Segregated group of affected people

PEOPLE OWN LAND BUT LIVE IN VULNERABILITY			
No.	House condition	Survival or recovery effort	Possible assistance options
3	Major damage or collapse	<ul style="list-style-type: none"> <li>Individual temporary shelter in-situ</li> <li>Individual temporary shelter in rented land</li> </ul>	<u>For emergency phase</u> <ul style="list-style-type: none"> <li>Individual Temporary shelter</li> <li>Support on rent for land for individual temporary shelter</li> </ul> <u>For recovery phase</u> Top up assistance
4	Major damage or collapse	<ul style="list-style-type: none"> <li>Collective shelter</li> <li>Barrack</li> </ul>	<u>For emergency phase</u> Support to collective center or barrack <u>For recovery phase</u> Top up assistance



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ASEAN Standards and Certification for Experts in Disaster Management

Trainer's Guide - 37

**Slide No. 37**
**Trainer Notes**

Trainer explains segregated group of affected people



Image 38: Slide 38

2.2



## Determine appropriate shelter and settlement assistance options for each group

### Segregated group of affected people

PEOPLE HAS NO LAND TITLE			
No.	House condition	Survival or recovery effort	Possible assistance options
1	Minor or moderate damage	Stay in the house	<ul style="list-style-type: none"> <li>Repair or retrofit</li> <li>Land titling support</li> </ul>
2	Minor or moderate damage	Live temporarily in another place or rent.	<ul style="list-style-type: none"> <li>Rental support</li> <li>Top-ups for repair or retrofit</li> <li>Land titling support</li> </ul>
3	Major damage or collapse	<ul style="list-style-type: none"> <li>Collective shelter</li> <li>Barrack</li> </ul>	<p><u>For emergency phase</u> Support to collective center or barrack</p> <p><u>For recovery phase</u> Land titling support</p>


**ASCEND**

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ASEAN Standards and Certification for Experts in Disaster Management

Trainer's Guide - 38

**Slide No. 38**

### Trainer Notes

Trainer explains segregated group of affected people



Image 39: Slide 39

2.2



## Determine appropriate shelter and settlement assistance options for each group

### Segregated group of affected people

PEOPLE NEED TO BE RELOCATED			
No.	House condition	Survival or recovery effort	Possible assistance options
1	From minor damage to collapse houses	<ul style="list-style-type: none"> <li>Individual temporary shelter in rented land</li> <li>Collective shelter</li> <li>Barrack</li> </ul>	<u>For emergency phase</u> <ul style="list-style-type: none"> <li>Individual Temporary shelter</li> <li>Support on rent for land for individual temporary shelter.</li> <li>Support to collective center or barrack</li> </ul> <u>For recovery phase</u> Relocation assistance


**ASCEND**

ADM.TEC.031.1

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Trainer's Guide - 39

**Slide No. 39**

### Trainer Notes

Trainer explains segregated group of affected people

#### Class Activity – Group Work

Trainer forms a group of 2-4 person(s).

Trainer gives some situation (house condition or any other situation related to the topic) and participants work in group to analyse which survival or recovery effort and possible assistance options that suit the situation.


After the Group Work activity, it can be continued with

#### Class Activity – Discussion / Sharing Session

Trainer guides discussion with participants or in the existing group, participants may share their experience regarding shelter and settlement assistance.




*Image 40: Slide 40*




## Determine appropriate shelter and settlement assistance options for each group

2.2



**Summary**

- People who own land and can self-recover with additional assistance from government or shelter agencies are in much better-off condition compared to others, in which they will finish their full recovery faster than the others.
- People who actually own land but live in vulnerable situations that need additional assistance to recover, need more time and more resources compared to others in completing the rebuilding.
- It is difficult to support a group of people who do not have legal rights upon their place to live. If the host government or shelter agencies help them rebuild permanent houses, it will create a legal case on ownership. But still, they can be entitled to assistance in both emergency and recovery phases.


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Trainer's Guide - 40

**Slide No.**      **40**

**Trainer Notes**


Trainer provides a recap of the Element asking questions to check participants understanding and responding to questions from participants, as required.

Image 41: Slide 41



## Align shelter assistance plans with the plans of other sectors and actors

2.3



### Develop agency shelter assistance plan

The shelter assistance plan should respect the rights of every beneficiary, people that are related to the program and other people who are not the target of the program

---

List out the needs from analyzed needs assessment

---

Decide on which area and how many affected people will be served as beneficiaries

---

Decide the type of shelter assistance that would fit the needs of the community.

---


Decide the most appropriate modality for implementation

---

Decide the time frame, milestones and strategy

---

Team recruitment


**ASCEND**  
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## Slide No. 41

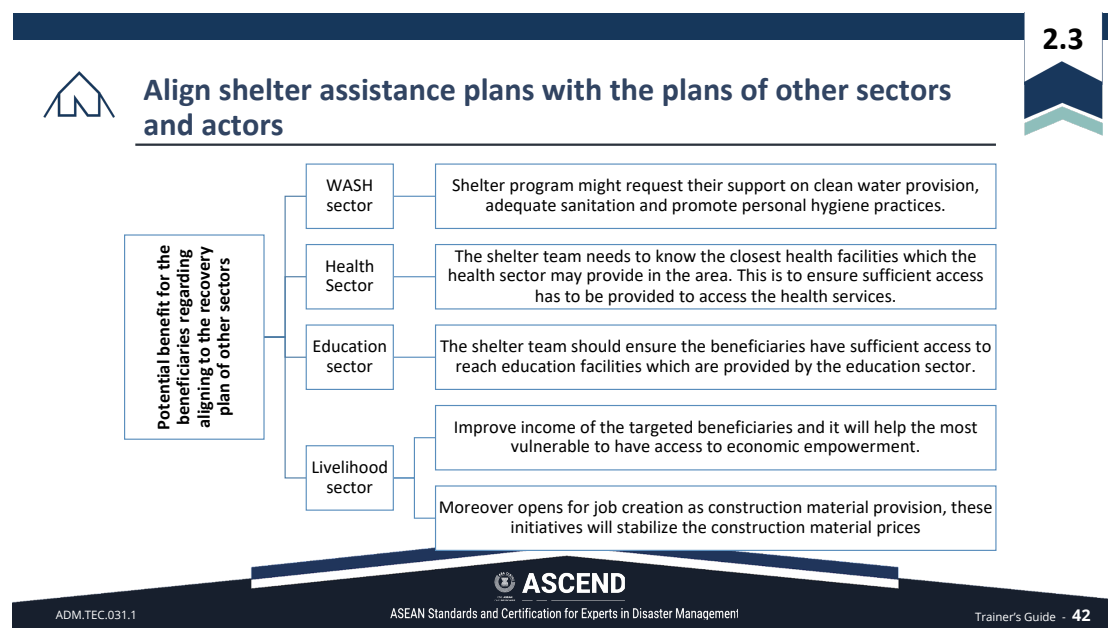
### Trainer Notes

Trainer explains on how to develop agency shelter assistance plan. These are the planning steps which to ensure that the implementation and each activity could reach the expected outcome:

1. The shelter assistance plan should respect the rights of every beneficiary, people that are related to the program and other people who are not the target of the program.
2. List out the needs from analysed needs assessment.
3. Decide on which area and how many affected people will be served as beneficiaries.
  - The area of work needs to be ensured that it does not overlap with other agency's shelter programmes.
  - Investigating the area also reflected on transportation and distribution costs.
4. Decide the type of shelter assistance that would fit the needs of the community.
5. Decide the most appropriate modality for implementation.
  - It is important to keep a people centred approach on the planning, otherwise the assistance merely to deliver shelter products.
  - The plans should allow the beneficiaries to give their input such as to put their preference on shelter and their time frame.
  - Cash as modality should be considered as priority since it gives more freedom and flexibility to the beneficiaries.

- As self-recovery will be the approach therefore the program should provide sufficient technical assistance on the implementation.
6. Decide the time frame, milestones and strategy to ensure the program can be implemented according to the available time.
    - As to ensure the most vulnerable will be prioritised, helping the most vulnerable as earliest as possible or putting them at a kick-start milestone.
  7. Team recruitment which consists shelter coordinator, shelter officer and shelter team such as community mobilisers and operations and logistics

Image 42: Slide 42



## Slide No. 42

### Trainer Notes

Trainer explains potential benefit for the beneficiaries regarding aligning to the recovery plan of other sectors.

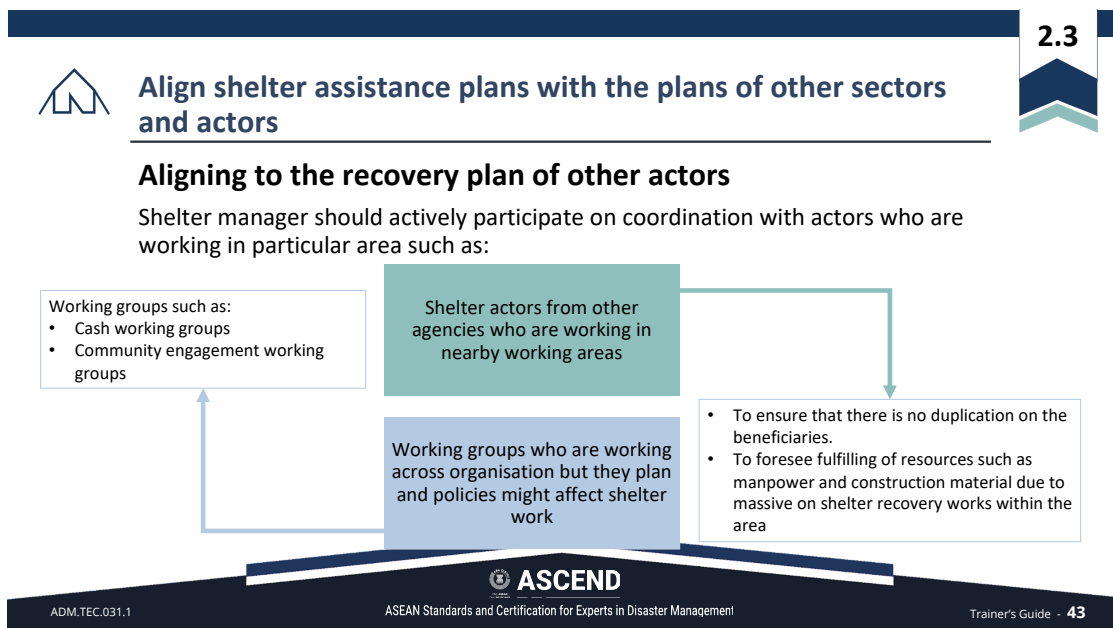
In post disaster emergency situation, hygiene and health are really important. The provision of access to clean water, first aids, menstrual pads, blankets are essential.

Shifting to less prioritised needs are the need of education for the children and the economic empowerment for the affected community. For the education needs, it can be in a form of support from volunteerism as teachers and receiving books charity. As for the economic empowerment could be align with the build back safer training or any other community trainings.

### Class Activity – Internet Research

Trainer asks participants to search for involvement of other sectors in past shelter programmes and identify the benefits that are accepted by the beneficiaries

Image 43: Slide 43



**Slide No. 43**

**Trainer Notes**

Trainer explains the need of a shelter manager actively participating on coordination with actors who are working in particular area

Shelter manager should actively participate on coordination with actors who are working in particular area such as:

- Shelter actors from other agencies who are working in nearby working areas:
  - To ensure that there is no duplication on the beneficiaries.
  - To foresee fulfilling of resources such as manpower and construction material due to massive on shelter recovery works within the area.
- Working groups who are working across organisation but they plan and policies might affect shelter work such as:
  - Cash working groups: Within the last decades cash is one of the modalities on shelter recovery programmes, therefore shelter plans should obtain the benefit from their strategy and their resources such as service providers (bank, cooperatives, etc).
  - Community engagement working groups: Shelter plan should align with the community engagement plan to bring the beneficiaries raise their voice on their genuine needs and concern, it will strengthen shelter recovery assistance in the accountability part.



*Image 44: Slide 44*

## Align shelter assistance plans with the plans of other sectors and actors

**2.3**

### Summary

- In every post-disaster shelter recovery, technical assistance possibly has to be prepared prior to the shelter implementation due to the uniqueness of the event, construction material availability, and people's capacity to rebuild.
- The government generally already has codes, regulations, and modalities which have already been established from previous disasters. The stronger their system it helps them to initiate the response and assistance as earliest as possible.
- The role of the shelter manager is to see if there is an unclosed gap from government assistance that needs to be addressed with the new technical specifications.




**Slide No.**      **44**

### Trainer Notes

Trainer provides a recap of the Element asking questions to check participants understanding and responding to questions from participants, as required.




*Image 45: Slide 45*

### Element 3

## Design an effective shelter and settlement programme

#### Performance Criteria

- **3.1** Design technical specifications for shelter and settlement assistance options
- **3.2** Develop appropriate financial and administrative plans for the shelter and settlement assistance program
- **3.3** Write programme proposals and appeals as required by donors, government and management.




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**Slide No.**      **45**


**Trainer  
Notes**

Trainer identifies for participants the Performance Criteria for this Element, as listed on the slide.

*Image 46: Slide 46*



**Design technical specifications for shelter and settlement assistance options**

**3.1**  


**The hazard and the event as perceived by the affected people**

Shelter manager  
should understand


The disaster event impacted the affected people. To those who lost family members, houses and assets and loss of livelihood they will have a serious challenge to self-recover.

If the affected people see the hazard will happen in continuous events, it would discourage them to build permanent structures.

To those who live in the no building zone their response is merely waiting for relocation while living in temporary settlement.

To those who own lands legally, these particular people will build or repair their houses at the earliest.

To people who are vulnerables, the event is always aggravating their poor conditions which any support from government and agencies would not be sufficient.



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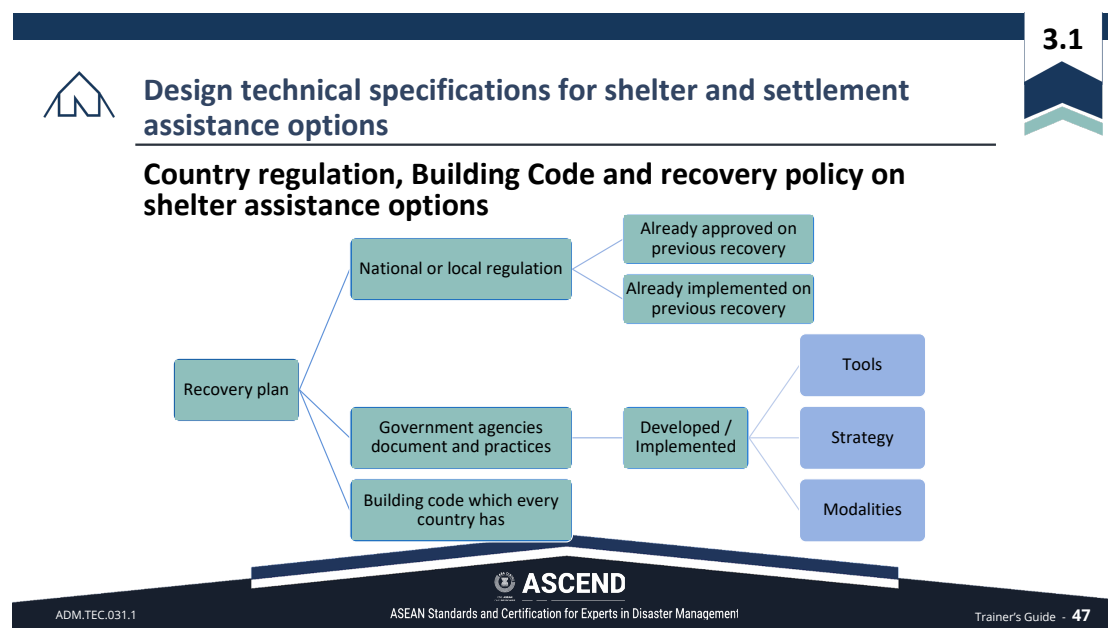
ADM.TEC.031.1
Trainer's Guide - 46

**Slide No.**      **46**

**Trainer Notes**

Trainer points out shelter manager competency in context of hazard assessment to design technical specifications for shelter and settlement assistance options.

Image 47: Slide 47


**Slide No. 47****Trainer Notes**

Trainer explains documents related to the composing of recovery plan.

The government will launch a recovery effort from their budget and run activities according to their recovery plan. Their plan generally will be based on:

1. National or local regulation which might be already approved and implemented on previous recovery.
2. Government agencies document and practices which already developed and implemented on previous event and recovery such as:
  - Tools: The government agencies who are designated to implement recovery already have a set of tools for various assistance.
  - Strategy: It consists on how to disburse the funding for recovery and which government agencies will be responsible for shelter programme implementation.
  - Modality: based on previous programmes the governments already have a series of activities which stated in detail on their recovery plan.
3. Building code which every country has. All shelter recovery whether it is a new build house or repair and retrofit should meet the criteria as stated in the Building Code.

Image 48: Slide 48




### Design technical specifications for shelter and settlement assistance options

#### Designing technical specifications


**Recognize these aspects:**

1. Possible shelter and settlement assistance
2. List of land status and possible relocation
3. List of construction material available in the location at the time of intervention
4. List modality that can be implemented across the organizations
5. List of standards of shelter and settlement

3.1



ADM.TEC.031.1


**ASCEND**  
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Trainer's Guide - 48

## Slide No. 48

### Trainer Notes

Trainer explains aspects to be recognised in designing technical specifications.


There will be the possibility of limited construction material or tools which are difficult to be implemented in the field to meet the code.

Before the developing technical specification should recognise these aspects:

1. Possible shelter and settlement assistance such as:
  - Individual temporary shelter
  - Support to collective centres and barracks
  - Repair and retrofitting
  - Land titling support
  - Adjunct to government housing stimulus program
  - Self-relocation assistance
  - Top-up assistance to the most vulnerable
2. List of land status and possible relocation
  - People with legal ownership of house and land.
  - Renters or squatters who do not have land.
  - People lose their land due to disaster and people who cannot build upon their land.
3. List of construction material available in the location at the time of intervention
  - Bamboo or wood which should be harvested according to their age and environment regulation.
  - Local provision of construction material such as cement and steel rebar.
4. List modality that can be implemented across the organisations such as:

- Builder's training
  - Cash and voucher assistance
5. List of standards of shelter and settlement such as
- IFRC, Chapter 4: Minimum Standards in Shelter, Settlement and Non-Food Items
  - UNHCR, Global Strategy for Settlement and Shelter A UNHCR Strategy 2014-2018
  - The Sphere Handbook 2018

Image 49: Slide 49




## Design technical specifications for shelter and settlement assistance options

### Designing technical specifications


**Referring those mentioned above these are the guidance on designing the technical specifications:**

1. Ensure minimum humanitarian space is respected this should refer to Sphere standard 2018.
2. Use construction materials which are environmentally friendly and using salvage material are encouraged.
3. Construction material should have a good quality as mentioned in the Building Code.
4. Building material should not contain or be made of toxic material or harmful to health such as asbestos.
5. The constructed structure should last at least 2 years.
6. All designs should respect the future hazard. For instance in recovery post-earthquake, seismic resistance attributes should be in place

3.1



ADM.TEC.031.1


**ASCEND**  
ASEAN Standards and Certification for Experts in Disaster Management

Trainer's Guide - 49

## Slide No. 49

### Trainer Notes

Trainer explains guidance in designing technical specifications.

Hereby mentioned 2 alternatives of Class Activity, Trainer could decide which to be used.

#### **Class Activity – Internet Research – Group Work**

Trainer groups the participant into some groups (amount of group member is free up to the Trainer, adjust with the workload).

Trainer provides shelter technical specifications (or can ask the group to search for existing shelter technical specifications).

Trainer asks the group to analyse the technical specifications, what are the strength and weakness and what possibly could have been done better

#### **Class Activity – Group Work**

Trainer groups the participant into some groups (amount of group member is free up to the Trainer, adjust with the workload).

Trainer asks the group to develop a simple shelter technical specification which later will be shared to other groups and do the crosscheck (assessed by other groups)

*Image 50: Slide 50*

## Design technical specifications for shelter and settlement assistance options

**3.1**

### Summary

- In every post-disaster shelter recovery, technical assistance possibly has to be prepared prior to the shelter implementation due to the uniqueness of the event, construction material availability, and people's capacity to rebuild.
- The government generally already has codes, regulations, and modalities which have already been established from previous disasters. The stronger their system it helps them to initiate the response and assistance as earliest as possible.
- The role of the shelter manager is to see if there is an unclosed gap from government assistance that needs to be addressed with the new technical specifications.



**Slide No.**      **50**

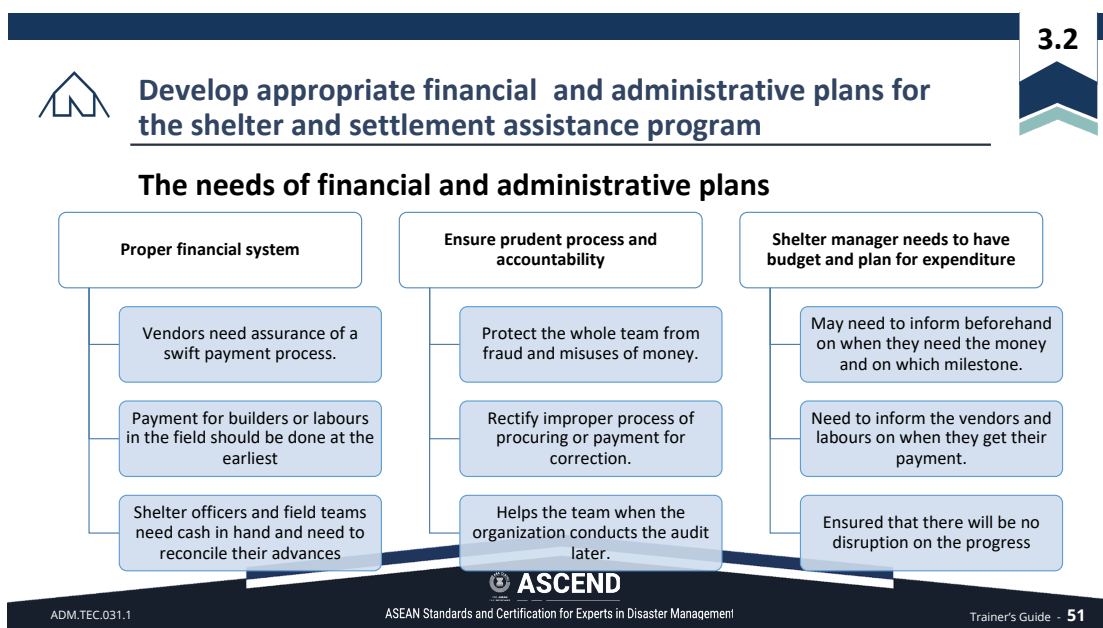
### Trainer Notes

Trainer provides a recap of the Element asking questions to check participants understanding and responding to questions from participants, as required.





Image 51: Slide 51




**Slide No.      51**

**Trainer Notes**

Trainer explains the needs of financial and administrative plans.

Shelter Manager shall also monitor the implementation of budget tracking and propose for a coordination meeting with the shelter team regarding the expense and income recording system. This needs to be done to avoid confusion and double recording among the shelter team.

Image 52: Slide 52




### 3.2

## Develop appropriate financial and administrative plans for the shelter and settlement assistance program

**Develop appropriate financial and administrative plans for regular shelter and settlement programme**

<p>Consult with the Finance team and Operations team</p> <p>Inform them the projected shelter and settlement program</p> <p>Work with the Finance Manager</p>	<ul style="list-style-type: none"> <li>• Discuss and agree if the system can support the shelter and settlement programme</li> <li>• Consult to higher level management there is a part in the system still can not support the needs of the programme</li> </ul> <ul style="list-style-type: none"> <li>○ Based on the Gantt-chart, inform the need of people to be hired along the programme</li> <li>○ The need of working stations and office supplies</li> <li>○ Logistic and operation support such as vehicles, telecommunications etc</li> </ul> <ul style="list-style-type: none"> <li>○ Projected cash request in monthly, quarterly or as agreed timeframe.</li> <li>○ Approve on payment request for the vendors, contractors and builders</li> </ul>
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ADM.TEC.031.1
Trainer's Guide - 52

## Slide No. 52

### Trainer Notes


Trainer explains steps to be conducted in developing appropriate financial and administrative plans for **regular shelter and settlement programme**

Gantt chart could be used in planning phase and implementation phase. In the implementation phase, every progress made shall be recorded and compared with the S-Curve formed as the initially planned timeline. Therefore, it could be the baseline if the progress is left behind from the plan.

### Class Activity – Guest Speaker

Trainer could reach out for an experienced Shelter Manager to give a sharing session regarding his/her experience in developing appropriate financial and administrative plans for **regular shelter and settlement programme**

*Image 53: Slide 53*



### Develop appropriate financial and administrative plans for the shelter and settlement assistance program


#### Develop appropriate financial and administrative plans for regular shelter and settlement programme

**Step 1:**  
Study the government plan on disbursing the cash based assistance, below are the questions to match the plan with the government strategy.

1. Is the assistance conditional cash or unconditional.
2. If conditional, what are the progress milestones of shelter or housing construction that are eligible for cash disbursement.
3. How many cash transfers are planned to complete each project.
4. Who will verify the progress if the beneficiaries completed the milestones.
5. Is there any monitoring tools for verification whether it is paper based or electronic.

3.2




**ASCEND**  
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Trainer's Guide - 53

**Slide No. 53**

**Trainer Notes**

Trainer explains steps to be conducted in developing appropriate financial and administrative plans for **cash-based assistance shelter and settlement programme**

*Image 54: Slide 54*



### 3.2


## Develop appropriate financial and administrative plans for the shelter and settlement assistance program

### Develop appropriate financial and administrative plans for regular shelter and settlement programme

**Step 2:**  
Prepare the S-curve to predict the volume of work on when and how much money needed for disbursement

1. With the Finance Team, work on cash projection for each month, quarter or any suitable time frame.
2. With the Finance Team, verify and approve cash transfer to the service providers to release the fund for the beneficiaries.

**Step 3:**  
Prepare the form of monitoring tools - whether it is paper based or electronic - to ensure compliance on build back safer



ASCEND

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Trainer's Guide - 54

**Slide No. 54**

### Trainer Notes

Trainer explains steps to be conducted in developing appropriate financial and administrative plans for cash-based assistance shelter and settlement programme

*Image 55: Slide 55*




### Develop appropriate financial and administrative plans for the shelter and settlement assistance program


#### Develop appropriate financial and administrative plans for regular shelter and settlement programme

**Step 4:**  
Develop partnership with bank or post-office or cooperative or any service providers who are able to disburse the money to beneficiaries.

1. The service providers have to show proof of their experiences on disbursing money which is usually large amounts and to many people in a day.
2. The service providers should be easily accessed by the beneficiaries.
3. The service providers have the system to ensure that they can serve individual beneficiaries by name and by their address.
4. The service providers can send their reports on agreed time frame to show exact amount and exact beneficiaries already received the funds.

3.2





**ASCEND**  
ASEAN Standards and Certification for Experts in Disaster Management

ADM.TEC.031.1
Trainer's Guide - 55

**Slide No.      55**
**Trainer  
Notes**

Trainer explains steps to be conducted in developing appropriate financial and administrative plans for **cash-based assistance shelter and settlement programme**

*Image 56: Slide 56*



### Develop appropriate financial and administrative plans for the shelter and settlement assistance program


**Develop appropriate financial and administrative plans for regular shelter and settlement programme**

**Step 5:**  
Develop cash disbursement clearance form. This form should contain.


1. Name and address - as stated in the ID - of the individual beneficiary.
2. Amount of money, milestone stage and date of verification.
3. Authorized personnel to released the fund after field verification has been completed

**Step 6:**  
Work with the local government to register the eligible beneficiaries. Upon approval of the local government only those who are eligible will be listed as beneficiaries

3.2



ADM.TEC.031.1


**ASCEND**  
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Trainer's Guide - 56

**Slide No.      56**

**Trainer  
Notes**

Trainer explains steps to be conducted in developing appropriate financial and administrative plans for **cash-based assistance shelter and settlement programme**

*Image 57: Slide 57*



### Develop appropriate financial and administrative plans for the shelter and settlement assistance program


**Develop appropriate financial and administrative plans for regular shelter and settlement programme**

**Step 7:**  
Following the registration above, work with the local government and community leader to identify the most vulnerable


**Step 8:**  
Develop list of beneficiaries then share it to the following entities: local government, government agency, and financial service providers

**Step 9:**  
Develop disbursement matrices to monitor the progress and ensure there will be no double transfer to each individual beneficiary

3.2



ADM.TEC.031.1


**ASCEND**  
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Trainer's Guide - 57

**Slide No.      57**
**Trainer Notes**

Trainer explains steps to be conducted in developing appropriate financial and administrative plans for **cash-based assistance shelter and settlement programme**

**Class Activity – Guest Speaker**

Trainer could reach out for an experienced Shelter Manager to give a sharing session regarding his/her experience in developing appropriate financial and administrative plans for **cash-based assistance shelter and settlement programme**

*Image 58: Slide 58*

## Develop appropriate financial and administrative plans for the shelter and settlement assistance program

3.2

### Summary

- Compared to other sectors, shelter is the sector with the biggest amount of money involved. Therefore, programme implementation needs to be supported by a robust financial and administrative system.
- Administrative plans should be developed with the operations team to provide support and logistics with the correct amount and specification at the expected timeframe.
- Based on the data and target, Shelter Manager should provide a projected amount of money and disbursement schedule.
- Implementing cash-based assistance as a modality requires more preparation on supporting documents, partnership with financial providers, and accurate budgeting.



**Slide No.**      **58**


### Trainer Notes

Trainer provides a recap of the Element asking questions to check participants understanding and responding to questions from participants, as required.





Image 59: Slide 59




### Write programme proposals and appeals as required by donors, government and management


#### Institution Donors

- USAID's Bureau for Humanitarian Assistance (BHA)
- The UK Department for International Development (DFID)
- The European Commission Directorate-General for Humanitarian Aid and Civil Protection (ECHO)
- The Disasters Emergency Committee (DEC)
- The Office for the Coordination of Humanitarian Affairs (OCHA)

3.3



ADM.TEC.031.1


**ASCEND**  
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Trainer's Guide - 59

## Slide No. 59

### Trainer Notes

Trainer introduces institution donors (international scale)

There are institution donor which could provide for shelter and settlement programme, some of them can be described as follows:

1. USAID's Bureau for Humanitarian Assistance (BHA) provides life-saving humanitarian assistance—including food, water, shelter, emergency healthcare, sanitation and hygiene, and critical nutrition services— to the world's most vulnerable and hardest-to-reach people.
2. The UK Department for International Development (DFID) is the official development agency of the Government of UK managing aid for the poor, developing countries.
3. The European Commission Directorate-General for Humanitarian Aid and Civil Protection (ECHO) is one of the world's largest humanitarian aid actors. The mandate of ECHO includes both humanitarian and disaster risk reduction.
4. The Disasters Emergency Committee (DEC) is an umbrella group of UK charities which coordinates and launches collective appeals to raise funds to provide emergency aid and rapid relief to people caught up in disasters and humanitarian crises around the world.
5. The Office for the Coordination of Humanitarian Affairs (OCHA) is part of United Nations Secretariat. The Office is responsible for coordinating humanitarian aid. In the event of a humanitarian emergency or disaster, it will guide the development organisations involved, as well as other national and international actors, to maximise aid efficiency.

### Class Activity – Internet Research

Trainer asks participants to search and list out for potential institution donors in country / local scale

*Image 60: Slide 60*



**Write programme proposals and appeals as required by donors, government and management**

3.3

**Preparation works for filling application donors**

- Work location and number of people will be reached
- Project duration
- Approaches and modality on delivering the programme.
- Previous experiences and the lessons learned
- Management team and organogram
- Monitoring and evaluation plan
- Budget for the programme


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ADM.TEC.031.1
Trainer's Guide - 60


**Slide No.**      **60**

**Trainer Notes**

Trainer mentions preparation works for filling application donors.


Ensure the information submitted pictures the shelter and settlement need simple but clear. The donors might be busy with their own business and need to deal with things in a timely manner. Highlight the important details, so the donors who receive the application shall understand the needs in a relatively short time.

Image 61: Slide 61




### Write programme proposals and appeals as required by donors, government and management

3.3



**Programme proposal for government shall indicate**

Responding to which disaster event or preparedness on hazards.	Work location	Number of beneficiaries	Type of shelter and settlement assistance
Management and shelter team organogram	Modality	Technical and/or financial assistance	Implementing partner (if any)



ASCEND

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ADM.TEC.031.1
Trainer's Guide - 61

## Slide No. 61

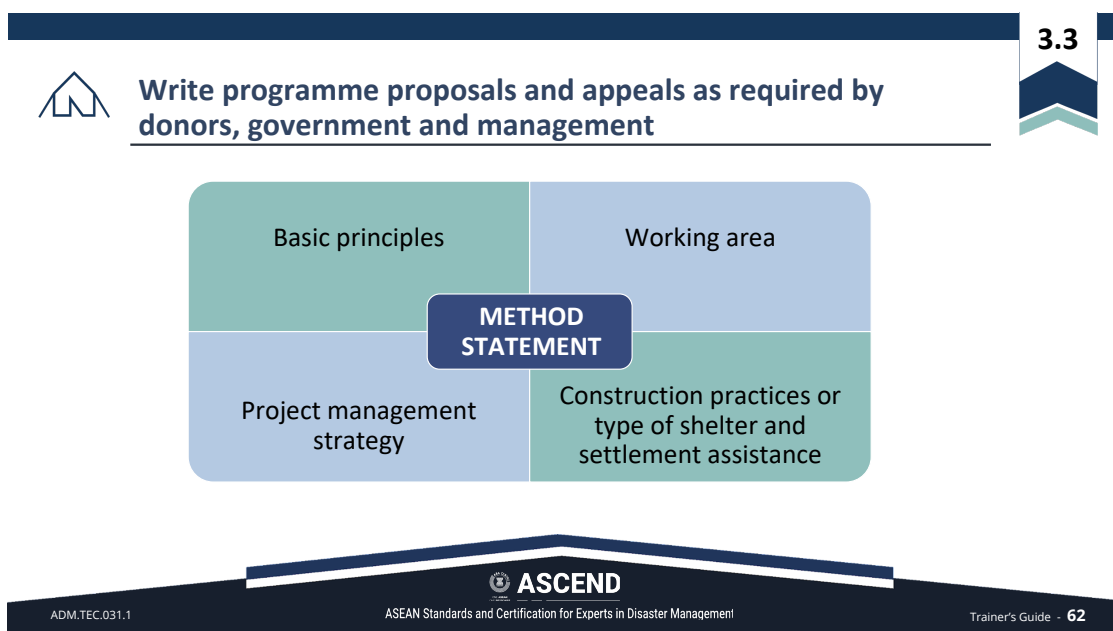
### Trainer Notes

Trainer mentions preparation works for filling application donors.

Ensure the information submitted pictures the shelter and settlement need simple but clear. The donors might be busy with their own business and need to deal with things in a timely manner. Highlight the important details, so the donors who receive the application shall understand the needs in a relatively short time.

### Class Activity – Create Paperwork

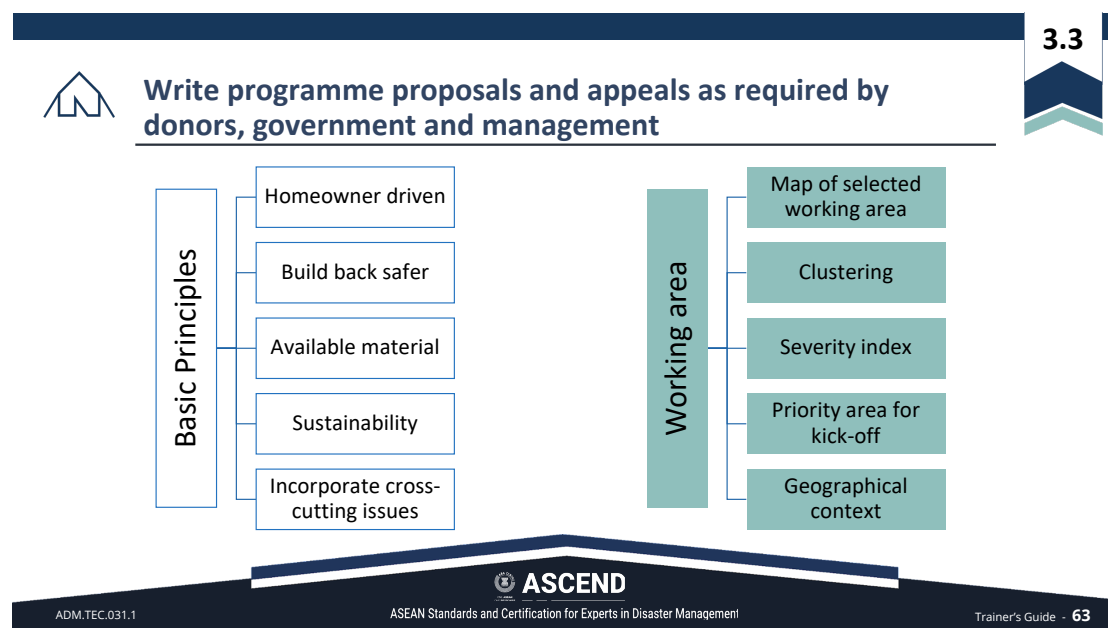
Trainer asks participant to construct a simple programme proposal for government

*Image 62: Slide 62*

**Slide No. 62**

**Trainer Notes**      Trainer defines division of method statement parts

Image 63: Slide 63

**Slide No. 63****Trainer Notes**

Trainer defines division of method statement parts

**Basic principles**

- Homeowner driven, which confirms that shelter assistance is mainly to support self-recovery.
- Build back safer, with technical and/or financial assistance to bring the beneficiary to live in a safer place of living.
- Available material, this is to encourage the use of any kind of material as long as they are not hazardous material. It is also to encourage the homeowner to maximise the use of salvaged material which is cheaper and environmentally friendly.
- Sustainability, the assistance should give room for future development, it also means the current support is opening more opportunities in the future.
- Incorporate cross-cutting issues, the programme should mainstream important issues such as gender and environment.

**Working area**

- Map of selected working area, this based on the needs assessment and analysed data from Government, Shelter Cluster, IOM and other organisations.
- Clustering, due to streamline operation cost the working areas should be clustered depending on how large and access difficulties to reach the area.
- Severity index, this is to justify selecting the most vulnerable area. The severity index is not always available depending on the magnitude of the disaster event.

- Priority area for kick-off, it is not possible to start the program all at one but it should be started in a particular area. It is important to justify which area as the testing ground of the strategy and the system.
- Geographical context, this is related to the operation support on how many offices in the field and vehicles needed to run the operations.

Image 64: Slide 64

**Slide No. 64****Trainer Notes**

Trainer defines division of method statement parts

Project management strategy

- S-Curve or Gantt-chart, the implementation needs to have one or both graphs to ensure the project can be completed according to the available time frame and best use of resources.
- Builders recruiting and training, describing the plan if shelter assistance will be done by internal resources.
- External partners, contrary to the earlier, the implementation will be done by partners or by contractors.
- Working with the community and beneficiaries, this is to describe what will be the role and responsibility shared with the beneficiaries and their community.
- Working with the Government, this is to ensure that partnership with the government will deliver more benefit to the beneficiaries.
- Most challenging scenario, since working conditions cannot be well predicted, can be another disaster event, political event such as an election etc. This is how to deal with the worst-case scenario.
- Working with other I/NGO, since every organisation has their core values and missions it is important to develop a platform to work together incidentally or build partnership.
- Exit strategy, this is to describe on how to handover the work and transfer of program ownership to the community or local government

**Class Activity – Sharing Session**

Trainer forms the participant in pairs.

Trainer guides participants to share their experiences in implementing project management strategy in groups and summarise the lesson learnt



Image 65: Slide 65


**Slide No. 65**
**Trainer Notes**

Trainer defines division of method statement parts

Construction practices or type of shelter and settlement assistance

- Issues, which are challenging situations which potentially developed during the implementation. This situation needs to be predicted even if no solution can be offered during the planning.
- Building code and regulation, shelter and settlement assistance should uphold the code and regulation to prevent beneficiaries from future disaster.
- Technical assistance is how to deliver the assistance across the community.
- Training material and curricula, this is to improve community and builders' skill on build back safer in whatever sheltering phase they will do.
- Construction material provision and livelihood, since construction material is sensitive to inflation, it is important to partner with agencies who provide livelihood support. The livelihood program can work on material provision to secure stable construction material prices. On the other hand, livelihood programmes can provide income for the beneficiaries.

*Image 66: Slide 66*

### Write programme proposals and appeals as required by donors, government and management

**3.3**

#### Summary

- Shelter and settlement is the sector with the largest amount of money involved. Therefore, multi-direction collaboration is needed with the donor, government, and internal management.
- The shelter Manager should join the management team to develop proposals and appeals for the organisation to have sufficient funding to run the program. The contribution of the Shelter Manager is to articulate the idea of supporting the affected people in the best possible way.
- As the government holds the responsibility of their people, the Shelter Manager should be able to propose that the shelter and settlement programme will be in line with the government's recovery strategy.
- Shelter Managers should develop a programme implementation strategy for the management in the form of a method statement. This method statement should describe how the shelter team can fulfil the mission and reach the targeted beneficiaries.


**ASCEND**

ADM.TEC.031.1

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Trainer's Guide - 66

**Slide No.      66**

#### Trainer Notes

Trainer provides a recap of the Element asking questions to check participants understanding and responding to questions from participants, as required.



*Image 67: Slide 67*

**Slide No.**      **67**

**Trainer  
Notes**

This remarks the end of the training.  
 Trainer may advise learners with additional materials references or gives a sharing session related to the training materials.  
 Trainer gives closing statements.



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