

**TRAINER'S
GUIDE**



TECHNICAL COMPETENCY UNIT



**ADM.TEC
033.1**

Integrate Shelter and Settlement Plans and
Activities with all Relevant Stakeholders



ASCEND

ASEAN Standards and Certification
for Experts in Disaster Management

ASEAN Standards and Certification for Experts in Disaster Management

INTEGRATE SHELTER AND SETTLEMENT PLANS AND ACTIVITIES WITH ALL RELEVANT STAKEHOLDERS

ADM.TEC.033.1

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

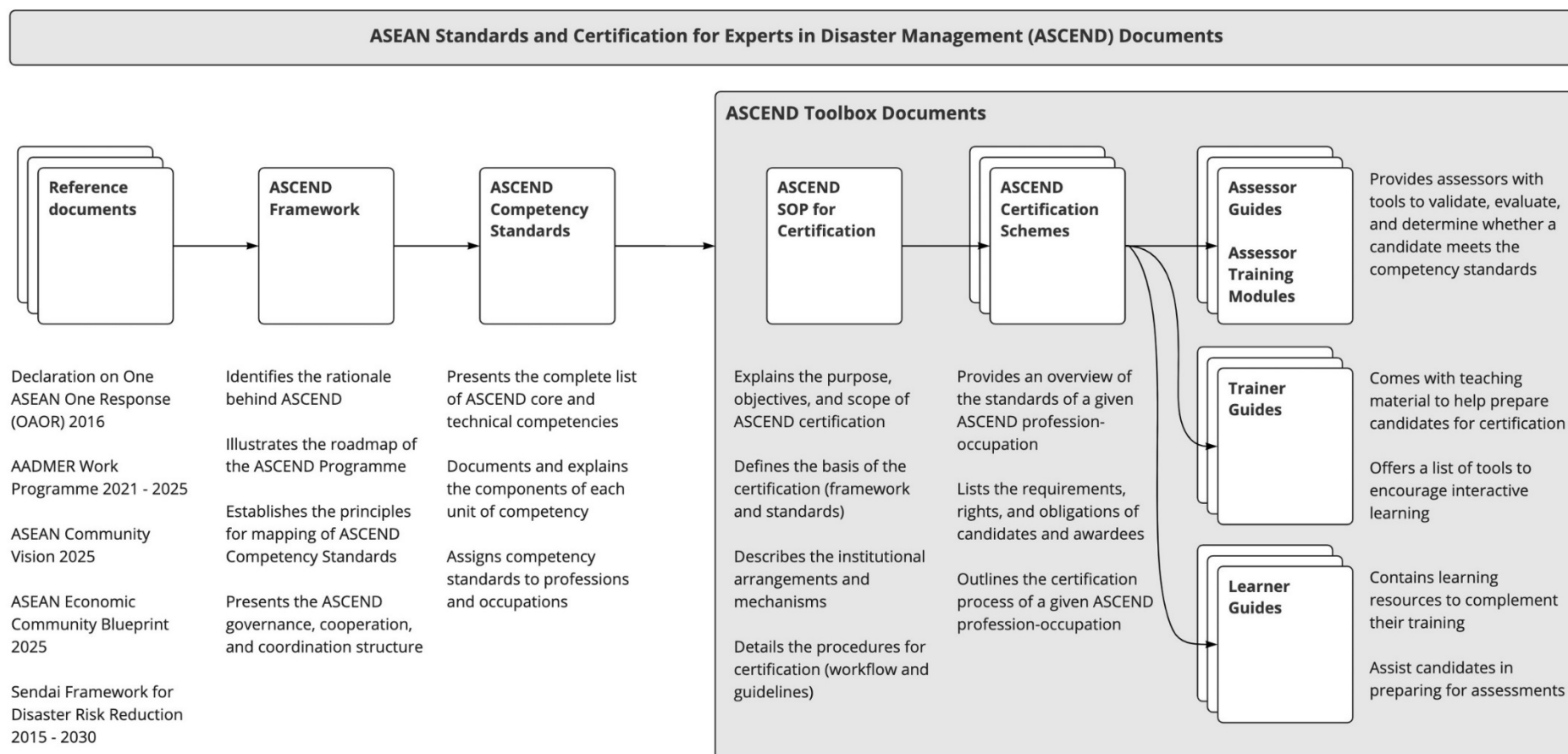
A set of technical requirements must exist before it is possible to implement the ASCEND programme in participating ASEAN Member States. The first requirement is the ASCEND Competency Standards that contains forty-three (43) regionally recognised core and technical competencies in selected disaster management 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 |
|-------------------|---|
| Experience | 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. |
| Knowledge | Refers to what the candidate needs to know to make informed decisions on how to perform the work effectively. |
| Skills | Refers to the ability of the candidate to apply knowledge to complete occupational tasks and produce work outcomes or results at the standard required. |
| Attitudes | Refers to associated beliefs, feelings, motivations, and values that influence a candidate to make decisions and act according to occupational standards and the professional work setting. |

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

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

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

What do trainers do?

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

The role of trainers is to:

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

Using the trainer's guide

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

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



ASCEND Competency Standards



ASCEND

3.1

Competency standards

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

3.2

ASCEND Competency Standards

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

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

The ASCEND Competency Standards and its derivative Toolbox documents will be reviewed and updated every five (5) years to ensure it reflects changes in the disaster management profession and remains relevant. The Toolbox documents may also serve as a reference for ASEAN Member States' seeking to develop and implement national-level competency-based certification processes based on their respective capacities and needs. Table 2 describes its main components.

Table 2: *Components of the ASCEND Competency Standards*

| Component | Description |
|-----------------------------|---|
| Unit title | Describes the critical work function to be performed in an occupation. |
| Unit number | <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"> • ADM.COR.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. • ADM.TEC.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. |
| Unit description | Provides information about the critical work function covered by the unit. |
| Elements | Presents the occupational tasks required to perform the critical work function in the unit. |
| Performance criteria | Lists the expected outcomes or results from the occupational tasks to perform and the standard required. |
| Unit variables | Advises on how to interpret the scope and context of this unit of competence. |
| Assessment guide | Outlines the evidence to gather and evaluate to determine whether the candidate is competent in the unit. |

| | |
|---------------------------------------|---|
| Linkages to other units | Explains the connection of the competency standard to other units of competency. |
| Critical aspects of assessment | Lists the types of evidence or demonstrated abilities assessors need to observe to determine the candidate's competency. |
| Context of assessment | Notes the settings or situations in which candidates need to demonstrate their ability during ASCEND assessments. |
| Resource implications | Identifies the resources needed to conduct the assessment. |
| Assessment methods | Describes the different assessment methods to assess the competency of candidates in the specific unit. |
| Key competencies | 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 : **Integrate Shelter and Settlement Plans and Activities with all Relevant Stakeholders**

Unit number : ADM.TEC.033.1

Unit description : This unit deals with the skills and ability needed to ensure a shelter and settlement programme is well coordinated with all stakeholders to ensure an integrated approach.

| ELEMENT AND PERFORMANCE CRITERIA | UNIT VARIABLE AND ASSESSMENT GUIDE |
|---|--|
| <p>Element 1. Engage beneficiaries in all stages of shelter response</p> <p>1.1 Integrate community-driven, area-based, needs-based approach into all aspects of the shelter programme</p> <p>1.2 Engage beneficiaries to ensure assistance provided is environmentally, climatically, and culturally appropriate.</p> <p>1.3 Develop appropriate confidential beneficiary feedback mechanisms, including processes to ensure a timely response.</p> | <p>Unit Variables</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"> • Sphere standards • Relevant IFRC and UNHCR guidelines • Relevant Global Shelter Cluster guidelines • other guidelines from various institutions, such as IOM, CRS, Care, Habitat for Humanity, UN Habitat, UNDP, Oxfam GB, RedR, Practical Action, Build Change, USAID. <p>Relevant stakeholders may include:</p> <ul style="list-style-type: none"> • Government departments and agencies • Donors • UN Agencies • INGOs • NGOs • CBOs • Private sector actors |

Element 2.
**Coordinate shelter
and settlement
programme activities
and plans with all
relevant stakeholders**

- 2.1 Engage with the Shelter Cluster and other coordination mechanisms at all stages of programme design and implementation
- 2.2 Build relationship with all stakeholders including local and national government, donors, and other relevant assistance providers.
- 2.3 Advocate effectively for the rights of the most vulnerable and those the programme is unable to directly assist

- Faith based organisations
- Tertiary institutes
- Military, etc.

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

Coordination with other linked sectors should include:

- Logistics,
- Programme planning
- Community engagement,
- NFIs,
- Cash Transfer Programme

Relevant programme support services may include:

- Finance
- Administration
- Human resources
- Communications
- Logistic and transport

Element 3.
**Integrate all shelter
activities and plans
with those of other
sectors**

- 3.1 Coordinate shelter activities and plans with other sectors
- 3.2 Engage directly linked sectors in all stages of programme design and implementation
- 3.3 Collaborate closely with all programme support services

Assessment Guide

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

- Ability to empower beneficiaries and engage them in programme design and implementation
- Ability to identify key stakeholders in a given humanitarian context
- Ability to build professional relationships and coordinate effectively
- Ability to advocate diplomatically and successfully

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 shelter stakeholders
- Demonstrated ability to identify geographically relevant stakeholders from multiple sectors
- Demonstrated ability to build professional relationships
- Demonstrated ability to coordinate effectively
- Demonstrated understanding of the connections between shelter and other sectors
- Demonstrated ability to advocate in a politically sensitive manner.

Context of Assessment

This unit may be assessed on/off the job.

- Assessment should include practical demonstration of coordinating in an emergency setting either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge
- Assessment should include practical demonstration of ability to communicate effectively in complex technical issues across culture and class

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 | Beneficiary feedback mechanisms |
| Setting aside irrelevant data | 3 | Coordinating with multiple actors |
| Planning and organising activities | 3 | Collaborate with support services |
| Working with others and in teams | 3 | Coordinating with all stakeholders |
| Using mathematical ideas and techniques | 2 | Analysing data from feedback mechanisms |
| Solving problems | 3 | Identifying how best to advocate on complex issues |
| Using technology | 2 | Using tools for feedback |



Preparing for Training Sessions:

Equipment, Material, and Tools



ONE ASEAN
ONE RESPONSE

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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 |
|----------------|---|
| Zoom | 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. https://zoom.us/ |

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)

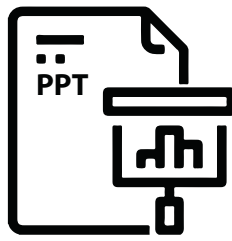
Kahoot Kahoot is a game-based learning platform that allows users to generate multiple-choice quizzes for distance education. Users can create a learning game on any topic in any language, and they can host a live game and share it with users.
<https://kahoot.com/>

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/>



PowerPoint 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

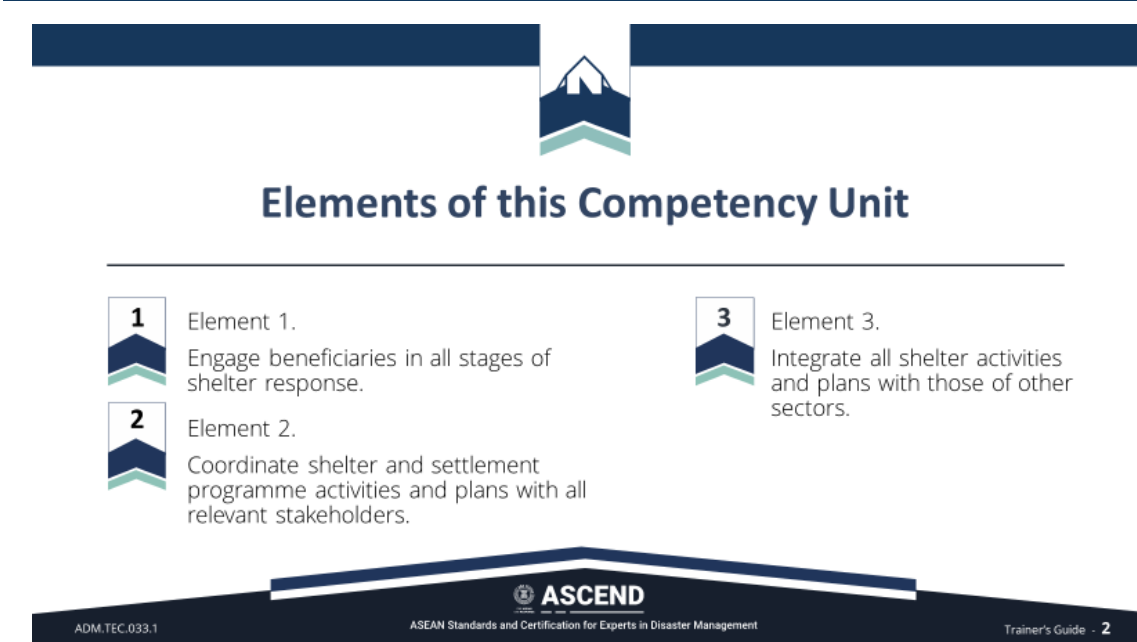


Slide No.

1

Trainer Notes

Trainer welcomes students to class.

Image 2: Slide 2


Elements of this Competency Unit

1

Element 1.
Engage beneficiaries in all stages of shelter response.

2

Element 2.
Coordinate shelter and settlement programme activities and plans with all relevant stakeholders.

3

Element 3.
Integrate all shelter activities and plans with those of other sectors.


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ASEAN Standards and Certification for Experts in Disaster Management

ADM.TEC.033.1 Trainer's Guide - 2

Slide No. 2**Trainer Notes**

Trainer advises participants this unit comprises three elements, as listed on the slide explaining:

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


Image 3: Slide 3


Element 1

Engage beneficiaries in all stages of shelter response

Performance Criteria

- **1.1** Integrate community driven, area based, needs based approach into all aspects of the shelter programme
- **1.2** Engage beneficiaries to ensure assistance provided is environmentally, climatically, and culturally appropriate
- **1.3** Develop appropriate confidential beneficiary feedback mechanisms including processes to ensure timely response


ASEAN Standards and Certification for Experts in Disaster Management

ADM.TEC.033.1 Trainer's Guide - 3

Slide No. **3**

Trainer Notes

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



Integrate community driven, area based, needs based approach into all aspects of the shelter programme

1.1

Below are the facts gathering which will be used for programme design

1. Information gathered from analyzed needs assessment
2. In depth interview with the affected people to understand their personal opinion on recovery
3. Community meeting to find the whole community perception on recovery
4. Discussion with local government, village head and informal community leaders to see their willingness to cooperate with the shelter agency. Discuss on how possible to develop partnership with local leadership
5. Engage with those who are vulnerable with social status such as ethnicity, gender and religion. Discuss how to provide support to eliminate barriers for them



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ASEAN Standards and Certification for Experts in Disaster Management

Trainer's Guide - 4

Slide No. 4

Trainer Notes

Trainer explains facts gathering which will be used for programme design.

Which includes:

Information gathered from analysed needs assessment

- Number of affected people. The number needs to be disaggregated to age group, gender, job, ethnicity and religion etc
- Number of people are displaced or nondisplaced, number of people living in temporary shelter, barracks, repaired house etc.
- Number of people in a group of livelihoods such as farmers, fishermen, traders etc.
- Number of local vendors for construction material.
- Number of merchants in the area.

In depth interview with the affected people to understand their personal opinion on recovery

- Planning to rebuild their house
- Will to relocate if the government does not allow them to rebuild in the previous land
- Preference for a temporary place of living before they can have a permanent house
- Kind of permanent house they like to build
- Challenges for them to access government or agency support due to their condition such as disabilities, vulnerability, gender, social conditions (ethnicity or religion)

Community meeting to find the whole community perception on recovery.



- Will to prioritise their neighbours who are people with disabilities / other vulnerabilities
- Will to support their neighbour by providing themselves as labour to work in turn
- Will to cooperate with the government or shelter agency on recovery
- Community perception on saving the environment

Class Activity – Sharing Session

Trainer forms the participant in pairs.

Trainer guides participants to share their experiences in overcoming challenges while conducting facts gathering on field.

Image 5: Slide 5



Integrate community driven, area based, needs based approach into all aspects of the shelter programme

1.1

Identify potential community potential for self recovery

1. Is there any sign on starting the recovery?
2. What are their preferences on recovery?
3. Is there provision of market?
4. Social network within the community
5. Presence of other sectors



Slide No. 5

Trainer Notes

Trainer gives explanation about identifying potential community potential for self-recovery.

1. Is there any sign on starting the recovery?
 - Affected people starting to clean their land from rubble of their damaged houses.
 - People are salvaging the building material to be reused for construction of new houses.
 - People repairing their houses.
 - People borrowing money for purchasing building material or to pay labour.
2. What are their preferences on recovery?
 - How many people are waiting for government support or shelter agency support to start their rebuilding.
 - What kind of houses that they plan to build?
 - If they are displaced, what additional support that they need to help them on rebuilding their houses.
3. Is there provision of market?
 - The more building material vendors available in the area, the prices are more stable.
 - Easier access for affected people to build temporary shelter or to rebuild their houses.
4. Social network within the community
 - If people live in harmony the social support is stronger and it will correlate to the community-based recovery.
 - The stronger the social network the most vulnerable affected people will likely be easier to get support.
5. Presence of other sectors



- The presence of other sectors such as health, education and livelihood will increase community capacity to self-recover due to improvement of well-being.
- The presence of other sectors is supporting the cross-cutting issues to be addressed to the shelter programme.


Class Activity – Study Case – Group Work

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

Trainer gives participant a shelter study case

Trainer ask the groups to identify community potential for self-recovery.

Image 6: Slide 6




Integrate community driven, area based, needs based approach into all aspects of the shelter programme


In developing a checklist to ensure community driven, area based, needs based approaches are addressed on programming, shall consist of...

1. Affected people are willing to follow the process of recovery
2. Maximizing social cohesion to increase community participation
3. Partnership with the local government
4. Programme integration with other sectors within the area
5. Ensure those which was found during the needs assessment could be addressed or channeled to the right entities

1.1



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Trainer's Guide - 6

Slide No. 6


Trainer Notes

Trainer gives explanation about identifying potential community potential for self-recovery.

- Affected people are willing to follow the process of recovery. Shelter assistance should not be delivered as a product. Therefore, there will be various type and various modality of shelter assistance to be offered such as:
 - Technical support to their initiatives on build back safer whether it is temporary shelter or permanent housing.
 - Implementing cash voucher assistance if the market and service providers are available.
 - Provision of construction or retrofitting training if builders are available
- Maximising social cohesion to increase community participation
 - The initiative on starting rebuilding should come from the community instead of from the shelter agency.
 - The community will support the people with disabilities and the most vulnerable groups that will have their rights on recovery. Also, they are willing to prioritise the most vulnerable group to have additional support on the recovery.
 - People willing to support their neighbours on working on their shelter or rebuilding their houses.
 - People are committed to build back safer. The shelter agency will send the messaging through a social campaign.
 - Gain support from local leaders.
- Partnership with the local government

- Local government will provide information on land titling, eligibility of affected people, participating in recovery messaging such as build back safer.
 - Connecting to other local authorities who are related to recovery.
- Programme integration with other sectors within the area.
 - Coordination with other sectors such as WASH, livelihood, health and education that shelter assistance can be completed by their services. Also, the beneficiaries will have more access to their programme.
 - Coordination to other working groups such as cash, environment and gender to strengthen the shelter programme on addressing those cross-cutting issues.
- Ensure those which was found during the needs assessment could be addressed or channelled to the right entities:
 - People who are displaced and cannot rebuild their houses due to the no-build policy.
 - People who live in the land but no legal certification which hinder them to obtain recovery support.
 - People whose social status made them vulnerable and having challenges in accessing shelter support.

Image 7: Slide 7




Integrate community driven, area based, needs based approach into all aspects of the shelter programme

Summary

- A shelter programme is always perceived as a process; therefore, to make it effective should be integrated with all aspects of the area's recovery.
- Shelter recovery should be a community-led process in which the presence of the government and the shelter agency is to facilitate support on build back safer and supporting the vulnerable groups which could not self-recover.
- In order to ensure that shelter assistance is complete, following the analysis of need assessment, more in-depth studies should be conducted to get a complete picture of the beneficiaries and the stakeholders.
- During programme implementation, the Shelter Manager should maximise the benefit from the presence of other actors and other sectors in the working area to have a more complete recovery effort.

1.1




ADM.TEC.033.1 ASEAN Standards and Certification for Experts in Disaster Management 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



Engage beneficiaries to ensure assistance provided is environmentally, climatically, and culturally appropriate


Environmentally, climatically, and culturally appropriate shelter assistance


Environmentally friendly shelter and housing recovery

Climate smart rebuilding

Culture acceptance for sustainability

1.2




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ADM.TEC.033.1
Trainer's Guide - 8

Slide No. 8

Trainer Notes

Trainer gives explanation regarding environmentally, climatically, and culturally appropriate shelter assistance.

Environmentally friendly shelter and housing recovery

- On every recovery initiative every party should commit that there should be protection to nature. Every waste should be treated properly and not contaminated to the body of the river, water table and land.
- Preserving the forest should be one of the prerequisites for shelter or housing recovery.

Climate smart rebuilding

- Temporary shelter, barracks or house design should consider the climate or the temperature. Houses that are like an igloo's Eskimo, even though it is earthquake robust, are considerably hot inside and not comfortable for the dweller.
- Building materials for houses in the tropics should not use building materials that are generally used in four season's countries. If the inside of the house becomes very hot the owner tends to use air conditioning which is high electrical consumption.

Culture acceptance for sustainability


- People would like to have a house that they know and have connection with their culture. In terms of self-recovery, it would be difficult to propose such design which not common to the beneficiary.
- If the shelter agency still insists on implementing shelter or housing assistance which is not culturally accepted, the local builder will have difficulty to repair, enhance or build with similar building material.

Class Activity – Study Case – Group Work

Trainer forms participants into group of 4 person(s).

Trainer asks the participants to set up for the strategies to deliver environmentally, climatically, and culturally appropriate shelter assistance well.

Image 9: Slide 9



Engage beneficiaries to ensure assistance provided is environmentally, climatically, and culturally appropriate


The shelter agencies and the beneficiaries should work together on aspects below


To integrate environment friendly

To integrate climate smart design

To integrate cultural acceptance

1.2




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Trainer's Guide - 9

Slide No. 9

Trainer Notes

Trainer gives explanation about engaging beneficiaries on planning and implementation to ensure appropriate assistance.
The shelter agencies and the beneficiaries should work together on aspects below:

- To integrate environment friendly
 - Educate the beneficiaries to use salvage material as much as possible to their temporary shelter or rebuild house.
 - Salvaged doors and windows.
 - Salvaged timber and bricks.
 - Provide design to guide the beneficiaries to use the available material in their area.
 - Use a social mobilisation campaign to use environment friendly material which minimises the use of timber and reduce building material which is processed using wood burning.
 - Introduce the beneficiaries on various option environment friendly building material such as bamboo.
- To integrate climate smart design
 - Educate the beneficiaries on building material selection, which material they should use according to the temperature or other climate condition in their area.
 - Provide design that will help them to build houses which maximise the natural energy such as sun and wind.
 - Optimum size of windows
 - Use solar tile
 - Use solar cell panel
- To integrate cultural acceptance

- Provide build back safer training to the beneficiaries and the local builder to improve their traditional construction technique to safer construction.
- Educate the beneficiaries on improvement of their traditional houses without changing it to have new houses which requires significant imported building material and labours from outside of the area.
- Support the beneficiaries with shelter or houses design

Image 10: Slide 10

Engage beneficiaries to ensure assistance provided is environmentally, climatically, and culturally appropriate

1.2

Summary

- As the beneficiaries will lead their recovery process, the assistance should enable them to have an environmentally, climatically, and culturally appropriate recovery.
- The beneficiaries should be able to preserve the environment on their self-recovery. Therefore, they should be supported to maximise the usage of earth-friendly materials and salvaged materials.
- Provide design to support the beneficiaries to use building material according to the temperature or climate condition, and maximise the natural energy.
- Provide training that beneficiaries and local builders can improve their traditional house and traditional construction technique without replacing it with the new and imported material and labours from outside




Slide No. **10**

Trainer Notes

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



Image 11: Slide 11




Develop appropriate confidential beneficiary feedback mechanisms, including processes to ensure a timely response

Messages to socialized the feedback mechanism which to be delivered to the community conveyed by the social mobilizer

1. The community should understand that they receive the assistance because they have the **right to recover with their own effort**, they can receive assistance from the shelter agency in a spirit of equal cooperation.
2. The beneficiaries have the **right to receive assistance from the shelter agency** through the staff, volunteers and or external parties such as consultants and contractors.
3. The beneficiaries should know that all personnel from the shelter agency and the consultants and the contractors, are **bound with ethics** that are stated in the **Code of Conduct**.
4. Beneficiaries have the **right to report concern or have questions** that they need to report directly to the authority in the shelter agency.
5. The concern might be **misconduct, quality issues regarding the services delivered** which were done by the shelter agency's staff, volunteers, consultants or contractors or whoever related to the shelter agency.
6. Beneficiaries **need to be assured that their concern and question will be addressed properly** and the shelter organization will **keep the information confidentially**.

1.3


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Trainer's Guide - 11

Slide No. 11

Trainer Notes

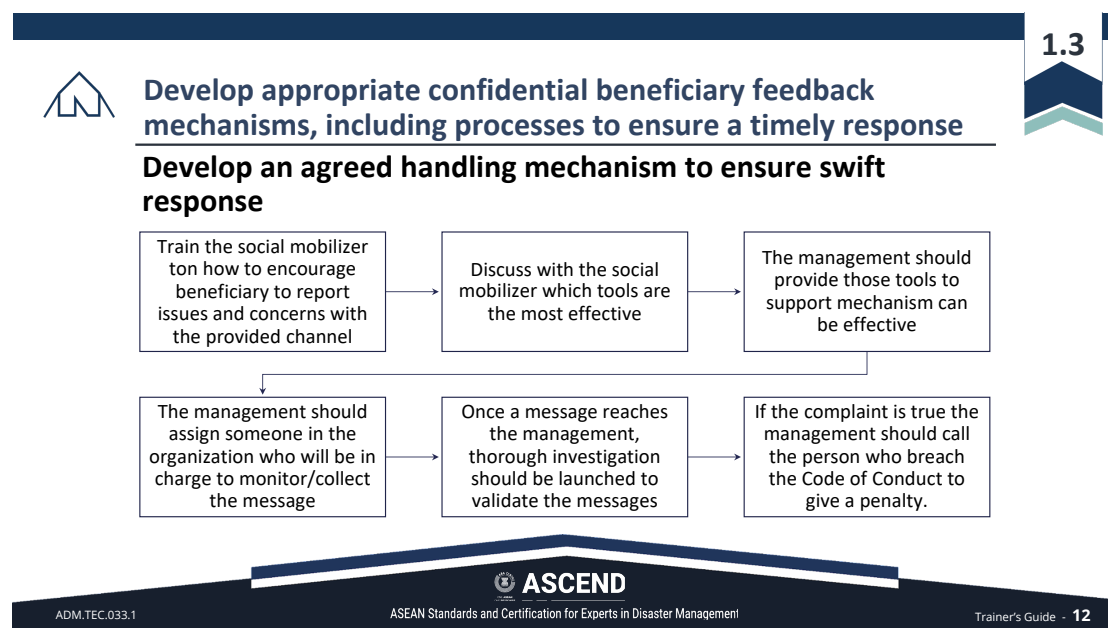
Trainer mentions message to socialise the feedback mechanism.

The feedback mechanism is important as the check and balance tool for the shelter and settlement programme implementation. Feedback mechanism shall protect anyone by giving access for everyone but mostly the beneficiaries to report issues. The community should feel safe and protected if they want to report issues or complain.

Class Activity – Internet Research

Trainer guides participants to conduct internet research for references of local social mobiliser and their experiences so it could give the Shelter Manager a wider picture on how to develop the working relationships and maximise the work.

Image 12: Slide 12

**Slide No. 12****Trainer Notes**

Trainer defines steps to activate the feedback mechanism.

- Train the social mobiliser to inform each beneficiary on how to encourage them to report issues and concerns with the provided channel.
- Discuss with the social mobiliser which tools are the most effective that beneficiaries can reach the management. This might be through a mobile phone or a complaint box.
- The management should provide those tools to support mechanism can be effective such as:
 - Dedicated mobile number for text or WhatsApp or any preferred mobile communication which are familiar to the beneficiaries.
 - Safe place to put the complaint box in the working area that anyone can access to send their complaint.
- The management should assign someone in the organisation who will be in charge to monitor the message on the mobile phone or collect the message in the complaint box.
- Once a message reaches the management, thorough investigation should be launched to validate the messages. The investigation will cover time, place and all people or related parties during the event.
- If the complaint from the beneficiaries is proven to be true the management should call the person who breach the Code of Conduct to give a penalty.

Image 13: Slide 13

Develop appropriate confidential beneficiary feedback mechanisms, including processes to ensure a timely response

1.3

Summary

- On delivering shelter assistance, the beneficiaries will be respected on their right of self-recovery, that they will be dignified and treated equally.
- The shelter agency's personnel, including the external supporting team, signed the Code of Conduct to uphold the organisation's mission and values.
- The community should be informed that there is a safety and protection mechanism to report issues or concerns and encourage them to report directly to the management.
- The management should provide tools that the beneficiaries can access safely and respond swiftly to any breach of the Code of Conduct



Slide No. **13**

Trainer Notes

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

Image 14: Slide 14**Element 2**

Coordinate shelter and settlement programme activities and plans with all relevant stakeholders

Performance Criteria

- **2.1** Engage with the Shelter Cluster and other coordination mechanisms at all stages of programme design and implementation
- **2.2** Build relationships with all stakeholders, including the local and national government, donors, and relevant assistance provide
- **2.3** Advocate effectively for the rights of the most vulnerable and those the programme is unable to assist directly



Slide No. **14**

**Trainer
Notes**

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

Image 15: Slide 15



Engage with the Shelter Cluster and other coordination mechanisms at all stages of programme design and implementation

2.1

Familiarity to Shelter Cluster and other coordination mechanisms

- **The Global Shelter Cluster (GSC)** is an Inter-Agency Standing Committee (IASC) coordination mechanism that supports people affected by natural disasters and internally displaced people affected by conflict with the means to live in safe, dignified and appropriate shelter.
- The GSC **enables better coordination among all shelter actors**, including local and national governments, so that people who need shelter assistance get help faster and receive the right kind of support.
- The GSC is a **public platform co-chaired by IFRC and UNHCR** at the global level.
- **IFRC is convener of the Shelter Cluster in natural disasters** while **UNHCR leads the Shelter Cluster** in conflict situations.

(Continue)

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Trainer's Guide - 15

Slide No. 15
**Trainer
Notes**

Trainer explains coordination mechanism as listed on the slide.



Image 16: Slide 16



Engage with the Shelter Cluster and other coordination mechanisms at all stages of programme design and implementation

2.1

Familiarity to Shelter Cluster and other coordination mechanisms

- Following a disaster event depending on its magnitude, the government will set up **coordination mechanisms at the affected area**.
- If the **magnitude of the disaster is small** or subnational level, the local government can handle it directly then the coordination will be led by the local government.
- When a disaster event has a **larger magnitude** which the local government cannot handle, the national government will lead the coordination on response and recovery.



Slide No. **16**

Trainer Notes

Trainer explains coordination mechanism as listed on the slide.



Image 17: Slide 17



Engage with the Shelter Cluster and other coordination mechanisms at all stages of programme design and implementation

2.1

Familiarity to Shelter Cluster and other coordination mechanisms

- Depending on the national government decision, **the international shelter agency** can provide support if they are allowed or invited to close the gap on shelter assistance.
- The international shelter agencies working in a country would follow the **coordination mechanism of the Shelter Coordination** to support the government coordination.
- One of the crucial aspects in Shelter Cluster coordination is updated information on **Who Works Where When and How (5W)** of all shelter agencies, to avoid duplication, minimize conflict of assistance and encourage collaboration.
- Shelter Cluster provides a **meeting platform** that helps the local government collaborate with international and local shelter agencies providing integrated shelter assistance.



Slide No. **17**

Trainer Notes

Trainer explains coordination mechanism as listed on the slide.

Class Activity – Internet Research

Trainer guides participants to conduct internet research to identify national or local actors / agencies and link the possible relationship with international actors / agencies for coordination mechanisms

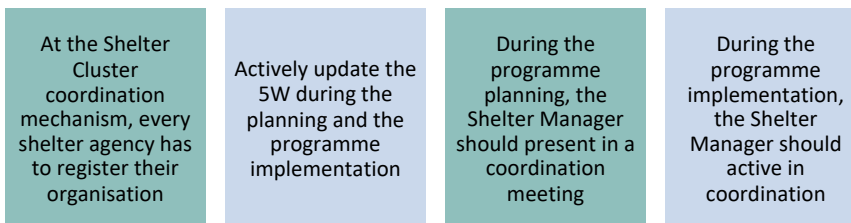
Image 18: Slide 18



Engage with the Shelter Cluster and other coordination mechanisms at all stages of programme design and implementation

2.1

Activities on engaging coordination mechanisms



Slide No. 18

Trainer Notes

Trainer identifies activities on engaging coordination mechanisms.

- On every coordination there will be registration, at the Shelter Cluster coordination mechanism every shelter agency has to register their organisation. The registration will follow the 5W format i.e.:
 - Who: Name of the organisation and name of the contact person also the implementing partner if any.
 - What: What is the type of assistance? It can be temporary shelter, barracks, permanent housing reconstruction or retrofitting.
 - Where: Location of work and number of beneficiaries.
 - When: Timeframe. When It is expected to start and when it will be completed.
 - How: Modality on how the assistance is being delivered. Cash based assistance, direct implementation and training the builders.
- Actively update the 5W during the planning and the programme implementation, to be analysed by the Shelter Cluster IM. The Shelter Cluster IM will collate on a dashboard that every party can understand every actor's work location.
- During the programme planning, the Shelter Manager should present in a coordination meeting
 - to explain the plan, the time frame and the modality. This is to ensure there will be no other actor who will work in the area to avoid duplication.



- to learn from other actors which modality works best.
 - to find possible collaboration with other actors or other sectors in the working area.
 - to get more information regarding service providers, vendors and other resources in the working area.
- During the programme implementation, the Shelter Manager should active in coordination whether in Shelter Cluster coordination or other coordination such as:
 - In the Shelter Cluster coordination, the Shelter Manager should send the updated 5W data. The Shelter Manager should be aware of the potential of overlap or duplication due to a new shelter agency coming in the work area.
 - During the programme implementation, local governments in affected areas are recovering and trying to manage coordination of all actors in their administration area. The Shelter Manager should present in the coordination, share updates and discuss possible recovery effort after the programme's ending.
 - Coordination with other sectors such as health, education, livelihood which to find information whether they are working in the same area. There are potential opportunities for the beneficiaries.
 - Through Shelter Cluster coordination mechanism, engage coordination meetings limited to all actors and sectors in particular work areas to discuss progress and challenges.

Image 19: Slide 19

Engage with the Shelter Cluster and other coordination mechanisms at all stages of programme design and implementation

2.1

Summary

- Coordination is essential from the very beginning of the event and along the recovery process. Through coordination, all agencies will find and share the information needed for planning and implementation.
- Through Shelter Cluster coordination, every shelter agency will update their 5W status to avoid duplication or know potential areas in which very few agencies are working.
- Local governments in the affected area might recover during shelter implementation; it is the opportunity for shelter agencies to share ideas and future recovery plans when the assistance is ending



Slide No. **19**

Trainer Notes

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



Image 20: Slide 20



Slide No. 20

Trainer Notes

Trainer explains each key leaders of the stakeholders as listed on the slide.

1. National government

The person is appointed to represent national leadership on the response and recovery. The person is managing the policy, budget and strategy for the recovery.

Good relationships also might result in clear information regarding government plans.

The person's position might not be in the field but it is worth it to build relationships to advocate the gaps and over solution.

2. Local government

This might be the person who is in charge at provincial, district or at the village level in the affected area.

From them the Shelter Manager get more accurate number of the affected people including their address and also their vulnerability status.

Good relationship with the local government is essential since with their approval a shelter agency can work in the area.

3. Community leader

Community leaders do not always have a formal position but they have strong influence on most of the people in the area.

Community leaders are sometimes also cultural leaders or religious leaders.

In reality community leaders do not mean they are the representative of all community members. Those who are a minority might not be

represented in their decision. Therefore, through good relationships, Shelter Manager need to have access to those who are marginalised.

4. Institutional donors which generally refers to organisations that give grants to organisations within a policy framework that reflects the mandate of the organisation. The institutional donors can be described as follows.
 - Government donors. The government agencies who provide funding directly for the governments and the big organisations such as USAID and UKAID who give funding to the UN, IFRC also INGO/NGOs. The funding also can be done bilaterally like DFID and SIDA and also multilateral such as World Bank and Asian Development Bank.
 - Non-governmental donors such as HIVOS and The Asia Foundation
 - Private foundations which are philanthropic organisations such as Gates Foundation and Ford Foundation.
 - CSR program and corporate foundation.
5. IFRC through Shelter Cluster who are the convener of shelter agencies in natural disaster response and recovery.
6. UN agencies also through Shelter Cluster who leads shelter agencies in conflict settings.
7. International NGOs which generally implement their programme through their local partner by giving their funding and technical experts.
8. National and local NGOs who work in the area directly implement their programme. They are not merely shelter agencies but their presence might intersect with the shelter program. They have influences on the shelter programme which has a positive or negative impact.
9. Universities who have studies regarding the disaster event in the area. It is worth it to know their opinion who will be a valuable input to the programme.
10. Service providers such as banks, cooperatives, transportation agencies, building material producers and vendors.

Class Activity – Discussion

Trainer guides participants to have a discussion regarding.

- Approach to the stakeholders
- Challenges on approach to the stakeholders
- Coordination strategy on approach to the stakeholders

Image 21: Slide 21



Build relationships with all stakeholders, including the local and national government, donors, and relevant assistance provide

2.2



Build relationship for stronger collaboration and more effective programme delivery

Coordination meeting

Workshop, seminar, and event

Courtesy visit

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Trainer's Guide - 21

Slide No. 21

Trainer Notes

Trainer explains each key leaders of the stakeholders as listed on the slide.

Coordination meeting

To meet someone at the coordination is very common in response and recovery settings. Since everyone has the same intention for programme success and everyone is looking for possible cooperation.

Workshop, seminar and event

These activities are common and quite often during response and recovery. The Shelter Manager has the opportunity to introduce the organisation and the programme. It is also an opportunity through presentation sharing best practices and lessons learned of the organisation to reflect the expertise and capabilities of the organisation. This will be a good start to gain trust and for further relationships with the other stakeholders.


Courtesy visit

These activities are considerably important for Shelter Manager in order to build relationships. The visit can be to their offices or their field programme. It is the opportunity to learn directly from them on what might be replicated.

Class Activity – Guest Speaker


Trainer could reach out for an experienced Shelter Manager to give a sharing session regarding his/her experience in building and maintaining relationship with Relevant Stakeholders.

Image 22: Slide 22



Build relationships with all stakeholders, including the local and national government, donors, and relevant assistance provide


2.2



Summary

- A Shelter Manager should have the ability to develop good relationships with key stakeholders whose organisations are working in the affected area and also in the country.
- There are international, national and local organisations, whether formal and informal which need the Shelter Manager's attention in building the relationship for successful implementation of the programme.
- The Shelter Manager should be willing to build relationships since there will be plenty of opportunity through coordination meetings, workshops and events.
- Visits at stakeholders' field implementation and their offices is to gain a deeper understanding of their programme and building trust

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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




Advocate effectively for the rights of the most vulnerable and those the programme is unable to assist directly

2.3



Human rights violation in a disaster affected area

| | | | |
|------------------------------|--|--|----------------------------------|
| Unequal access to assistance | Discrimination in aid provision | Enforced relocation | Sexual and gender-based violence |
| Loss of documentation | In a conflict setting there is a possibility of recruitment of children into fighting forces | Unsafe or involuntary return or resettlement | Issues of property restitution |



ASCEND

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Trainer's Guide - 23

Slide No. 23

Trainer Notes

Trainer explains each human rights violation in a disaster affected area as listed on the slide.

- Unequal access to assistance.
 - Those who live in areas with access roads will likely have more assistance to those who live in inaccessible areas.
 - Those who have physical challenges or disable will have more challenges to access assistance. They cannot come to the distribution point by themselves therefore receive the assistance.
 - Those who are illiterate or cannot speak the language can not read the public information regarding the assistance.
- Discrimination in aid provision. This could happen intentionally to exclude some people due to common perception in the community.
 - Minorities issues such as ethnicity, religion or political preferences.
 - Marginalised by the communities due to their life principles such as LGBT.
- Enforced relocation. In an area which is affected by landslide, tsunami or liquefaction there will be potential to enforce relocation. Since some experts argued that the area is unsafe for reconstruction. Therefore, people in the area are subject to forced relocation.

- Sexual and gender-based violence. Women, who constitute a high percentage of disaster victims, are disproportionately vulnerable to human rights violations of a general sort as well as to gender-specific violations.
- Loss of documentation. Generally legal documents such as ID card and land certificate are the prerequisite of having assistance. This is a general procedure to ensure eligibility on delivering assistance.
 - But there are many incidents where people lost their ID card and land certificate due to the disaster.
 - If the programme is implemented with Cash Voucher Assistance, those who lost their ID Card will have the challenge to open a new bank account as it is the regulation from the bank.
- In a conflict setting there is a possibility of recruitment of children into fighting forces. Children taken from their parents and forced to join armed forces or join the combatants.
- Unsafe or involuntary return or resettlement. If the affected people cannot rebuild in their former place, they have to be relocated to a place that could be far from their livelihood or difficult to access other facilities.
- Issues of property restitution. If the affected people have to surrender their land it could possibly happen the restitution is not fair. The price of their land will be unilaterally determined by the government or other defined institution.

Class Activity – Discussion

Trainer guides participants to have a discussion regarding.

- Actors or agencies that possibly support regarding human rights violation in disaster affected area
- Strategies as effort to advocate and protect human rights violation effectively

Image 24: Slide 24

Advocate effectively for the rights of the most vulnerable and those the programme is unable to assist directly

2.3

Initiatives that shelter agencies could provide

- Advocacy to the government that the shelter assistance still cannot reach some people due to government policies, discrimination by their community and their own vulnerabilities.
- Empower the affected people to demand justice as a right, not as charity, and gives communities a moral basis from which to claim whether national or international assistance where needed.
- Advocacy to the institutional donor through workshops which also participated by press to show there are still needs which sometimes can be easily seen.
- Through coordination, share the information to other sectors who might be able to give support according to their mission.



Slide No. **24**

**Trainer
Notes**

Trainer mentions some initiatives that shelter could provide.



Image 25: Slide 25

Advocate effectively for the rights of the most vulnerable and those the programme is unable to assist directly

2.3

Summary

- People who were affected by the disaster might have lost their houses or assets. In addition, their rights to assistance might be compromised as they might lose their proof of identity, and therefore could be excluded during registration.
- The affected people may face discrimination on having assistance, whether intentionally or unintentionally, and the condition might worsen due to their vulnerabilities.
- Shelter agencies are responsible for addressing these situations through coordination to advocate government, affected people, and institutional donors.
- It is also necessary to empower the affected people to demand assistance as rights, not as charity. It gives communities a moral basis from which to claim whether national or international aid where needed


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Trainer's Guide - 25

Slide No. **25**

Trainer Notes

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



Image 26: Slide 26

Element 3

Integrate all shelter activities and plans with those of other sectors

Performance Criteria

- **3.1** Coordinate shelter and settlement activities and plans with other sectors
- **3.2** Engage directly linked sectors in all stages of programme design and implementation
- **3.3** Collaborate closely with all programme support services




Slide No. **26**

Trainer Notes


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

Image 27: Slide 27



Coordinate shelter and settlement activities and plans with other sectors

3.1




Potential problem of shelter activities with other sectors

Cash for Work (CfW)

might disrupt shelter or housing reconstruction and how to mitigate the problem

Unprepared local bank for the cash based assistance


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Trainer's Guide - 27

Slide No. 27

Trainer Notes

Trainer gives explanation regarding ensuring plan and activities are not conflicting.

There are some instances on potential problem of shelter activities with other sectors such as follows:

- Cash for Work (CfW) might disrupt shelter or housing reconstruction and how to mitigate the problem
 - CfW is generally done by the livelihood sector which is an important modality in response and recovery programmes. With this methodology people without having skills can be employed to work to support debris clearance or work for infrastructure.
 - To some extent CfW can be a disruption to shelter activities, since builders who are working for the shelter programme can leave their job and work for the CfW programme.
 - To mitigate this problem Shelter Manager should proactively share this potential problem in the coordination. Actually, both shelter or housing construction and the CfW can work side by side in the same area. There should be a different scale of wage for skill builders for housing and the wage of the CfW unskilled worker.
- Unprepared local bank for the cash-based assistance
 - Local banks are an important financial sector that could accelerate shelter progress with cash-based assistance modality.

- Some local banks do not have a system and experience on supporting humanitarian programmes which they prefer to serve conventional business.
- Some local banks are rigid with their policies which some beneficiaries might have difficulties to enrol such as missing paper and ID cards.
- To mitigate this problem, the Shelter Manager in coordination should bring these potential issues promptly. The bank headquarter should be advised to review their system to match with the needs on the field.


Class Activity – Study Case – Group Work

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

Trainer gives participant a shelter study case

Trainer ask the groups to find solution in context of Cash for Works and Unprepared local bank for the cash-based assistance

Image 28: Slide 28



Coordinate shelter and settlement activities and plans with other sectors

In the coordination find possible collaboration with other sectors


Collaboration with livelihood or financial sector through local cooperative

Collaboration with livelihood sector on building material production

Collaboration with the environment working group

Collaboration with telecommunication sector on having telecommunication access

3.1


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Trainer's Guide - 28

Slide No. 28

Trainer Notes

Trainer identifies collaboration with each sector as listed on the slide.

- Collaboration with livelihood or financial sector through local cooperative
 - Local cooperatives can deliver big contributions to shelter programmes to reduce the inflation risk. On the other hand, the Livelihood sector or financial sector might be looking for their programme in the field.
 - In their coordination meeting, the Shelter Manager can advise they could empower or set up a local cooperative to support local vendors or beneficiaries on particular building material such as cement and steel rebars.
 - Shelter Manager can inform the need of building material on a monthly basis to be purchased and the local cooperative can work with local vendors and beneficiaries to aggregate the demand.
 - With the information of aggregated demand, the local cooperative can bulk purchase the building material with bulk discount.
 - The beneficiaries can buy the particular building material to the local cooperative or to local vendors who are supported by the local cooperative.
 - In the end these collaborations can minimise the risk of building material price inflation.

- Collaboration with livelihood sector on building material production
 - There are building materials which can be provided locally such as bricks or cement blocks but in many cases there are no local producers or if there are local producers they do not have good quality building material.
 - In the coordination meeting with the livelihood sector the Shelter Manager should provide information on the shelter plan which needs particular building material on a monthly basis.
 - The interested livelihood actor can set up a livelihood programme for brick or cement block producers or other building material which is needed by the shelter programme.
 - There will be mutual benefit for both the shelter programme and the livelihood programme. The shelter beneficiaries can have good quality building material with affordable prices while the livelihood program can run the business smoothly.
- Collaboration with the environment working group.
 - The Shelter Manager needs to ensure the building material used in construction should be environment friendly.
 - In the coordination meeting with the livelihood sector, the shelter manager should inform the plan on what building material will be used including timber or bamboo.
 - The environment actors would suggest on safely harvesting bamboo or where to purchase timber legally.
- Collaboration with telecommunication sector on having telecommunication access
 - Following a disaster event, the telecommunication in the affected area might find some problems due to loss of connection.
 - The Shelter Manager in the coordination meeting with the telecommunication sector, should inform the working area to request reactivation of mobile and internet connection in the area.
 - On the coordination meeting with the livelihood to support construction the Shelter Manager needs to ensure the building material used in construction should be environment friendly.

Class Activity – Internet Research

Trainer guides participants to conduct internet research for listing out local sectors that are possible to build collaboration with and design the form of the possible collaboration to be conducted.

Image 29: Slide 29

Coordinate shelter and settlement activities and plans with other sectors

3.1

Summary

- Shelter actors are never the only ones working in the field during response and recovery, there are other sectors whose programmes can be conflicting but also can be complimenting the shelter activities.
- To minimise the risk of conflicting programmes, the Shelter Manager should proactively present the plan and modality to other sectors. If the potential problem can be informed earlier, some win-win initiatives can be achieved.
- Other sectors might need detailed information in the working area to implement their programme. The Shelter Manager can inform the shelter plan that other sectors can intersect and complement shelter supports.
- The key to successfully approaching other sectors is to have a solid plan, but there will be room to fit with other sector plans with flexibility in methodology.


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Trainer's Guide - 29

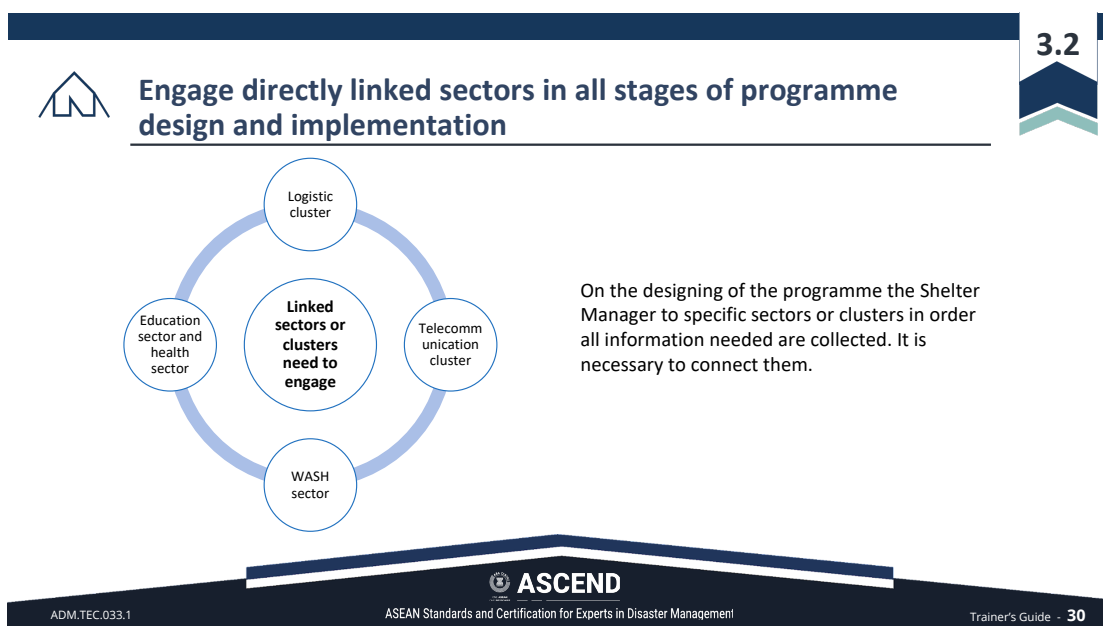
Slide No. 29

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



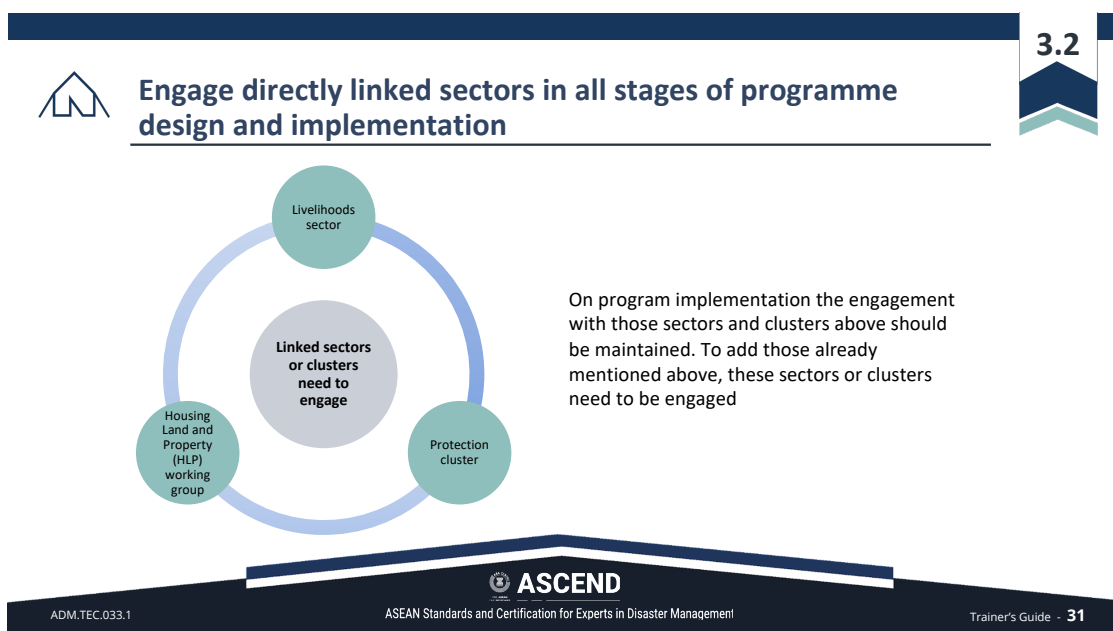
Slide No. 30

Trainer Notes

Trainer identifies linked sector or clusters which are needed on programme design.

- Logistic cluster
 - During emergency and program planning their services and information are needed to ensure distribution and material transportation can be done safely.
 - Their services might not be available on early recovery but their contact and information regarding access to the field and transportation services will be needed.
- Telecommunication cluster
 - On deciding working areas, their information which area that have available communication access will help to decide communication tools need to be selected.
 - Shelter Manager can request communication support such as mobile connection and internet access in the planned working area.
- WASH sector
 - Engagement with WASH sector is to map which agencies are providing clean water systems in the planned working area.
 - Shelter Manager can propose the agencies to provide their services in the working area.
- Education sector and health sector.
 - Shelter Manager need to ensure the beneficiaries will have sufficient access to education and health services.
 - During programme planning it is essential to have information on location of educational health facilities in the working area or nearby.

Image 31: Slide 31



Slide No. 31

Trainer Notes

Trainer identifies sectors or clusters which are needed on program implementation.

- Livelihood's sector
 - In the beginning of implementation, Shelter Manager could promote shelter assistance to agencies in the livelihood sector, so that they might have livelihood programmes in the working area.
 - There are various programmes that can be implemented by those agencies such as set up a building material workshop or factory, or a cooperative to finance the rebuilding process.
- Protection cluster
 - The Shelter Manager need to engage agencies in the Protection cluster to ask their support in order to prevent sexual and gender-based violence in the working area.
 - During construction also need to ensure there will be no child labour or abuse happened in the working area.
- Housing Land and Property (HLP) working group
 - During the programme implementation it might be some affected beneficiaries will not have the eligibility to receive assistance due to regulation.
 - If the shelter programme is implementing temporary shelter in a rented land, the HLP working group could assist in negotiating with the land owner and the government.

Class Activity – Guest Speaker

Trainer could reach out for an experienced Shelter Coordinator to give a sharing session regarding his/her experience in engaging with linked sectors.

Image 32: Slide 32

Engage directly linked sectors in all stages of programme design and implementation

3.2

Summary

- Shelter Manager needs to immediately engage directly with specific sectors during the design and implementation. The sooner the engagement, the less problems might occur and more effective on the implementation.
- More engagement to other sectors is needed to ensure effectiveness and sustainability and protect beneficiaries from risks.

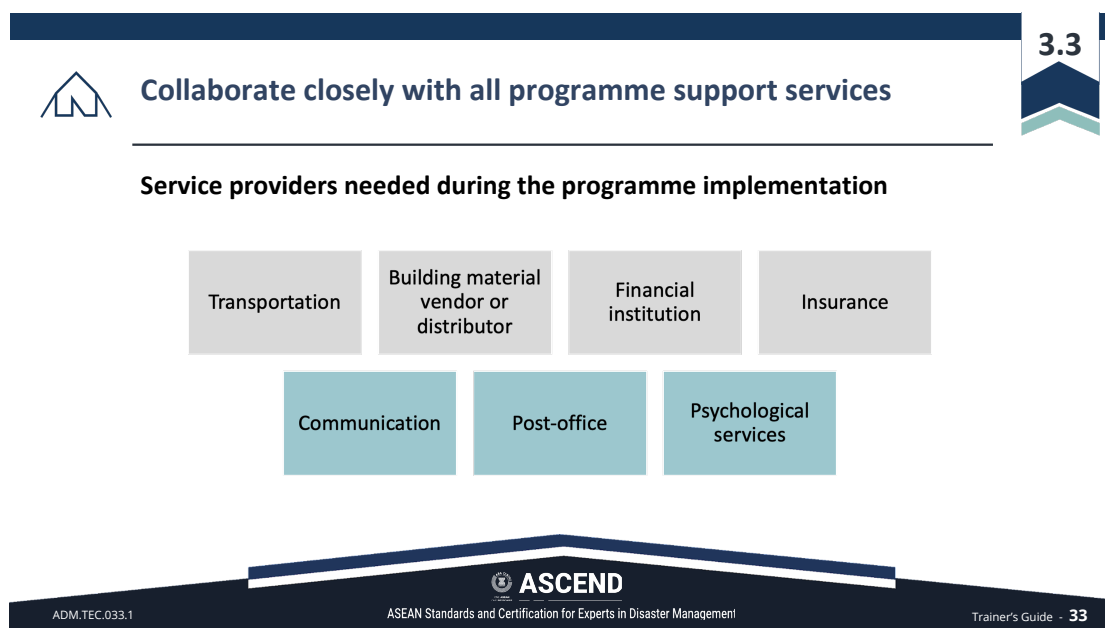


Slide No. **32**

Trainer Notes

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

Image 33: Slide 33


Slide No. 33
Trainer Notes

Trainer explains each service providers which are needed during the programme implementation.

- Transportation
 - Transportation has an important role during emergency and recovery. Shelter programmes need their services to transport people like buses and building material like trucks.
 - In areas that have difficulties to reach there will be a need to rent a boat or ferry.
 - In emergency cases for evacuation, helicopters are also needed for medical support needs.
- Building material vendor or distributor
 - The vendor or distributor already has their business prior to the disaster event therefore they already have their systems in place.
 - Their business could be disrupted due to the disaster but due to their system and network they could recover after some time.
 - Having closer proximity to the working area will be a benefit for them and also for the beneficiaries.
- Financial institution
 - Local banks can be essential support for cash-based assistance. They can engage directly with beneficiaries on distributing cash.
 - Local cooperatives can give loans for the beneficiaries to finance the rebuilding cost.

- Insurance
 - Insurance service is needed to cover the risk of shelter assistance even though it is not common yet in the humanitarian programme. On the other hand, the insurance company might not be familiar with providing insurance for shelter assistance such as physical damage of shelter or house in humanitarian programmes.
 - Shelter agencies' staff and volunteers need to be insured since they are working for the organisation.
- Communication
 - Communication companies can provide mobile communication and internet connection in the field. Good internet connection is crucial for phone conversation and sending data.
- Post-office
 - In some places the post-office is still the best service provider to send money which is needed in cash-based assistance.
- Psychological services
 - Some of the beneficiaries are still in trauma and this condition is hindering them from participating in rebuilding. Social mobilisers with no skills in psychology could not help them to recover hence only those who have such skills can provide support.

Image 34: Slide 34



Collaborate closely with all programme support services

3.3

Engage collaboration to have mutual benefit on reaching the beneficiaries

| Transportation | Building material vendor or distributor | Financial institution | Insurance |
|---|--|--|---|
| Collaboration with transportation companies is better compared to if the organization has to provide vehicles by itself | With good collaboration the shelter agency can ensure the beneficiary will have building material with stabilized price and the vendor will have benefit for good quantity can be sold | The shelter agency can have the benefit that all beneficiaries can withdraw cash safely, on the other hand local banks and cooperatives will benefit from transaction's commission | Engagement with the insurance companies are to ensure that their offered services are inline with the programme needs |

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Trainer's Guide - 34

Slide No. 34

Trainer Notes

Trainer explains collaboration with each service providers as listed on the slide.

Transportation

- Transportation generally is profit oriented companies. Their services might be costly if they have to carry building material or staff in disaster affected areas.
- Collaboration with transportation companies is better compared to if the organisation has to provide vehicles by itself.
- They have vehicles, drivers and cover the risks and make profit. On the other hand, the shelter agency can use their services without any potential legal issues in the field or during transportation.

Building material vendor or distributor

- Both sides, the shelter agency and the vendor will have mutual benefit.
- With good collaboration the shelter agency can ensure the beneficiary will have building material with stabilised price and the vendor will have benefit for good quantity can be sold.

Financial institution

- As early as possible if the modality is cash-based assistance the shelter agency should engage local banks or cooperatives.
- The shelter agency can have the benefit that all beneficiaries can withdraw cash safely, on the other hand local banks and cooperatives will benefit from transaction's commission.



Insurance

- Generally, insurance companies will approach the shelter agency to offer their services, they have a list of services that can be used for risk protection such as medical care, evacuation and life insurance.
- Engagement with the insurance companies is to ensure that their offered services are in line with the programme needs. More benefit could be pursued if they could offer an insurance package which fits with the shelter programme with a good bargain.

Image 35: Slide 35



Collaborate closely with all programme support services

3.3

Engage collaboration to have mutual benefit on reaching the beneficiaries

| Communication | Post-office | Psychological services |
|--|---|---|
| During the implementation, many communication systems are recovered therefore more features can be provided by communication companies | Post offices may have similar services as given by local banks on distributing cash | Not always available in the field. Shelter Manager should engage them sooner to inform the shelter programme including the potential beneficiaries with the problem |


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Trainer's Guide - 35

Slide No. 35

Trainer Notes

Trainer explains collaboration with each service providers as listed on the slide.

Communication

- Service contract for a certain time will benefit both parties. The shelter agencies can have stabilised communication access which is essential in programme implementation.
- During the implementation, many communication systems are recovered therefore more features can be provided by communication companies. Both parties can evaluate their collaboration to improve services or find other providers.

Post-office

- Post offices may have similar services as given by local banks on distributing cash.
- If both the local bank and the post-office are in the working area, the shelter agencies need to evaluate which one can deliver better services with reasonable cost to the beneficiaries.

Psychological services

- Psychological services are not always available in the field. It depends on the organisation who can provide this service if they have funding to implement.
- Shelter Manager should engage them sooner to inform the shelter programme including the potential beneficiaries with the problem. The data can be found in the needs assessment. If the organisation can have information earlier, they can work for funding and can design a programme which fits to the need.



Class Activity – Sharing Session

Trainer forms the participant in pairs.

Trainer guides participants to share their experiences in collaborating with the programme support services

Image 36: Slide 36

Collaborate closely with all programme support services

3.3

Summary

- Shelter agencies will need support services agencies since shelter agencies cannot provide everything in the skill sets, resources and experiences. There are support services that can provide their services to the shelter's programme.
- Rather than provide all in-house support services, it is better to collaborate with the providers, which can offer economical cost, protection against risks and people with experiences.
- The service provider may or may not be active during the programme design phase even though they need to be identified and analysed which services are essential to the programme's success.
- The Shelter Manager should collaborate with the support services based on mutual benefit to both parties and the beneficiaries' benefit.


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Slide No. **36**

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.



Image 37: Slide 37

Slide No. 37

Trainer Notes

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



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