

**TRAINER'S  
GUIDE**



**TECHNICAL COMPETENCY UNIT**

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**ADM.TEC  
032.1**

Manage Shelter and Settlement Programme to Ensure  
Technical Quality, Timeliness, and Appropriateness



**ASCEND**

ASEAN Standards and Certification  
for Experts in Disaster Management

## ASEAN Standards and Certification for Experts in Disaster Management

# MANAGE SHELTER AND SETTLEMENT PROGRAMME TO ENSURE TECHNICAL QUALITY, TIMELINESS, AND APPROPRIATENESS

## ADM.TEC.032.1

### 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

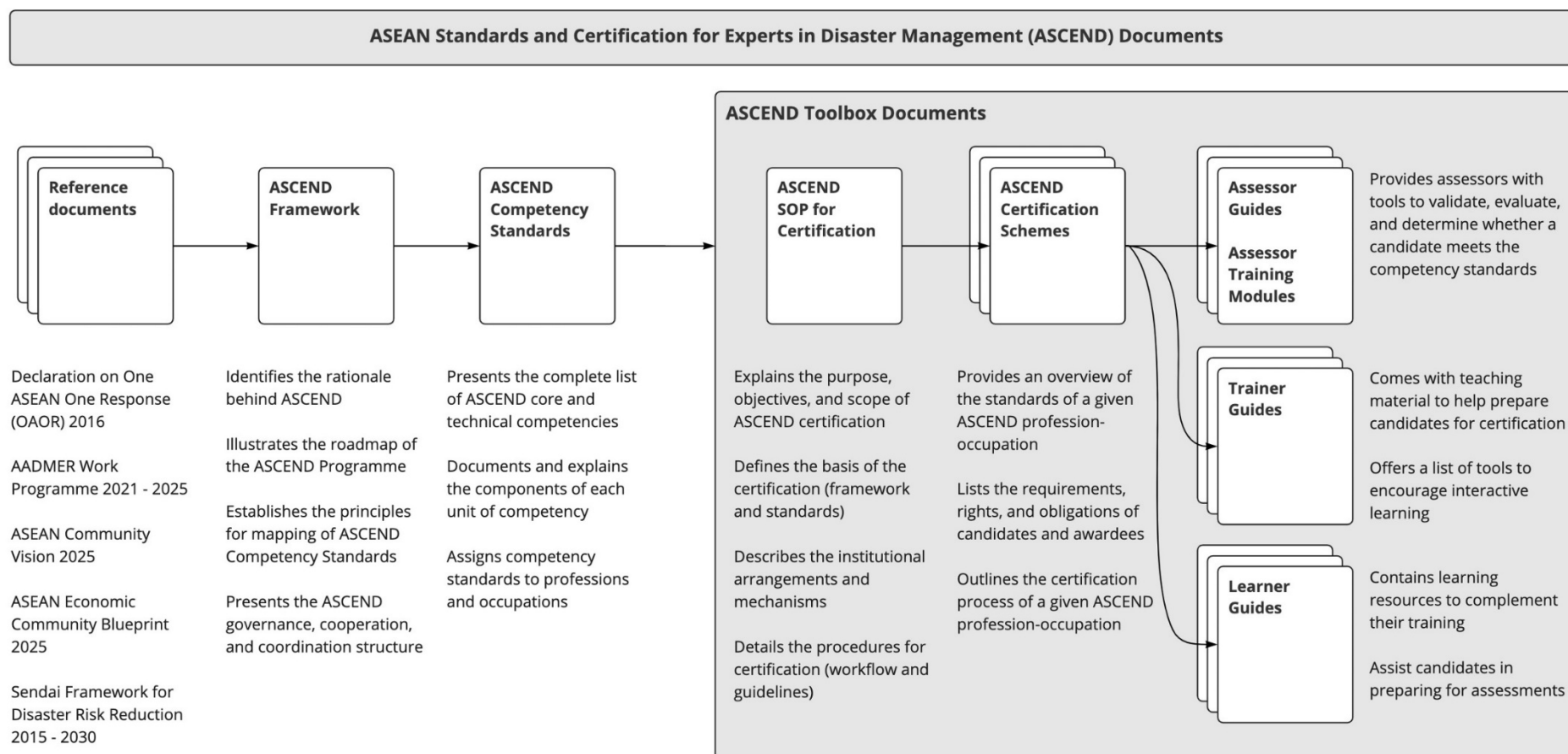
A set of technical requirements must exist before it is possible to implement the ASCEND programme in participating ASEAN Member States. The first requirement is the ASCEND Competency Standards that contains forty-three (43) regionally recognised core and technical competencies in selected disaster management 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



**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. There is one SOP that 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 (pp. 36-40), 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's and Learner's 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 be used for assessing 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** : **Manage Shelter and Settlement Programme to Ensure Technical Quality, Timeliness, and Appropriateness**

**Unit number** : ADM.TEC.032.1

**Unit description** : This unit deals with the skills, knowledge and ability needed to guide a shelter and settlement programme so as to ensure technical quality, timeliness and appropriateness of the programme.

ELEMENT AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
<p><b>Element 1.</b>  <b>Provide sound technical guidance and advice</b></p> <p>1.1 Provide sound technical advice on appropriate shelter and settlement assistance to management, staff, and beneficiaries</p> <p>1.2 Develop appropriate technical guidance, standards and training packages for programme staff, beneficiaries, implementing partners, subcontractors, as well as for the broader unassisted community</p> <p>1.3 Ensure shelter assistance complies with relevant national and international standards and laws</p>	<p><b>Unit Variables</b></p> <p>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.</p> <p>This unit applies to designing and planning a project, with a wide range of issues related to shelter and settlement planning and may include:</p> <p>International humanitarian standards related to shelter include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Sphere standards</li> <li>• Relevant IFRC and UNHCR guidelines</li> <li>• Relevant Global Shelter Cluster guidelines</li> <li>• other guidelines from various institutions, such as IOM, CRS, Care, Habitat for Humanity, UN-Habitat, UNDP, Oxfam GB, RedR, Practical Action, Build Change, USAID.</li> </ul> <p><b>Shelter assistance programmes</b> may include:</p> <ul style="list-style-type: none"> <li>• Shelter in camps</li> <li>• Rental assistance</li> <li>• NFI assistance</li> <li>• House land and property rights assistance</li> </ul>



**Element 2.**  
**Integrate humanitarian shelter standards and principles into all aspects of the shelter programme**

- 2.1 Mainstream cross cutting issues into all aspects of the shelter programme including inclusivity measure.
- 2.2 Prioritise urgent humanitarian needs and the needs of the most vulnerable.
- 2.3 Use an evidence-based approach in the design and implementation of shelter.
- 2.4 Integrate Sphere, CHS, and all other relevant standards into shelter programme design.

- 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

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

**Appropriate technical guidance and standards** may include:

- Bills of Quantities
- Technical drawings and graphics
- Technical specifications of materials and tools
- Detailed construction procedures and manuals

**Element 3.**  
**Integrate appropriate shelter technical quality assurance procedures into all stages of the shelter programme**

- 3.1 Develop appropriate quality control and MEAL (monitoring, evaluation, accountability and learning) tools to ensure technical quality
- 3.2 Develop appropriate contracting arrangements to ensure transparency and accountability

**Assessment Guide**

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

- Ability to identify key technical issues related to shelter and settlement in emergencies according to situation, context, and location
- Ability to incorporate humanitarian shelter principles and standards into shelter programme plans
- Ability to identify all factors in need of monitoring in a shelter emergency intervention
- Experience using common monitoring, quality assurance and contracting tools related to shelter programming

**Note on the use of the word “ensure” in Performance Criteria 1.3:**



- 3.3 Develop appropriate programme quality assurance and contracting tools to ensure ongoing programme quality
- The word 'ensure' is commonly not recommended in defining task-based competencies as it is often difficult to measure. However, the direct comparison to existing standards makes it easy to assess in this case. Alternative words may need to be considered when translating to other languages to 'ensure' assessment.

## 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 key technical and humanitarian issues related to shelter and settlement in emergencies
- Demonstrated ability to create technical standards and guidance and or manage the creation of appropriate guidance
- Demonstrated ability to identify areas of a shelter programme that would require monitoring
- Demonstrated ability to design a monitoring strategy for shelter

## 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
- Roleplays
- 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	Collating relevant technical and humanitarian standards
Setting aside irrelevant data	3	Disseminating technical guidelines for non-technical users
Planning and organising activities	3	Creating a monitoring plan
Working with others and in teams	3	Managing teams to provide technical support
Using mathematical ideas and techniques	2	Analysing quantitative monitoring data
Solving problems	3	Identifying key technical shelter issues & determine solutions to address them
Using technology	2	Design technical guidance and undertake monitoring







Preparing for Training Sessions:

# Equipment, Material, and Tools



## 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 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.
<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)

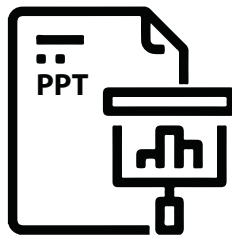
**Kahoot** Kahoot is a game-based learning platform that allows users to generate multiple-choice quizzes for distance education. Users can create a learning game on any topic in any language, and they can host a live game and share it with users.  
<https://kahoot.com/>

**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

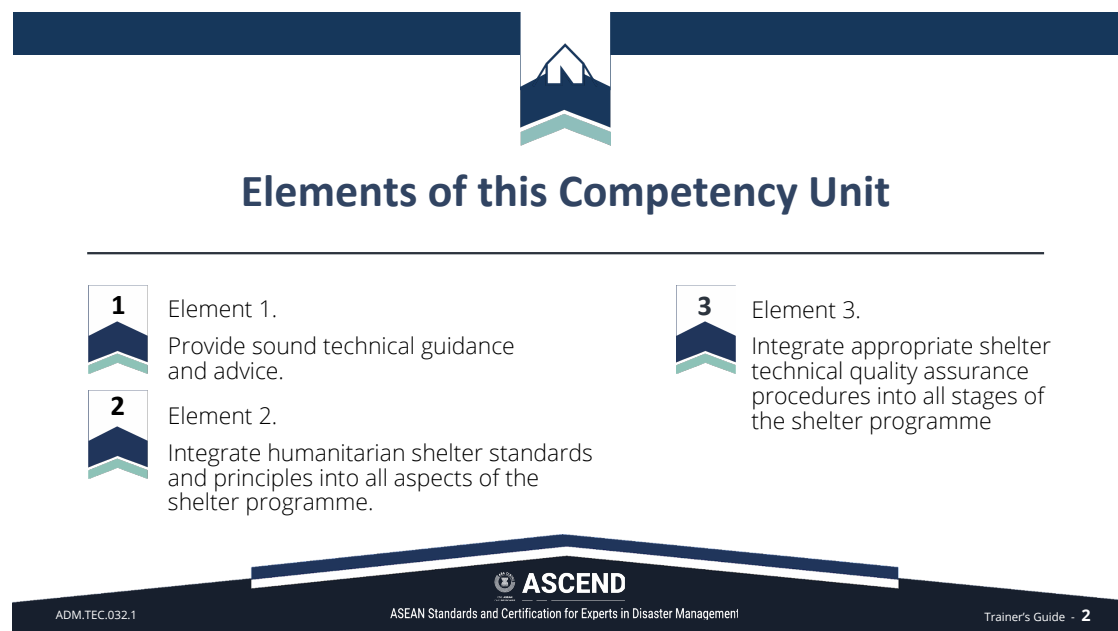
# PowerPoint slides and presenter notes

*Image 1: Slide 1*



**Slide No.** 1

**Trainer Notes** Trainer welcomes students to class.

*Image 2: Slide 2*


## Elements of this Competency Unit

**1**


Element 1.  
Provide sound technical guidance and advice.

**2**

Element 2.  
Integrate humanitarian shelter standards and principles into all aspects of the shelter programme.

**3**

Element 3.  
Integrate appropriate shelter technical quality assurance procedures into all stages of the shelter programme

  
ASEAN Standards and Certification for Experts in Disaster Management

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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****Provide sound technical guidance and advice****Performance Criteria**

- **1.1** Provide sound technical advice on appropriate shelter and settlement assistance to management, staff and beneficiaries
- **1.2** Develop appropriate technical guidance, standards and training packages for programme staff, beneficiaries, implementing partners, subcontractors, as well as for the broader unassisted community
- **1.3** Ensure shelter assistance complies with relevant national and international standards and laws

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

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

Image 4: Slide 4



**Slide No. 4**

**Trainer Notes**

Trainer identifies data needed to develop technical advice

**Include:**

**Data on hazard or disaster event**

- Deliver clear and straightforward message to beneficiaries about the type of hazard and how to overcome it.
- Type of hazard will give a picture on the possibility of relocation or a no-build zone.
- Magnitude of the event gives a wider view of the health facilities needed, economic activities centre was affected, and as a basis for the next mitigation and rebuilding strategy.

**Future risk**

- Possibility of the reoccurring disaster event in the future to prepare mitigation acts.
- Potential disaster events and environmental damage due to the occurring disaster event and the rebuilding post-disaster event.

**Building Code**

Concerns even if a country already has Building Codes. Another concern is the compliance of builders and homeowners to abide by the code.

**Government regulation**

- All shelter agencies should follow the regulation.
- Government issues a policy on which modality should be used.


#### Standard from leading shelter organisation

- Standard implementation can be found from IFRC, UNHCR and IOM, which can be used to develop technical advice. The Shelter Manager should study to find suitedness and applicability for implementation in the field.

#### Current local practices

- Some of the current local practices should be improved. The current practices may create vulnerabilities. For instance, the way builders construct houses is not following the codes.
- Depending on Government regulation, it would be possible for people to rebuild in the previously liquefaction affected area.


Image 5: Slide 5




## Provide sound technical advice on appropriate shelter and settlement assistance to management, staff and beneficiaries

### Identify current capacities within the organization, government and the beneficiaries to find the gap

1.1



<b>Organizational capacities</b>	Evaluate its capacities whether they can contribute to support the affected people
<b>Government capacities</b>	Consider the effect if government officers got promoted or changed to other position
<b>Beneficiaries capacities</b>	Consider the having safe issues such as no legality on the land, ignorance of building codes, living in high-risk location



ASCEND

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Trainer's Guide - 5

**Slide No. 5**

### Trainer Notes

Trainer identifies current capacities within the organisation, government and the beneficiaries to find the gap

**Include:**

**Organisational Capacities:**

If the organisation is willing to provide Shelter and settlement assistance, they have to be assured that they have people with experiences, systems and might obtain sufficient funding. Without some of those there will be concern on quality.


**Government capacities:**

Due to rotation of its officers for promotion or move to other positions, this might be an issue since the officer might need to learn. It might affect policy development and hamper swift response which is needed in the field.

**Beneficiaries' capacities:**

Even before disaster the beneficiaries do not have the capacities of having safe houses. Many of them have no legality on their land, they built unsafe houses due to ignorance of building codes, they are unaware they live in high-risk locations. These are the facts that need to be considered in offering the advice.

Image 6: Slide 6



## Provide sound technical advice on appropriate shelter and settlement assistance to management, staff and beneficiaries

### Provision of technical advice on appropriate shelter and settlement assistance


By identifying gaps in the capacities mentioned above, the Shelter Manager should provide technical advice. The technical advice should consist of:


Management

Staffs

Beneficiaries

1.1





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ADM.TEC.032.1
Trainer's Guide - 6

**Slide No. 6**

### Trainer Notes

Trainer identifies provisions of technical advice on appropriate shelter and settlement assistance

**Include:**

**Management:**

- Always highlight affected people coping mechanisms and self-recovery initiatives.
- The bigger part of construction material provision and human resource should be provided locally.
- The selection of construction material should be environmentally safe and not harmful to health.
- The shelter and settlement assistance should respect people's dignity and support the most vulnerable. It is upon the beneficiaries to choose to participate in.
- Any modality chosen by the agency should strengthen or can be connected to economic recovery.


**Staffs**

- The shelter and settlement assistance are not merely for program people; therefore, all staff should have a comprehensive understanding about the context.
- Provision of training to newly recruited staff and programme socialisation to all staff.
- The technical advice is developed from programmatic shelter and settlement expertise, but the whole staff should understand to some extent and share the ownership.

**Beneficiaries:**

- Participate as earliest as possible since the recovery programme which offers support might be only in a limited time frame.
- The organisation will provide technical assistance in order the beneficiaries can build back safer.
- All assistance whether it is funding or technical assistance given by the government and agencies are limited.
- Prior to the programme commencement the beneficiaries and shelter team are agree on type of shelter assistance that will be implemented as the programme.

Image 7: Slide 7




## Provide sound technical advice on appropriate shelter and settlement assistance to management, staff and beneficiaries

### Summary

- Technical advice is needed as it will set the course of shelter and settlement intervention. Therefore, the advice should provide a solution that should cover many aspects of the recovery context.
- The management should be convinced that the advice is responding to the needs, applicable and can be implemented within the expected budget and timeframe.
- The technical advice developed from the shelter practitioners point of view, but it should be well understood by the whole team. It should allow the entire team to contribute their input.
- The beneficiaries should understand the technical advice because it will help them to build back better. However, it is on their own time if they want to participate in the program

1.1


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ADM.TEC.032.1
Trainer's Guide - 7

**Slide No.**      **7**

**Trainer Notes**

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

Image 8: Slide 8



**Develop appropriate technical guidance, standards and training packages for programme staff, beneficiaries, implementing partners, subcontractors, as well as for the broader unassisted community**


**Understanding priority shelter and settlement needs**


To develop technical guidelines, combine the post-disaster current place of living with the possible shelter assistance and its modalities

Generally technical guidance and standards consist of:

- Indicate the group of beneficiaries based on their current place of living following the disaster event
- Shelter and settlement assistance according to the timeframe
- Indicate which type of shelter assistance will possibly can be provided to the beneficiaries
- Indicate modalities which can be applied for shelter assistance

**1.2**





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ADM.TEC.032.1
Trainer's Guide - 8

**Slide No. 8**

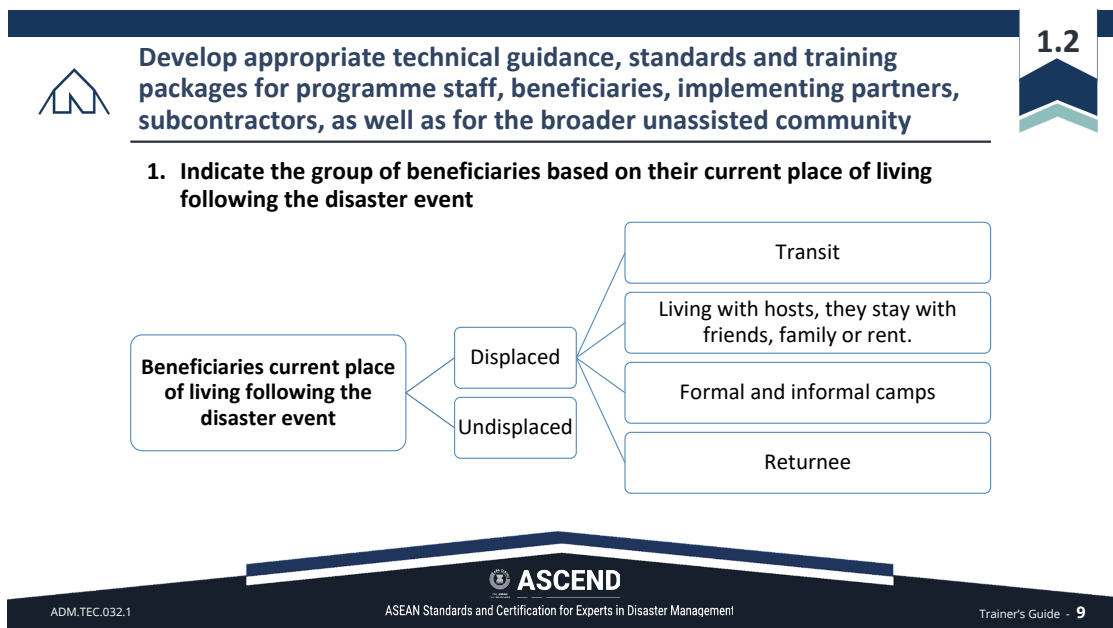
**Trainer Notes**

Trainer identifies general items in technical guidance and standards

For a more effective and coordinated works, Shelter Manager shall assign Shelter Coordinator to appoint Shelter Officer to conduct the assessment to gather the data needed to develop the technical guidelines development.



Image 9: Slide 9

**Slide No. 9****Trainer Notes**

Trainer indicates the group of beneficiaries based on their current place of living following the disaster event.

- Transit means that the affected people in transit to other places to find refuge.
- Living with hosts means that the affected people stay with their family, relatives, friends, or they rent somewhere.

Somehow this needs more attention because it could create social jealousy between the host and the affected people. Ensure the affected people are protected. Ensure the commitment of the hosts to be co-living with the affected people. Involve the hosts in the activities of shelter and settlement programme.

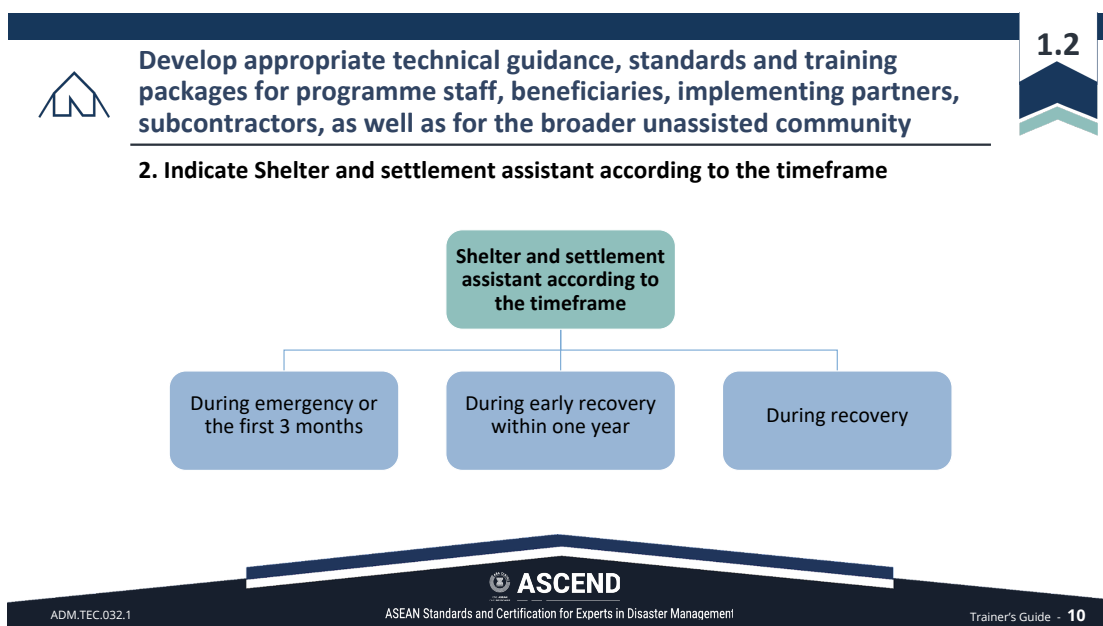
- Formal and informal camps
- Returnees means once the land is safe, the people will go back to their home.

**Class Activity – Internet Research**

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

Ask the participant to search minimum 1 case (what, when, where, who were involved) for each choice of beneficiaries living place following the related disaster event.

Image 10: Slide 10



**Slide No. 10**

### Trainer Notes

Trainer indicates shelter and settlement assistant according to the timeframe

- During emergency or the first 3 months, might be focusing more in provision of health and hygiene equipment, provision of daily needs, the food and NFI items.
- During early recovery within one year, might be focusing more in efforts of involving the affected community to be participating in the shelter and settlement programme and preparation of training the community.
- During recovery, might be focusing in empowering the affected community by giving training on how to build back the life before the disaster event, such as training on economic efforts, entrepreneurship classes.

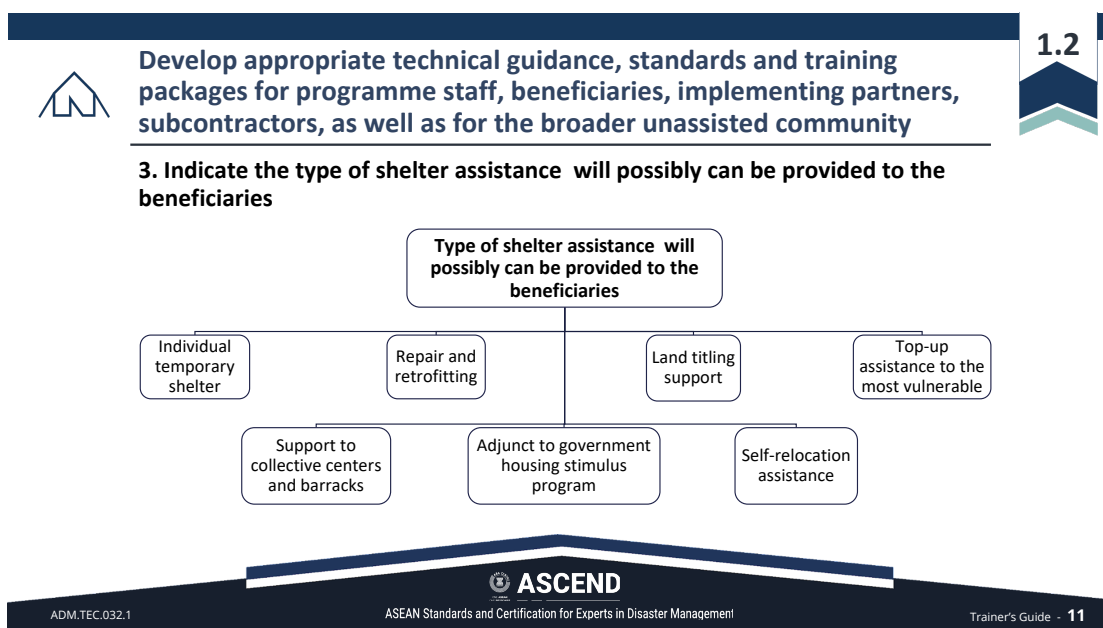
### Class Activity – Group work

In the same group as previous group work activity

Given a disaster event occurred in certain time and place.

Trainer asks the groups to indicate shelter and settlement assistant according to the timeframe.

Image 11: Slide 11



**Slide No. 11**

**Trainer Notes**

Trainer indicates type of shelter assistance will possibly can be provided to the beneficiaries


**Class Activity – Internet Research + Discussion**

In the same group as previous group work activity

Trainer asks the groups to search a disaster event occurred in certain time and place.


Trainer asks the groups to give commentary regarding the shelter assistance given, was it suitable with the condition? If not, what are the more suitable shelter assistance from the groups' views?

Image 12: Slide 12




**Develop appropriate technical guidance, standards and training packages for programme staff, beneficiaries, implementing partners, subcontractors, as well as for the broader unassisted community**

**1.2**



**4. Indicate modalities which can be applied for shelter assistance**


**Modalities which can be applied for shelter assistance**



```

graph TD
    A[Modalities which can be applied for shelter assistance] --> B[Distribution of construction material and tools]
    A --> C[Cash and vouchers]
    A --> D[Technical assistance and monitoring]
    A --> E[Campaign and outreach for build back safer]

```


**ASCEND**  
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ADM.TEC.032.1
Trainer's Guide - 12

**Slide No. 12**

**Trainer Notes**

Trainer indicates modalities which can be applied for shelter assistance.


- Distribution of construction material and tools such as tarpaulins, wood, bamboo, rope, handsaw, hammer, nail, etc.
- Cash and vouchers can be used to pay rent, buy construction materials and also pay the builders.
- Technical assistance and monitoring shall be implemented during the build back safer training and implementation by appointed technical specialists
- Campaign and outreach for build back safer such as pamphlets, posters, or any other media that can deliver the message to the affected community.

**Class Activity – Internet Research + Discussion**

In the same group as previous group work activity


Using the previous searched cases, trainer asks the groups to give commentary regarding the modalities given, was it suitable with the condition? If not, what are the more suitable modalities from the groups' views?

Image 13: Slide 13



**Develop appropriate technical guidance, standards and training packages for programme staff, beneficiaries, implementing partners, subcontractors, as well as for the broader unassisted community**

**1.2**



**Develop standards for shelter assistance that will be applicable for the beneficiaries**  
 Performance standards and indicators for shelter and settlement assistance including:

**1. Key data**


Lifespan

Cost

Covered living space

Head height

Each of them is divided into two: for **transitional shelter**, and for **permanent housing**



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ADM.TEC.032.1
Trainer's Guide - 13

**Slide No. 13**

**Trainer Notes**

Trainer define key data for transitional shelters and permanent housing


**Class Activity – Internet Research**

Trainer's Guides participant to search for transitional shelter application and to analysing if the application meets the criteria as stated in key data (if possible)

**Class Activity – Internet Research**

Trainer's Guides participant to search for permanent housing application and to analysing if the application meets the criteria as stated in key data (if possible)

Image 14: Slide 14



**Develop appropriate technical guidance, standards and training packages for programme staff, beneficiaries, implementing partners, subcontractors, as well as for the broader unassisted community**

**Develop standards for shelter assistance that will be applicable for the beneficiaries**  
 Performance standards and indicators for shelter and settlement assistance including:

**2. Site and services**

Legal aspect


Legal ownership documents


Locations

Plot preparation

WASH

**1.2**





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Trainer's Guide - 14

**Slide No. 14**

**Trainer Notes**


Trainer define performance standards and indicators for site and services in shelter and settlement assistance

1. For temporary settlements: Legal aspects of the site or plot should be resolved. As a guideline, the minimum timeframe for any temporary use agreement is 30 months. Generally, a temporary shelter is designed to last for at least two years.
2. The beneficiaries need to show their legal ownership document for transition shelter to permanent housing.
3. Locations. This should work for both temporary settlement and permanent housing. In principle, the shelter site should support the choice made by the beneficiaries themselves. The shelter should be constructed at or near the existing homestead without inhibiting permanent housing reconstruction.
  - Shelters should be built in locations and with designs to minimise the exposure of the occupants to hazards and maintain access to livelihoods. Shelters should not be built next to dangerous buildings or structures.
  - Shelters should not be built on land liable to flood. A shallow slope to allow for drainage is ideal.
4. Plot preparation. For temporary settlements and permanent housing, sites need to be cleared of any physical dangers.
5. WASH
  - For temporary settlements: clean water and sanitation should be provided adequately. There might be some water shortage;

therefore, coordination with the WASH cluster is recommended during the program implementation.


- For rebuilding upon their previous land for permanent housing: homeowners should provide their own clean water and waste. And the compound should have a proper drainage solution for each house.

Image 15: Slide 15



**Develop appropriate technical guidance, standards and training packages for programme staff, beneficiaries, implementing partners, subcontractors, as well as for the broader unassisted community**


**1.2**



**Develop standards for shelter assistance that will be applicable for the beneficiaries**  
 Performance standards and indicators for shelter and settlement assistance including:

**3. Shelter design principles**

Access	Hazard resistant	Ventilation and Temperature
Privacy	Culturally appropriate	Environmental friendly



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ADM.TEC.032.1
Trainer's Guide - 15

## Slide No. 15

### Trainer Notes

Trainer defines shelter design principles standards

This includes:

- **Access**  
 People with disabilities should be able to access every part of the shelter or house also to enter and exit. This should be referred to IASC Guidelines Inclusion of Persons with Disabilities in Humanitarian Action
- **Hazard Resistant**  
 This should be referred to Building Code from each country.
  - i. The shelter should be free from hazards such as floods and volcanic eruptions.
  - ii. The shelter should be resistant to typhoons or earthquakes.
- **Ventilation and temperature.**  
 The shelter or house should be comfortably to live in therefore should be built with construction material which is appropriate in the area. Also, the shelter or house should have sufficient ventilation. But there should be limitations on the size of the opening since it will weaken the structure.
- **Privacy**  
 The shelter should be designed as flexible as possible since the homeowner needs to design by themselves putting dividers to improve privacy.
- **Culturally appropriate**



Materials and construction techniques to be used are familiar to the beneficiaries.

- Environment friendly

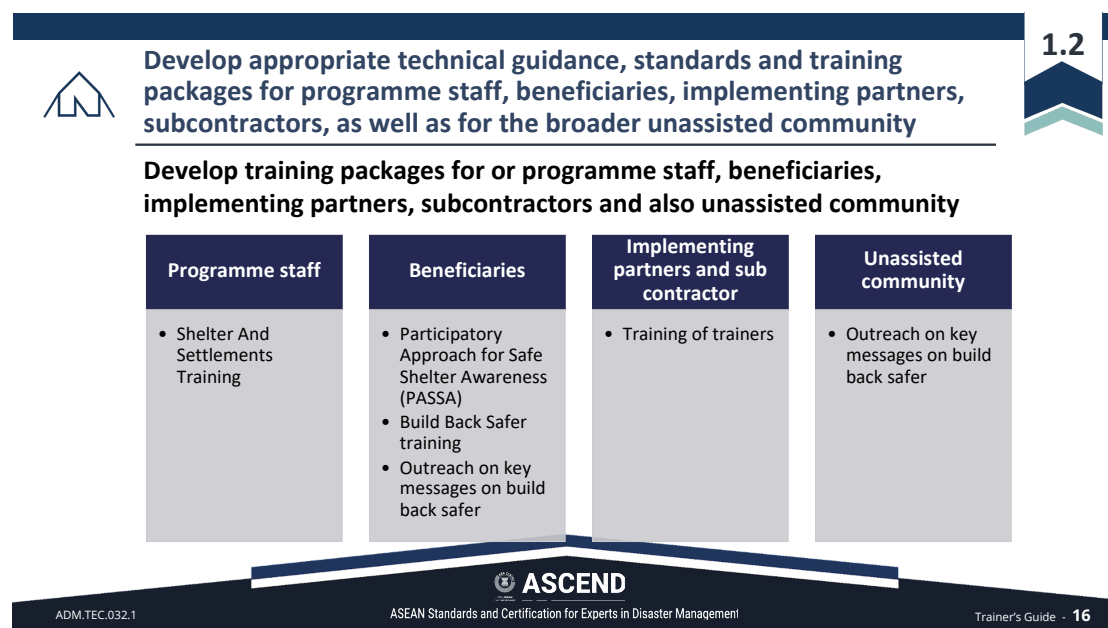
The beneficiary needs to be encouraged to use the salvaged material.

**Class Activity – Study case + Create paperwork**

Trainer provides a case of shelter application and form a group of 4 person(s).

Trainer asks participants to analysing if the application meets the principles as stated and to write down their ideas in maximum of 1 page

Image 16: Slide 16



## Slide No. 16

### Trainer Notes

Trainer defines shelter training packages

Includes:

#### **Shelter and Settlements Training.**

This course introduces the basics of humanitarian community shelter and settlements activities, including:

- some history and trends related to the sector
- best practices in assessments and programming strategy
- basic shelter responses
- the relationship between shelter and its context (settlements)
- how to promote the recovery of affected settlements.

This training course is based on many years of USAID/OFDA and humanitarian organisation experience in shelter and settlements activities, so discussions and case studies are based on real-life situations.

#### **Participatory Approach for Safe Shelter Awareness (PASSA) .**

This training was developed by IFRC. The aim of PASSA is to develop local capacity to reduce shelter related risk by raising awareness and developing skills in joint analysis, learning and decision-making at community level.

#### **Build Back Safer training.**

The training is intended to introduce safer construction to the community. It helps them to plan and build hazard resistant houses.

#### **Training of trainers.**

This training is to provide trainers and facilitators for the community on Build Back Safer Training. This training is also to develop facilitations skills for outreach programmes on sending key messages for Build Back Safer

1. Identify each potential disruption which can affect construction material provision and inflation.
2. Identify risks which can have a negative impact to health and environment.
3. 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.

*Image 17: Slide 17*

## Develop appropriate technical guidance, standards and training packages for programme staff, beneficiaries, implementing partners, subcontractors, as well as for the broader unassisted community

1.2

### Summary

- The guidance and standards can be useful tools to develop training and assist affected people, even those not part of the programme.
- Technical standards are developed from humanitarian standards to build back safer and more durable solutions.
- Before program implementation, there should be proper training for the team, the beneficiaries, and even the unassisted community to ensure all recovery efforts will result in a fully recovered community




**Slide No.**      **17**

### Trainer Notes

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



Image 18: Slide 18



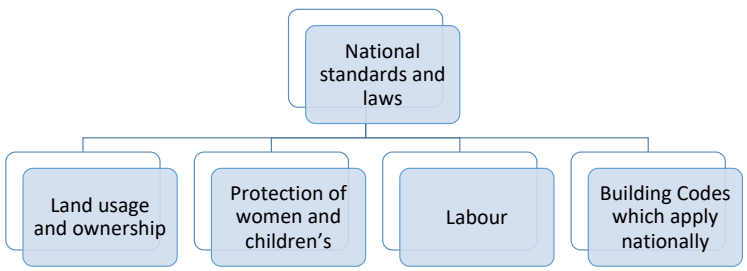
## Ensure shelter assistance complies with relevant national and international standards and laws

### Sets of national and international standards and laws

#### 1. National standards and laws


National standards should be checked according to each country's regulations

1.3



```

graph TD
    A[National standards and laws] --> B[Land usage and ownership]
    A --> C[Protection of women and children's]
    A --> D[Labour]
    A --> E[Building Codes which apply nationally]
  
```

ADM.TEC.032.1
 **ASCEND**  
ASEAN Standards and Certification for Experts in Disaster Management
Trainer's Guide - 18

## Slide No. 18

### Trainer Notes


Trainer identifies the need of national standards and laws to be checked according to each country's regulation.

1. Land usage and ownership laws.  
The issue of Housing, Land and Property (HLP) will always be a sensitive issue on the shelter assistance since legality on obtaining shelter assistance many times finds challenges due to having no land rights.
2. Protection of women and children's law.  
To ensure that during the shelter assistance protection of women and children from discrimination and illegal conduct is fulfilled.
3. Labour laws  
Regulate work hours, wages and all labours' rights. This is will be applied to the whole shelter team, partners or subcontractors
4. Building codes which apply nationally.  
There are various types of structure and its elements. There are standards that need to be followed to ensure robust structure can be achieved. It is also to ensure safety and protection to the people who live in it.

### Class Activity – Internet Research

Trainer asks participants to search for country regulation of each national standards and laws mentioned in PPT.

Image 19: Slide 19



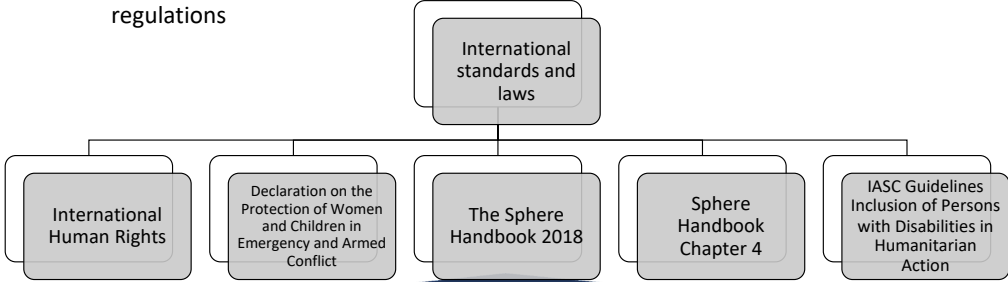
## Ensure shelter assistance complies with relevant national and international standards and laws

### Sets of national and international standards and laws


#### 2. International standards and laws

International standards should be checked according to each country's regulations

1.3



ADM.TEC.032.1


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Trainer's Guide - 19


**Slide No.**      **19**

### Trainer Notes

Trainer identifies the need of international standards and laws to be checked according to each country's regulation.


- **International Human Rights.**  
That all assistance given to the whole beneficiaries and also the unassisted community will be based on their rights.
- **Declaration on the Protection of Women and Children in Emergency and Armed Conflict.**  
In every country wherever shelter and settlement assistance is delivered women and children need to be safe and unharmed.
- **The Sphere Handbook 2018.**  
This consists of a minimum humanitarian standard that all services provided by agencies should confirm with standard.
- **Sphere Handbook Chapter 4: Minimum Standards in Shelter, Settlement and Non-Food Items.**  
This chapter specifically describes the minimum standard to be applied in the planning and implementation,
- **IASC Guidelines Inclusion of Persons with Disabilities in Humanitarian Action.**  
This standard is to ensure the assistance is for everyone even to those with disabilities.

*Image 20: Slide 20*




### Ensure shelter assistance complies with relevant national and international standards and laws

1.3



<b>Develop method statement to ensure shelter assistance comply with standards and laws</b>	<p>Homeowners who participate in the shelter program are those who are eligible according to their legal rights.</p>
	<p>Selection of beneficiaries is based on a legal mechanism which is held by the national and local government. The shelter agency will ensure that there is no hindrance of sex, age, ethnicity or religion.</p>
	<p>Across the programme always apply a gender perspective, including through the identification of gender-specific vulnerabilities in relation to the right to adequate housing and land.</p>
	<p>Those who are not eligible can have the benefit of recovery through other opportunities provided by the programme such as information or livelihood programme.</p>

(Continue)



**ASCEND**  
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Trainer's Guide - 20

**Slide No.**      **20**

**Trainer Notes**      Trainer defines the steps in developing method statement to ensure shelter assistance comply with standards and laws

Image 21: Slide 21



### Ensure shelter assistance complies with relevant national and international standards and laws

1.3

**Develop method statement to ensure shelter assistance comply with standards and laws**


Provision of builders training are for everyone who interested without any hindrance of sex, age, ethnicity or religion.

---

Provision of shelter assistance is following Building Code to ensure safer construction against future hazards.

---

Selection of vendors and implementing partners are based on their capacities and shelter experiences and without any discrimination regarding to sex, age, ethnicity or religion


**ASCEND**  
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Trainer's Guide - 21

**Slide No.      21**

**Trainer Notes**

Trainer defines the steps in developing method statement to ensure shelter assistance comply with standards and laws


**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 groups to develop a method statement of any construction works (every group must be different)



*Image 22: Slide 22*




### Ensure shelter assistance complies with relevant national and international standards and laws

1.3

**Summary**

- Every shelter and settlement assistance activity should confirm that it abides with standards and laws that apply nationally and internationally.
- Selection of beneficiaries should be based on their rights as stated in the government regulation. The role of shelter agencies is to ensure that there is no discrimination based on sex, age, ethnicity or religion.
- Those who are not part of the program could also benefit from the shelter programme since indirect benefits from open opportunities for everyone.
- All construction or services should comply with the national building code and/or standards to ensure the resilient structure can be built and protect the dwellers from future hazards.



ADM.TEC.032.1      ASEAN Standards and Certification for Experts in Disaster Management      Trainer's Guide - 22

**Slide No.      22**

**Trainer Notes**

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

*Image 23: Slide 23***Element 2**

## **Integrate humanitarian shelter standards and principles into all aspects of the shelter programme**

**Performance Criteria**

- **2.1** Mainstream cross cutting issues into all aspects of the shelter programme including inclusivity measure
- **2.2** Prioritise urgent humanitarian needs and the needs of the most vulnerable
- **2.3** Use an evidence-based approach in the design and implementation of shelter
- **2.4** Integrate Sphere, CHS, and all other relevant standards into shelter programme design

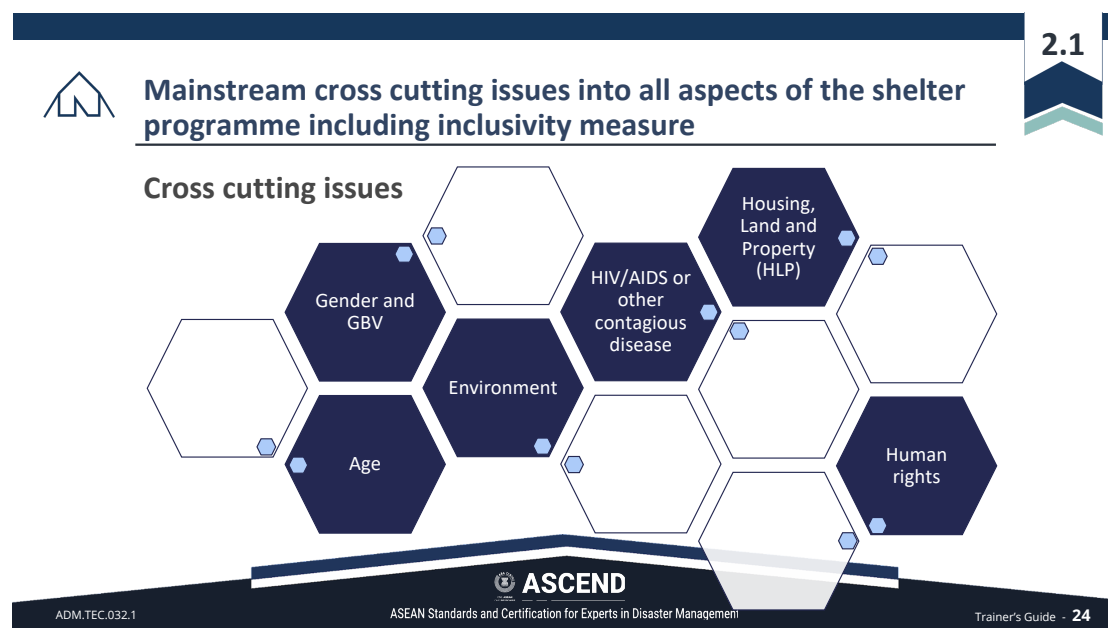


**Slide No.**      **23**

**Trainer  
Notes**

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

Image 24: Slide 24



**Slide No. 24**

### Trainer Notes

Trainer defines cross cutting issues, as listed on the slide.

#### Class Activity – Discuss in a group

Trainer groups the participant into groups of 6 person(s).

Trainer ask the member of groups to pick a cross cutting issue for each person and share their thought why the cross-cutting issue is important in context of shelter and settlement programme,

After the class activity, Trainer could ask for the groups opinion and concludes their answer. Trainer also could the add material below, if needed.

- **Age**, a person's capacities and requirements change as they age.

Old people whose capacities are diminishing cannot perform as well as their younger neighbours. Therefore, they will be left behind during shelter assistance being delivered.

- **Environment**, every response and recovery needs attention to the environment issues.

Since recovery initiatives are potentially harming the environment.

- Opening forest for a new relocation area or cutting forest for construction material can cause harmful impacts such as deforestation, landslides and flash floods.
- Additional waste which comes from construction material, debris of damaged houses and plastic packaging for shelter packages create more pollution to the response and recovery area.

- **Gender and GBV.**

Due to local laws such as discriminatory statutory laws and gender-neutral laws discrimination against women could happen. They might lose their rights on having shelter assistance, moreover they are vulnerable to sexual and gender-based violence.

- **HIV/AIDS and other contagious diseases.**

Since people already put a stigma on them, they might be excluded from the community. They may lose their rights due to inaccessible to the information and registration of the shelter assistance.

- **Housing, Land and Property (HLP).**

In many cases only people who can prove their legal rights of their land can obtain shelter and settlement assistance. Those conditions happen since giving assistance to someone in their land, possibly living without legal documentation, can create disputes in the future. Living in the land without tenure security:


- They do not have guaranteed legal protection against forced evictions, harassment and other threats.
- They may be subject to forced evictions whether permanent or temporary removal from the homes and land which they already occupy.

- **Human Rights.**

Shelter assistance need to respect human rights and should resist any discrimination on providing shelter assistance.

- Discrimination might differ in one area to another but mostly is distinction and exclusion based on race, ethnicity, religion, age or sex. Which for some people criteria falls on those basis they will be excluded on having assistance.
- Discrimination would happen on zoning regulations, policy on who can access various shelter assistance, denial to access security of tenure and restriction to participate on decision making.

Image 25: Slide 25



## Mainstream cross cutting issues into all aspects of the shelter programme including inclusivity measure

### Mainstreaming cross cutting issues

2.1

**Needs assessment coverage**

- Covers all people in the area without exclusivity of age, sex, ethnicity, religion, physical and mental health barriers


**Consultation with everyone on the program planning**

- If people with disabilities could not join in the public meeting, special measures should be taken to ask their opinion and preferences for consultation.
- Also how they would access the service and the market

**Open work opportunity to all**

- Even with disabilities, people can work and can make valuable contributions.
- It is important to discuss with them directly to identify their skills and interests.

(Continue)


**ASCEND**  
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Trainer's Guide - 25

**Slide No.**      **25**

**Trainer Notes**

Trainer explains on how to mainstreaming cross cutting issues.

Image 26: Slide 26



## Mainstream cross cutting issues into all aspects of the shelter programme including inclusivity measure

### Mainstreaming cross cutting issues

2.1

**Access to information**

Everyone should have access to shelter and settlement assistance information. The information should be provided which anyone in the area can access


**Additional support to specific groups**

Shelter and settlement assistance might be the same to everyone but since there are different groups in the community, the assistance must consider the different needs, barriers and threats.

**Enabling access in communal building and individual housing**

Provision of ramp, handrail and signage in communal latrine blocks should be accessible to persons with disabilities.

(Continue)



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

Trainer's Guide - 26

**Slide No.**      **26**

**Trainer Notes**      Trainer explains on how to mainstreaming cross cutting issues.

Image 27: Slide 27



## Mainstream cross cutting issues into all aspects of the shelter programme including inclusivity measure

### Mainstreaming cross cutting issues

**Prioritizing the most vulnerable in programme commencement**


- Since the most vulnerable potentially left behind in the assistance due to potentially unfinished of the temporary shelter or housing reconstruction, they should be prioritized on the programme commencement.

**Protection for people with disabilities and from gender based violence**

- In designing shelter programmes, safety for the beneficiaries and the community should consider the range of gender identities and their sexual orientations and also persons with disabilities.
- As shelter assistance is for everyone, special measures should be given to those who are vulnerable due to gender conditions and disabilities.

2.1

(Continue)


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


Trainer's Guide - 27

**Slide No.**      **27**

**Trainer Notes**

Trainer explains on how to mainstreaming cross cutting issues.

Image 28: Slide 28



## Mainstream cross cutting issues into all aspects of the shelter programme including inclusivity measure

### Mainstreaming cross cutting issues


2.1

**Environment friendly initiatives.**

- On response and recovery shelter assistance should always, every agency should consider environment friendly initiatives such as:
  - Maximizing the usage of salvage construction material.
  - If wood or bamboo are needed, the harvesting should follow their seasons and age in order to preserve the environment.

**Advocacy and land titling support**

- Since people without legal land ownership are potentially excluded from the shelter assistance, shelter agencies should provide support to them such as:
  - Advocacy to the government on which appropriate assistance is given to them during the recovery process. Including relocation process.
  - Support them on the land registration process.


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


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Trainer's Guide - 28

**Slide No.**      **28**

**Trainer Notes**      Trainer explains on how to mainstreaming cross cutting issues.



*Image 29: Slide 29*




## Mainstream cross cutting issues into all aspects of the shelter programme including inclusivity measure

2.1

### Summary

- Shelter and settlement assistance have many cross-cutting issues to be addressed to deliver adequate support to the affected people.
- No discrimination is allowed or happened during the shelter assistance; therefore, all those subject to discrimination should be allowed to participate and have access to assistance.
- The shelter agency should provide additional support to vulnerable people since their conditions hinder them from performing like their neighbours.
- Shelter assistance should not negatively impact the environment; therefore, the agency and the community should work together to preserve the environment.



ASCEND

ASEAN Standards and Certification for Experts in Disaster Management

ADM.TEC.032.1
Trainer's Guide - 29

**Slide No.**      **29**

**Trainer Notes**

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

Image 30: Slide 30



## Prioritise urgent humanitarian needs and the needs of the most vulnerable

### Identifying urgent humanitarian needs and the most vulnerable needs

Need of shelter assistance	Vulnerable groups	People with disabilities
Protection	People with physical and mental illness	Legal rights of land

2.2





ASEAN Standards and Certification for Experts in Disaster Management

ADM.TEC.032.1
Trainer's Guide - 30

**Slide No.**      **30**

### Trainer Notes

Trainer identifies the urgent humanitarian needs and the most vulnerable needs.

#### **Class Activity – Discuss in a group**

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


Trainer ask the groups to identify the needs as listed items on the slide.

After the class activity, Trainer could ask for the groups opinion and concludes their answer. Trainer also could the add material below, if needed

- **Need of shelter assistance.**  
People who are not able to provide individual shelter or family to live or rent a room, therefore they live in collective shelter, in suitably large public buildings or structures (warehouses, halls or barracks, or in temporary planned or self-settled camps)
- **Vulnerable groups.**  
People who are classified as vulnerable group due discrimination such as age, gender, ethnicity, sex and religion.
- **People with disabilities**  
They are who always need support from others or enabling features that will help them to perform like common people.
- **Protection**  
People who need protection from the risk of gender-based violence. Women, children and people with their sexual orientation who need protection from harassment.

- **People with physical and mental illness.**  
These people due to their health are fully dependent on others to have shelter assistance they need.
- **Legal rights of land.**  
Those who do not have legal rights most probably will not have access to government and agency support.

*Image 31: Slide 31*




### Prioritise urgent humanitarian needs and the needs of the most vulnerable

**Prioritization of urgent humanitarian needs with flexible intervention**

Prioritization will be based on:

- provision or access to basic needs
- protection of beneficiaries' dignity
- flexibility for the beneficiaries

2.2

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


ADM.TEC.032.1

Trainer's Guide - 31

**Slide No. 31****Trainer Notes**


Trainer defines prioritisation of urgent humanitarian needs with flexible intervention

*Image 32: Slide 32*




**Prioritise urgent humanitarian needs and the needs of the most vulnerable**

2.2



**Prioritization of urgent humanitarian needs with flexible intervention**


Rationalization to prioritize the urgent humanitarian needs:



People with disabilities with a combination of other conditions.

People with physical and mental illness with a combination of other conditions.

People who have risks of gender based violence with the combinations of other conditions.



**ASCEND**

ASEAN Standards and Certification for Experts in Disaster Management

ADM.TEC.032.1
Trainer's Guide - 32

**Slide No. 32**


**Trainer Notes**

Trainer defines rationalisation to prioritise the urgent humanitarian needs

**Class Activity – Study Case**

Trainer provides multiple cases and asks the participants to put the cases in an order of most prioritise to prioritise by considering the prioritisation and rationalisation.

*Image 33: Slide 33*





## Prioritise urgent humanitarian needs and the needs of the most vulnerable

### Prioritization of urgent humanitarian needs with flexible intervention

Flexible shelter assistance for beneficiaries	<p>If the support and market are available, cash based assistance will be a good option. They can rent a room, repair their houses, put a divider in their room at the barracks etc.</p> <p>Direct provision upon their request since they can not physically work to provide for themselves.</p> <p>Technical assistance if they have extended families to support them financially</p>
---	--

2.2





ADM.TEC.032.1      ASEAN Standards and Certification for Experts in Disaster Management      Trainer's Guide - 33

**Slide No.**      **33**

**Trainer Notes**      Trainer defines flexible shelter assistance for beneficiaries

*Image 34: Slide 34*

## Prioritise urgent humanitarian needs and the needs of the most vulnerable

2.2

### Summary

- Even though everyone knows that shelter is a critical determinant of survival, in reality not everyone has the access to adequate shelter assistance. There are groups of people due to their condition who are still struggling to fulfil their needs for shelter and basic needs.
- Those groups of people should be identified and need to be supported according to their specific condition and humanitarian needs.
- Decision on prioritization has to be made on who are the most impacted when their humanitarian needs fail or are late to be delivered.
- Supporting those priority groups or individuals need to be flexible since their conditions are unique and they might be scattered in some places.


**ASCEND**

ADM.TEC.032.1

ASEAN Standards and Certification for Experts in Disaster Management

Trainer's Guide - 34

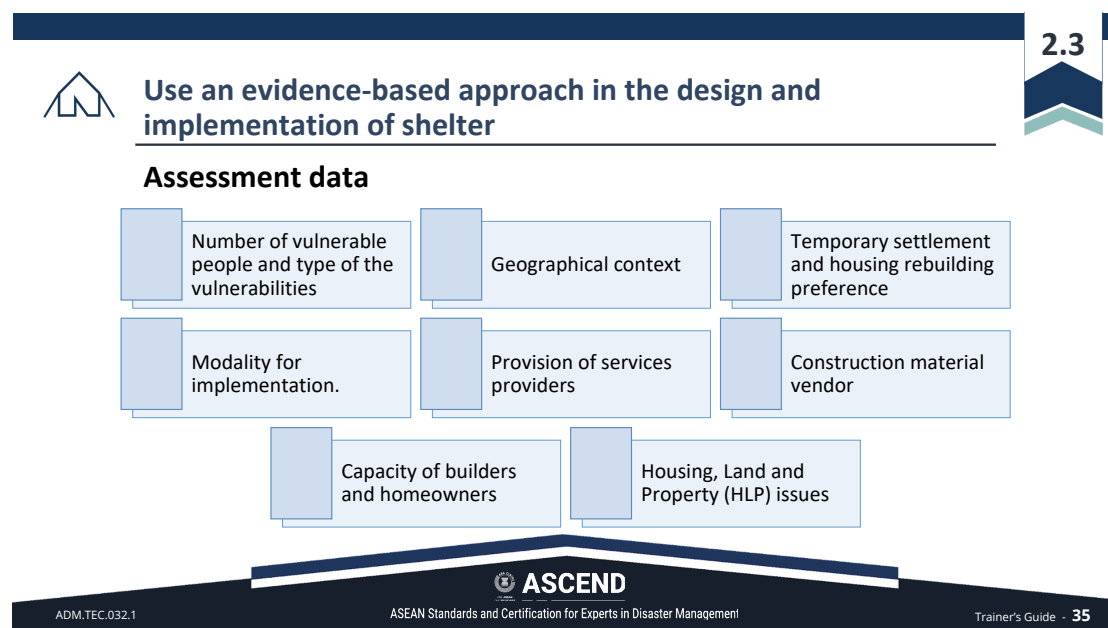
**Slide No. 34**

### Trainer Notes

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



Image 35: Slide 35


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

Trainer explains assessment data needed in order to use and evidence-based approach in the design and implementation of shelter, which includes:

**1. Number of vulnerable people and type of the vulnerabilities.**

This should be highlighted due to organisation best practices and government plans which affect additional budget consideration, implementation timeframe and special treatment.

**2. Geographical context.**

This is related to the transportation and logistics distribution and provision of technical assistance. Working in geographically challenging areas is much difficult.

**3. Temporary settlement and housing rebuilding preference.**

In every area there is always a unique preference on having temporary settlement. At one-point people can select whatever they find suitable but on the other hand people have no choice that they have to accept to live in a not ideal place for them.

**4. Modality for implementation.**

There is no assurance that a modality will always be fully effective if implemented in an area. The evidence should highlight which modality is best or how to improve previous modality for implementation.



**5. Provision of services providers.**

Quality of service providers in the assessed area can become an issue if they do not have sufficient capacities and experiences.

**6. Construction material vendor.**

This will change selection of construction material significantly.


**7. Capacity of builders and homeowners.**

They are the key player of the shelter recovery. The absence of good quality builders might affect quality and time frame.

**8. Housing, Land and Property (HLP)**

The issues should be investigated as earliest as possible since the issue might affect change of programme or assistance.

Image 36: Slide 36




## Use an evidence-based approach in the design and implementation of shelter

### Develop shelter programme which are in-line with evidence-based approach logic


By using this approach, the Shelter Manager should combine:

Affected people preference and field condition	Organizational capacities and standards	Shelter studies and researches
<ul style="list-style-type: none"> <li>A reliable information should consist of numbers, potential, challenges due to vulnerability or geographical context and resource availability</li> </ul>	<ul style="list-style-type: none"> <li>In this part organization capacities are the human resource, partners and method statement which proven as successful from previous implementation. The standards are shelter and settlement standards.</li> </ul>	<ul style="list-style-type: none"> <li>There are insights which will enrich understanding on delivering shelter assistance. This collection of studies can be found on the Global Shelter Cluster website. Also there are academic research available online related to shelter and settlement programme</li> </ul>

2.3



ADM.TEC.032.1


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

Trainer's Guide - 36

## Slide No. 36

### Trainer Notes

Trainer explains steps to develop shelter programme which are in-line with evidence-based approach logic

Which is not limited to:

Promoting an evidence-based approach can ensure that shelter programmes will be effective and fully accountable

The standards are shelter and settlement standards which can be found at

- SPHERE Handbook
- Sphere Handbook Chapter 4: Minimum Standards in Shelter, Settlement and Non-Food Items,
- UNHCR Emergency shelter standard
- IOM Emergency Manual

*Image 37: Slide 37*

## Use an evidence-based approach in the design and implementation of shelter

2.3

### Summary

- Shelter programming should be developed by an evidence-based approach to ensure effective shelter assistance.
- There are three subjects needed to design shelter assistance, i.e. affected people preference and field condition, organisational capacities and standards, and lastly, shelter studies and research.
- Enhancing shelter manager capacity and improving organisational capacity through available resources can be assessed, i.e. standards and shelter studies and academic research.



**Slide No.**      **37**

### Trainer Notes

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



*Image 38: Slide 38*

### **Integrate Sphere, CHS, and all other relevant standards into shelter programme design.**

**2.4**

#### **The Core Humanitarian Standard on the shelter programme**


- Implementing shelter assistance by putting CHS and the technical standards in the practice will fulfil the mission according to the affected people's perspective.
- Practicing CHS and technical standards will confirm that the affected people have the right to life with dignity.
- The CHS will improve the quality and accountability of humanitarian response with a people-centered and rights-based approach.

**Slide No. 38****Trainer  
Notes**

Trainer mentions the role of CHS on the shelter programme.




Image 39: Slide 39



## Integrate Sphere, CHS, and all other relevant standards into shelter programme design.

2.4



### The Core Humanitarian Standard on the shelter programme

Specifically in shelter there is technical chapters which need to confirm that during the

**Planning**


- During planning all beneficiaries should have their voice heard and they participate in the planning. It should be beneficial to the beneficiaries and also to the agency who is supporting the recovery. For instance the beneficiaries also have the responsibility to maximize their effort and ensure the timeframe will be respected.

**Location and settlement planning**

- Whether it is a relocation or in-situ reconstruction, the affected people should be consulted. This is related to their access to their livelihood and they can feel safe while living in the area. The shelter agency should give room for discussion respecting their culture and religion when developing the location.

Continue

ADM.TEC.032.1


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


Trainer's Guide - 39

**Slide No.**      **39**

**Trainer Notes**


Trainer explains each technical chapters of CHS needed to be confirmed in the making of a shelter programme.

Image 40: Slide 40



**Integrate Sphere, CHS, and all other relevant standards into shelter programme design.**

**2.4**



**The Core Humanitarian Standard on the shelter programme**

**Living space**

- Living space for each family will be different according to their family size. In this case they also have the responsibility to provide sufficient construction material or cost for labours to complete their temporary shelter or permanent house.


**Household items**

- Consultation to the beneficiaries prior planning to deliver household items. Lest they can not use or might waste the assistance since they can provide by themselves.

**Technical assistance**

- Having a robust and safe structure is their right since they will live in their shelter or their houses. Therefore it is their right to obtain proper technical assistance. On the other hand it is also their responsibility to follow advice given in technical assistance

Continue




ADM.TEC.032.1
ASEAN Standards and Certification for Experts in Disaster Management
Trainer's Guide - 44

**Slide No.      40**

**Trainer Notes**      Trainer explains each technical chapters of CHS needed to be confirmed in the making of a shelter programme.

*Image 41: Slide 41*



## Integrate Sphere, CHS, and all other relevant standards into shelter programme design.

### The Core Humanitarian Standard on the shelter programme


**Security of tenure**

- Shelter agencies need to respect their land ownership therefore the assistance should contribute to the land titling. The assistance can be advocacy to the government or supporting them in land registration.

**Environmental sustainability**

- Shelter assistance has to be environment friendly. The impact shelter support must not degrade the environment which can endanger those who receive the assistance or even to their neighbor whose locations are quite far. This is also the responsibility of the beneficiaries to protect their environment.

2.4


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

ADM.TEC.032.1
Trainer's Guide - 41

**Slide No.**      **41**

**Trainer  
Notes**

Trainer explains each technical chapters of CHS needed to be confirmed in the making of a shelter programme.

*Image 42: Slide 42*

## **Integrate Sphere, CHS, and all other relevant standards into shelter programme design.**

**2.4**

### **Integrate all standards on shelter programme design**

Relevant standards, namely:

- SPHERE Handbook
- Sphere Handbook Chapter 4: Minimum Standards in Shelter, Settlement and Non-Food Items,
- UNHCR Emergency shelter standard
- IOM Emergency Manual
- Local Building Code
- and CHS which now is inclusive to the SPHERE handbook.



**Slide No. 42**

### **Trainer Notes**

Trainer mentions relevant standards as references.

Trainer explains:

- These standards will help in designing shelter and settlement programmes. It will be like a checklist to ensure none is overlooked.
- At the design stages during the implementation every milestone can be checked against the integrated standard.
- On developing monitoring tools these standards should be used as reference.
- Standards can help to improve programme quality from both ways.
- From shelter agencies, those standards will guide the implementation to fulfil all criteria of appropriate assistance. This includes material specification, structure and workmanship qualities and comprehensiveness of shelter assistance.

From the beneficiary's side, every process can be accountable since all parties are involved and have their responsibility





*Image 43: Slide 43*

## **Integrate Sphere, CHS, and all other relevant standards into shelter programme design.**

**2.4**

### **Summary**

- Shelter and settlement programmes can be acknowledged as beneficial to their beneficiaries if the design and implementation aspects can be checked against the standards.
- Practising CHS and technical standards will confirm that the affected people have the right to life with dignity.
- The standards, including CHS, can improve service deliverability since the beneficiary participation can enhance its accountability.
- These standards should be used as a reference for developing monitoring tools since it is objective and applicable globally.



**Slide No.      43**

### **Trainer Notes**

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



*Image 44: Slide 44*

### Element 3

## Integrate appropriate shelter technical quality assurance procedures into all stages of the shelter programme

### Performance Criteria

- **3.1** Develop appropriate quality control and MEAL (monitoring, evaluation, accountability and learning) tools to ensure technical quality
- **3.2** Develop appropriate contracting arrangements to ensure transparency and accountability
- **3.3** Develop appropriate programme quality assurance and contracting tools to ensure ongoing programme quality




**Slide No.**      **44**

### Trainer Notes


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

Image 45: Slide 45




**Develop appropriate quality control and MEAL (monitoring, evaluation, accountability and learning) tools to ensure technical quality**


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




Analyzed assessment data



Standards




Government policy and recovery plan



Agency method statement

References which  
needed for MEAL tools



**ASCEND**

ASEAN Standards and Certification for Experts in Disaster Management

ADM.TEC.032.1
Trainer's Guide - 45

**Slide No. 45**

**Trainer Notes**

Trainer explains references which needed for MEAL tools

**Class Activity – Discussion**

Trainer guides participants to recap the past learnings and current knowledge by mentioning what items could be gathered from the references in context for MEAL tools development as stated in the slide, as a “pre-test”

Trainer continues the class by explaining further the references, which not limited to:

**Analysed assessment data**

- Contain baseline conditions and also the trend can depict future risk.
- Important information the analysed data such as number of affected people with segregated gender, age, type of vulnerability and number of house damage.

**Standards**


- which are already discussed at section 2.4.

**Government policy and recovery plan**

- which describe time frame, modality, and how to address vulnerable people including HLP issues.

**Agency method statement**


- which includes milestones.
- In the milestone there is an S-Curve or Gantt-chart which depicts the percentage of progress achieved against the time frame



Trainer's Guide - Technical

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Image 46: Slide 46




**Develop appropriate quality control and MEAL (monitoring, evaluation, accountability and learning) tools to ensure technical quality**

**3.1**

**Indicators which generally have been used in shelter and settlement programmes**

1. Percentage of progress achieved against time:
 
$$\frac{\text{the number of ongoing work}}{\text{the total completed target number}}$$
2. Quantification of quality of service delivered
  - Indicator can be developed through a system to evaluate the quality

ADM.TEC.032.1


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

Trainer's Guide - 46

**Slide No. 46**


**Trainer Notes**

Trainer explains indicators for MEAL tools

Examples of usage for each indicator


- Percentage of progress achieved against time:
  - Number of families to serve, number of disable and/or vulnerable people to support.
  - Number of temporary shelters to construct.
  - Number of permanent houses to rebuild or repair.
  - Amount of cash to distribute.
  - Number of builders received build back safer training.
  - Number of people reached for safer construction messaging
- Quantification of quality of service delivered:
  - Number of safe and robust shelters or houses that have already been evaluated and conformed following the construction guidelines.
  - Number of builders who passed the build back safer training which can be identified from the pre-test and the post-test.

*Image 47: Slide 47*




### Develop appropriate quality control and MEAL (monitoring, evaluation, accountability and learning) tools to ensure technical quality

3.1



**Summary**

- The success of shelter and settlement programmes can be measured by using appropriate tools.
- The tools and its indicators can measure and control the quality of shelter and settlement assistance being delivered.
- The indicators can be derived from authoritative standards, analysed needs assessment, and agreed-upon method statements before the program execution.



ADM.TEC.032.1      ASEAN Standards and Certification for Experts in Disaster Management      Trainer's Guide - 47

**Slide No.**      **47**

**Trainer Notes**

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

*Image 48: Slide 48*

### Develop appropriate contracting arrangements to ensure transparency and accountability

3.2

#### Aspects that need to be considered prior to having consultants or contractors:

1. There is no particular expertise or experience within the organization therefore external experts or contractors have to execute the job package.
2. The particular job has risks which if it fails can have negative impact to the organization therefore as a precaution measures should be subcontracted.
3. The subcontracted job package will not diminish the self-recovery initiatives of the beneficiaries.
4. The contract amount which included the management and insurance costs are within the work budget.



**Slide No. 48**


#### Trainer Notes

Trainer mentions aspects that need to be considered prior to having consultants or contractors.

For construction purpose, it also can be considered to having consultants or contractors. However, the communication and works by the consultants or contractors shall be maintained by shelter team. Consultants or contractors tend to work fast with the given timeline and budget. The goals of the shelter and settlement program is safe. Therefore, the quality needs to be put as prioritisation by the shelter team rather than the time and cost aspect.




Image 49: Slide 49




### Develop appropriate contracting arrangements to ensure transparency and accountability

3.2



<b>Steps that the organization need to provide, prior to tender process and awarding of the consultants or contractors :</b>	There should be an internal mechanism on dividing responsibilities to engage the contractors.
	There should be procurement guidance on engaging external consultants and contractors.
	There should be financial guidelines on the payment process for the contractors
	The shelter technical team should provide method statement of work which need to be subcontracted.
	The procurement team will manage to invite bidders which only those can show their legitimate entity and have sufficient experience
	The procurement team will manage the tender process according to the organization's regulation on hiring consultants or contractors

ADM.TEC.032.1


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

Trainer's Guide - 49

## Slide No. 49

### Trainer Notes

Trainer points out steps aspects that needed to be provided prior to tender process and awarding of consultants or contractors

**Internal Mechanism**, such as Shelter team on amount of work and its quality, the logistician on procurement procedures while the finance on executing the payment.

**Method statement**, shall consist of:

- Area of work.
- Amount of work which can be the number of beneficiaries, specific condition of beneficiaries should be presence, number of trainings, amount of money should be distributed, type and amount of construction material and tools should be distributed.
- Acceptance of work according to codes, guidelines or standards.
- Timeframe versus progress which is indicated in S-Curve or Gantt-chart
- Modality and options for implementation

Contractor / subcontractor candidates can show their eligibility by:


- ✓ Company profile or CV.
- ✓ Tax report for a certain time or years as the organisation standards.
- ✓ Work experience for a certain time.
- ✓ If it is an organisation or company there should be an organogram of directors and list of staff members that will be assigned in the project.
- ✓ Work proposal for implementation.

Regulations apply on tendering process:

1. Job information for tender is shared widely through newspapers or leading websites.
2. There should be sufficient time for candidates to prepare their proposal and bidding.
3. The candidates receive clear instructions on how to submit the tender.
4. Within the organisation should be a tender committee who are equipped by tender evaluation scoring guidelines prior bid opening.
5. The room for negotiation should be fair to all candidates and all discussions are recorded in meeting notes.
6. The awardee should be decided through a scoring mechanism which is done by the committee.



*Image 50: Slide 50*




### Develop appropriate contracting arrangements to ensure transparency and accountability

#### Develop contract agreement using standard formatting contract


Contract shall contain as follows:

1. Every aspect of each party's responsibility should be on writing with simple language which will not be easy to misinterpret. The more detail the less dispute on responsibility.
2. If the organization is using the standard form contract, the method statement and contractor's proposal will be the attachment but not to be a separate document with the contract.
3. The deliverability should be clear on how to measure quality. Both parties can agree on quality control during the negotiation. Also agreement on the level of quality can simply follow the authority standard such as building code and government guidelines.

3.2



Continue



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

Trainer's Guide - 50

**Slide No.**      **50**


<b>Trainer Notes</b>	Trainer points out contents to develop contract agreement with related partners
----------------------	---

*Image 51: Slide 51*



### Develop appropriate contracting arrangements to ensure transparency and accountability


3.2



#### Develop contract agreement using standard formatting contract

Contract shall contain as follows:

4. Specify payment obligations. It should be clear when the payment request can be made and also on which conditions for making payments.
5. The contract should mention the circumstances that terminate the contract. There is a situation that everyone should agree that if one party can not perform to deliver the responsibility there should be termination without any legal consequences.
6. There should be a law to govern the contract, in case of unresolved dispute, both parties will agree for legal action.


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

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Trainer's Guide - 51

**Slide No.**      **51**

<b>Trainer Notes</b>	Trainer points out contents to develop contract agreement with related partners
----------------------	---

*Image 52: Slide 52*

## Develop appropriate contracting arrangements to ensure transparency and accountability

3.2

### Summary

- Contracting a job package to implement a shelter and settlement programme can be done if the organisation lacks sufficient expertise and experience.
- On hiring external consultants or contractors, the organisation should have a mechanism to connect the shelter team as the requestor, the finance who will execute the payment and the procurement who will manage the tendering process.
- The tendering process should be publicly open to ensure all eligible candidates can participate, which requirements are common, and the timeframe is achievable.
- The contract should be clear and straightforward even if it contains shelter and settlement context, which every related party could understand.



**Slide No.**      **52**

### Trainer Notes

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



Image 53: Slide 53



### Develop appropriate programme quality assurance and contracting tools to ensure ongoing programme quality

3.3

Aspects of assurance tools and contracting tools can be combined to develop control mechanisms

Checklist of detailed work done for instance

Measure of progress as stated

Clauses from contracting document tools


**ASCEND**

ADM.TEC.032.1

ASEAN Standards and Certification for Experts in Disaster Management

Trainer's Guide - 53

## Slide No. 53

### Trainer Notes

Trainer mentions that there are aspects of assurance tools and contracting tools which can be combined to develop control mechanisms

#### Checklist of detailed work done for instance

- The job is using accepted construction material as stated in the building code
- The installation of structural elements is following the shop drawing or the guidelines,
- Safety measures to ensure the working area is safe from accidents and hazardous material.

**Measure of progress as stated**, to evaluate that the work is on or behind schedule.

- Gantt-chart, or
- S-Curve

#### Clauses from contracting document tools

##### 1. Meetings.

The contractor can request their presence to discuss issues. On the other hand, the contractors can request for a meeting if there is any dispute in the field.

##### 2. Mediation.

If there is an unresolved dispute regarding unperforming work in terms of time and quality.

##### 3. Penalty




if the contractors many times do not respond or make corrections of unacceptable work done.

**Class Activity – Sharing session**

Trainer forms the participant in pairs.

Trainer asks the member of groups to share their experiences to the other group members regarding the control mechanisms they have been conducted in a shelter programme

*Image 54: Slide 54*




### Develop appropriate programme quality assurance and contracting tools to ensure ongoing programme quality


**The control mechanism at the field level is as the following**

- Breakdown of work per contractual payment stage.
- Report of presence of sufficient human resources and their equipment.
- Paper based or electronic checklist for achieved work that passed quality monitoring.
- Immediate rectification upon field team finding of work defect
- Proof or documentation of work completed for supporting data of payment claim
- Regular field report which consists of numbers and qualitative report.

3.3



ADM.TEC.032.1


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

Trainer's Guide - 54

## Slide No. 54

### Trainer Notes

Trainer mentions the control mechanism at the field level.

All of those control mechanisms should be achieved as a proof of quality achievement and can be the basis for payment claims.

### Class Activity – Study Case

Trainer forms the participant in pairs (same pair with previous activity)

Trainer provides a Study case and asks the groups to identify the implementation and the lack of control mechanisms.

*Image 55: Slide 55*

### Develop appropriate programme quality assurance and contracting tools to ensure ongoing programme quality

3.3

#### Summary

- Quality control ensures the work implemented fulfils the agreed quality; on the other hand, any defects can be immediately rectified.
- Quality assurance tools and contracting tools can be combined to develop control mechanisms.
- The control mechanism that derived quality assurance and contracting tools is to bring down control to the field level.



**Slide No.**      **55**

#### Trainer Notes

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

*Image 56: Slide 56*

**Slide No.**      **56**

**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.





# ASCEND

ASEAN Standards and Certification for Experts in Disaster Management

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