

**TRAINER'S
GUIDE**



TECHNICAL COMPETENCY UNIT



**ADM.TEC
034.1**

Coordinate Shelter and Settlement Team
and Programme Field Activities



ASCEND

ASEAN Standards and Certification
for Experts in Disaster Management

ASEAN Standards and Certification for Experts in Disaster Management

COORDINATE SHELTER AND SETTLEMENT TEAM AND PROGRAMME FIELD ACTIVITIES

ADM.TEC.034.1

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

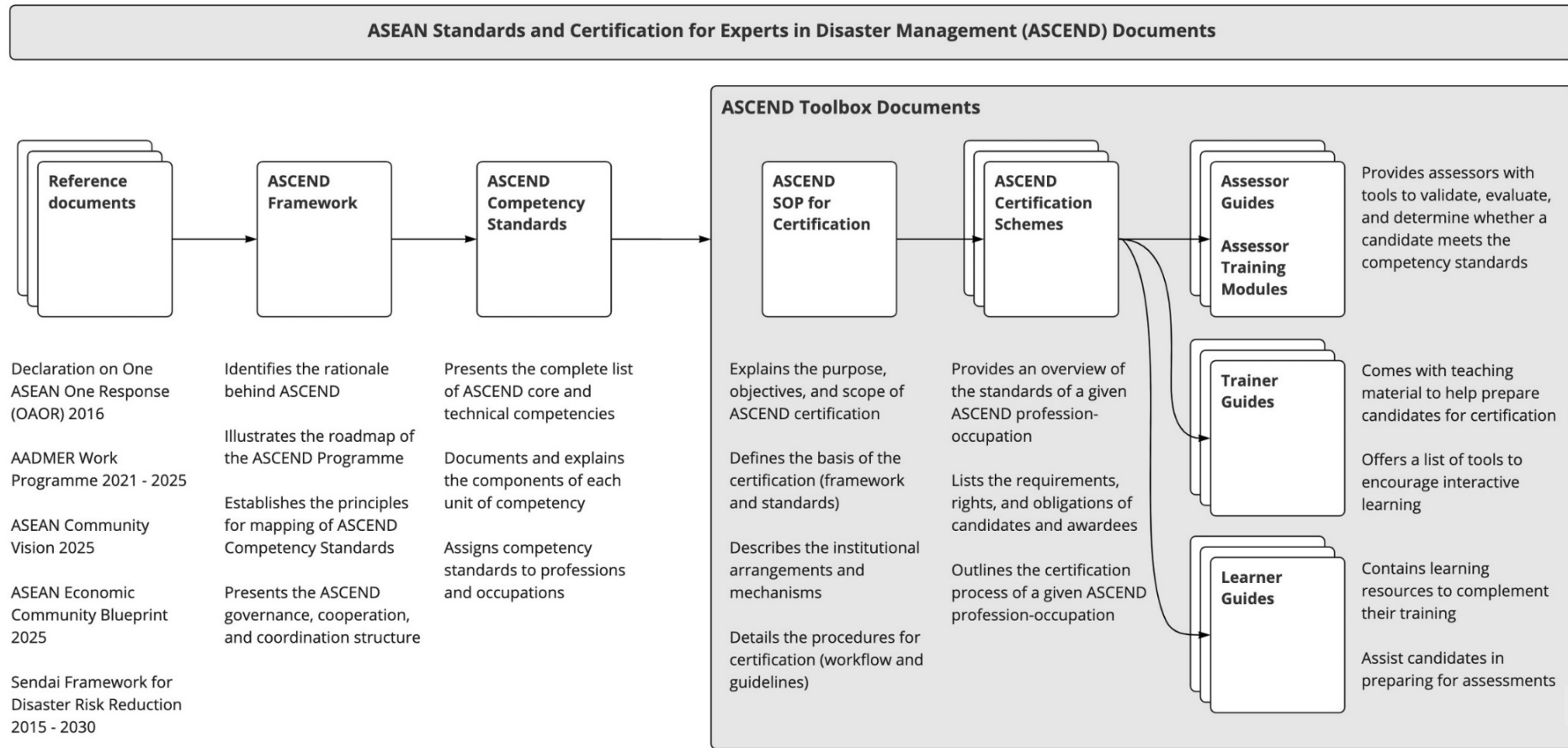
A set of technical requirements must exist before it is possible to implement the ASCEND programme in participating ASEAN Member States. The first requirement is the ASCEND Competency Standards that contains forty-three (43) regionally recognised core and technical competencies in selected disaster management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

Unit number : ADM.TEC.034.1

Unit description : This unit deals with skills and abilities needed to coordinate a shelter team as they implement a range of programme activities.

ELEMENT AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
<p>Element 1. Coordinate daily field operations of the shelter programme</p> <p>1.1 Implement programme plans in accordance with agreed shelter strategy</p> <p>1.2 Supervise shelter programme staff to ensure tasks are carried out safely, effectively and efficiently</p> <p>1.3 Coordinate the use and ongoing improvement of project management tools and methods</p> <p>1.4 Ensure cross-cutting issues are mainstreamed into all aspects of the shelter programme</p>	<p>Unit Variables</p> <p>This 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>Programme management tools may include:</p> <ul style="list-style-type: none"> • Gantt charts • Budgets • Log-frames • Organograms • Project management software <p>MEAL framework may include a range of Monitoring, Evaluation and Learning capture tools.</p>

Element 2.
Provide regular reports on field activities to shelter and other service sector managers

- 2.1 Produce regular shelter programme progress reports and situational updates as required.
- 2.2 Administer contracts to local suppliers, local suppliers, subcontractors, and implementing partners

Element 3.
Monitor shelter programme activities

- 3.1 Coordinate the implementation of shelter programme MEAL framework
- 3.2 Undertake appropriate assessments to track supply and cost of common shelter materials and services
- 3.3 Assess changing beneficiary needs to ensure appropriateness of ongoing shelter programme

Cross cutting issues may include:

- Gender
- DRR
- Environment
- Child protection
- The elderly
- Inclusivity and ensuring access for people living with a disability
- Special needs of those living with chronic transmittable diseases, such as HIV/Aids.

Assessment Guide

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

- Ability to manage technical staff
- Ability to manage shelter budgets and construction planning
- Ability to write detailed, technically accurate and legible reports

Linkages to other Units

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

Critical Aspects of Assessment

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

- Demonstrated ability to communicate verbally and write technical concepts
- Demonstrated ability to use a range of common monitoring tools and procedures
- Demonstrated understanding of cross-cutting issues in shelter

Context of Assessment

This unit may be assessed on/off the job.

- Assessment should include practical demonstration of managing projects and staff 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 complex technical ideas in written reports in ways that are clear, simple and easily read by non-technical people

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	Using project management and monitoring tools
Setting aside irrelevant data	3	Writing and releasing reports
Planning and organising activities	3	Support the Shelter Manager in designing and adapting programmed plans
Working with others and in teams	3	Work collaboratively with the Shelter Manager to write reports
Using mathematical ideas and techniques	2	Analysing data from monitoring mechanisms
Solving problems	3	Assist in the development of monitoring framework
Using technology	2	Using tools for 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
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)

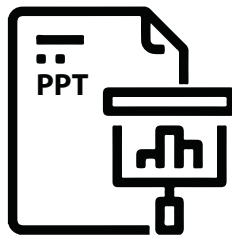
Kahoot Kahoot is a game-based learning platform that allows users to generate multiple-choice quizzes for distance education. Users can create a learning game on any topic in any language, and they can host a live game and share it with users.
<https://kahoot.com/>

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

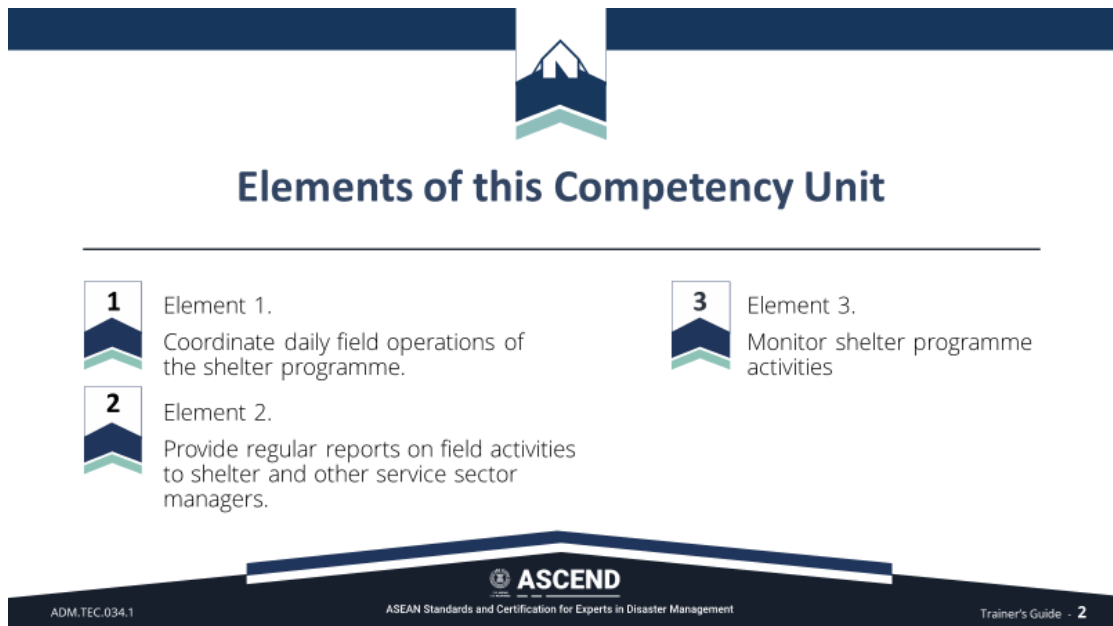


Slide No.

1

Trainer Notes

Trainer welcomes students to class.

Image 2: Slide 2


Elements of this Competency Unit

1

Element 1.

Coordinate daily field operations of the shelter programme.

3


Element 3.

Monitor shelter programme activities

2

Element 2.

Provide regular reports on field activities to shelter and other service sector managers.



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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****Coordinate daily field operations of the shelter programme****Performance Criteria**

- **1.1** Implement programme plans in accordance with agreed shelter strategy
- **1.2** Supervise shelter programme staff to ensure tasks are carried out safely, effectively and efficiently
- **1.3** Coordinate the use and ongoing improvement of project management tools and methods
- **1.4** Ensure cross cutting issues are mainstreamed into all aspects of the shelter programme

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

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

Image 4: Slide 4



Implement programme plans in accordance with agreed shelter strategy

1.1

Shelter strategy generally consist of the following

Background	Shelter assistance principles	Possible assistance and options
<ul style="list-style-type: none"> Disaster event Number of affected people Number of house damage 	<ul style="list-style-type: none"> Rights based approach Do no harm Prioritising the needs of the most vulnerable Empowering build back safer DRR measures & preparedness Culturally appropriate assistance Environmentally friendly rebuilding People centered recovery Flexibility Integration to other sectors Coordination Proper monitoring 	<ul style="list-style-type: none"> Temporary shelter Repair and retrofitting Technical assistance


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Slide No. 4

Trainer Notes

Trainer identifies shelter strategy as listed below.

- Background which consists of disaster event, number of affected people and number of house damage.
- Shelter assistance principles such as:
 - Rights based approach which all beneficiaries may receive this assistance because of their rights.
 - Do no harm. None of the beneficiaries will be harmed. None of the assistance will cause a loss but empower them to decrease vulnerabilities.
 - Prioritising the needs of the most vulnerable. The most vulnerable have no resources which the common people have, therefore special assistance should be given to them.
 - Empowering build back safer, that the beneficiaries on their self-recovery will be assisted to reach some skills to improve their tradition on constructing shelter or houses.
 - Include disaster risk reduction measures and also preparedness that within the community they will be prepared for the future risk of disaster.
 - Culturally appropriate assistance. When delivering assistance need to be ensured that shelter or houses should be suitable with their culture and their climate.
 - Environmentally friendly rebuilding. The shelter assistance may not degrade the environment such as pollution to water and land and also deforestation.
 - People centred recovery. Since the shelter assistance is supporting the self-recovery initiative therefore all agencies




- undertaking should encourage beneficiaries themselves to take the ownership of the programme.
- Flexibility. The shelter assistance should not be rigid with only one option on modality therefore the beneficiaries need to be consulted before the commencement of the programme.
 - Integration to other sectors. Since shelter assistance might be limited therefore integration with other sectors such as WASH and livelihood should be striven for.
 - Coordination. The shelter assistance should be coordinated with other shelter actors and sectors also with the government. This is to ensure that the assistance will be effective and not overlapping which may cause waste of resources.
 - Proper monitoring. The shelter assistance should be monitored to ensure its transparency and accountability.
- List of possible assistance and options. The assistance might be temporary shelter, repair and retrofitting or technical assistance for house reconstruction. The modality might be cash based assistance, technical assistance and top up assistance for the most vulnerable etc.

Class Activity – Study Case - Group Work

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

Trainer asks the groups to form a shelter strategy based on a study case given.

Image 5: Slide 5




Implement programme plans in accordance with agreed shelter strategy

1.1

Detail of the checked programme plan should consist of the following

- Working area
- Number of beneficiaries and the number of shelters or houses will be assisted.
- Budget
- Consideration if the organization will choose to have an implementing partner or the program will be implemented by inhouse resources.
- Timeframe
- Preferred modality



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Slide No. 5

Trainer Notes

Trainer explains detail of the checked programme plan as listed below.


- Working area which can be a sub village, village or district depends on the number of the beneficiaries.
- Number of beneficiaries and the number of shelters or houses will be assisted.
- Budget which consists of amount assistance per beneficiaries, operations costs and cost of implementing partner if any.
- Consideration if the organisation will choose to have an implementing partner or the program will be implemented by inhouse resources.
- Timeframe. The timeframe will indicate the programme commencement and ending. There should be additional time in case of slow progress or other major problem that might obstruct the progress.
- Preferred modality which derived from shelter strategy.

Image 6: Slide 6



Implement programme plans in accordance with agreed shelter strategy

1.1




To have proper tasks and milestones the Shelter Coordinator should develop through the following

Gantt chart or s-curve

Milestones

Budget cost to achieve a particular milestone



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Slide No. 6

Trainer Notes

Trainer gives explanation about developing milestones from a programme plan.


To have proper tasks and milestones the Shelter Coordinator should develop through the following:

- Gantt chart or s-curve which will indicate activities and tasks in certain times.
- Milestones which indicate achievement in a particular time such as number of shelters or houses rebuilt at a particular time.
- Budget cost to achieve a particular milestone. The budget can be reviewed or revised on a monthly or quarterly basis depending on the organisation policy.

Class Activity – Guest Speaker


Trainer could reach out for an experienced Shelter Coordinator to give a sharing session regarding his/her experience in developing tools for proper tasks and milestones.

Image 7: Slide 7




Implement programme plans in accordance with agreed shelter strategy

1.1



In order to successfully execute the task in field, a Shelter Coordinator should

- Actively participate in coordination whether shelter coordination or coordination with other sectors and also with the government mechanism coordination.
- Actively share the plan to find integration with other stakeholders. This could be support to the programme or their support directly to the beneficiaries.
- Actively update the progress status through 5W which is in the Shelter Cluster system.



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Slide No. **7**

Trainer Notes	Trainer gives explanation regarding executing a task in collaboration with other stakeholders.
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Image 8: Slide 8



Implement programme plans in accordance with agreed shelter strategy

1.1

Summary

- A Shelter Coordinator should thoroughly understand the shelter strategy, consisting of the programme background, shelter assistance principles and a list of possible assistance and options.
- A shelter Coordinator should ensure the shelter programme plan is consistent with the shelter strategy. Moreover, the Shelter Coordinator should understand the details of the programme plan.
- The Shelter Coordinator should develop detailed tasks and milestones using the Gantt chart or S-Curve and also the budget for the activities.
- The Shelter Coordinator should look for collaboration with other stakeholders to implement the shelter programme through coordination mechanisms



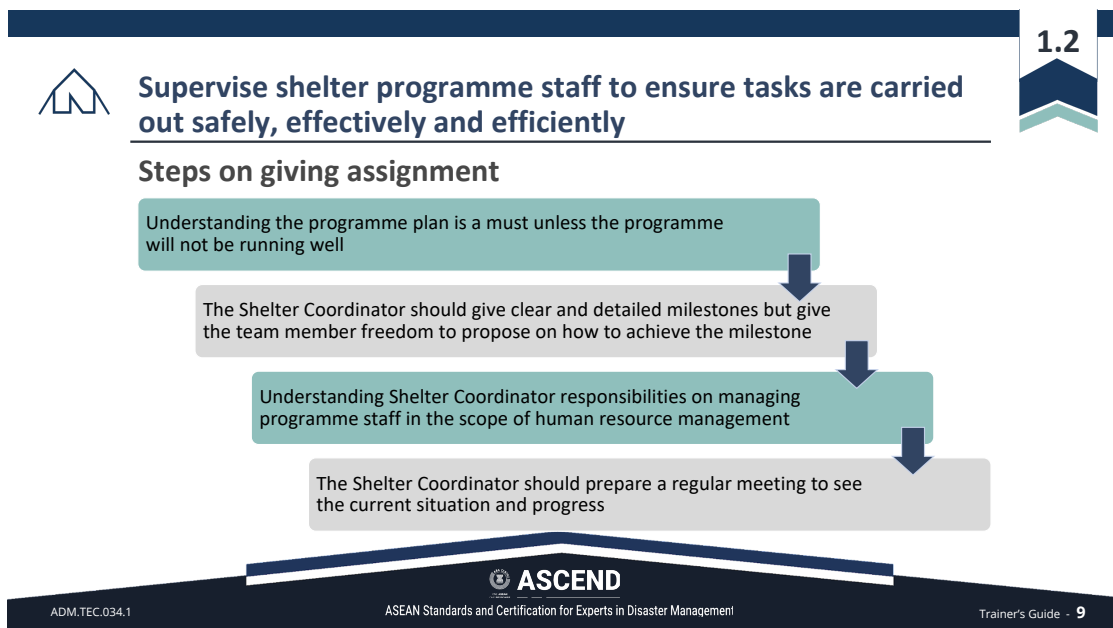
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Slide No. **8**

Trainer Notes

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

Image 9: Slide 9

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

Trainer identifies steps on giving assignment as listed below.

- Understanding the programme plan is a must unless the programme will not be running well. To help on having fully understanding the Shelter Coordinator should do the following:
 - Find relation shelter strategy and the programme plan. If there is inconsistency, the issues should be discussed with the Shelter Manager.
 - The milestone in the programme plan should be reflected in the cost budget.
- The Shelter Coordinator should give clear and detailed milestones but give the team member freedom to propose on how to achieve the milestone.
- These are Shelter coordinator responsibilities on managing programme staff in the scope of human resource management:
 - Understand the job description of each team member. In many cases the job description is generic therefore it should again be discussed with the Shelter Manager and also the team member him/herself.
 - Understand the organogram and should respect each and everyone in the position.
 - Able to spot the lack of skills of the team member. It is the responsibility to help the team member to understand. Otherwise, the Shelter Coordinator should propose to provide training to the team.


- Understand the work relation of each team member within the organisation to ensure the member can relate and support each other.
- The Shelter Coordinator should prepare a regular meeting to see the current situation and progress. Then at the meeting he/she should identify problems and agree how to move forward to carry out the programme effectively and efficiently.

Class Activity – Sharing Session

Trainer forms the participant in pairs.

Trainer guides participants to share their experiences in assigning shelter staffs to certain tasks based on their skills and project needs.

Image 10: Slide 10



Supervise shelter programme staff to ensure tasks are carried out safely, effectively and efficiently


Below are how ensure staff safety whether they are in the field or in the office


All programme staff should participate in safety and security training

Organization system on safety and security

Regular consultation with security officer or police officer

1.2




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Slide No. 10

Trainer Notes

Trainer gives explanation regarding how to ensure staff safety whether they are in the field or in the office.

Below are how ensure staff safety whether they are in the field or in the office:

- All programme staff should participate in safety and security training including the first aid training. One of safety and security can be used as a guideline is from *IFRC Stay Safe. The International Federation's guide to a safer mission.*
- Organisation system on safety and security are as follows:
 - The office premises should have safety equipment such as smoke and fire alarm, fire extinguisher and thermo-gun.
 - Safety guidelines on how to contact supervisors or colleagues also authority during an emergency or incident.
 - Checking system during field trips to monitor programme staff until they report back to the office.
 - Insurance including medical evacuation for programme staff and the volunteers.
 - Security clearance from security personnel before sending programme staff to the field or check with the local Police on if there is security concern.
- Regular consultation with security officer or police officer on foreseeing security issues.

Class Activity – Study Case

Trainer gives a study case and participants shall elaborate detailed and practical ways (mention the methods, tools and equipment used, other actors or sectors involved) to ensure staff safety whether they are in the field or in the office.

Image 11: Slide 11

Supervise shelter programme staff to ensure tasks are carried out safely, effectively and efficiently

1.2

Summary

- Due to limited time available and the pressing needs of the beneficiary, the Shelter Coordinator should guide the team to carry out their tasks safely, effectively and efficiently
- The Shelter Coordinator should give clear and detailed milestones and allow the team to propose how to achieve the milestone. Then the whole team will decide as long as it fits with the strategy.
- The Shelter Coordinator is responsible for the programme staff's safety. Therefore. The team should be trained and have a safety and security system to follow within the organisation.




Slide No. **11**

Trainer Notes

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

Image 12: Slide 12




Coordinate the use and ongoing improvement of project management tools and methods


In order the Shelter Coordinator and all the programme team to fully understand the project management tools and methods, the Shelter Coordinator should do

Provide training on project management tool and how to apply them to project execution

Conduct workshop to gain deeper understanding on method statement

1.3




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Slide No. 12

Trainer Notes

Trainer gives explanation regarding understanding tools and methods which are used on programme implementation.

In order the Shelter Coordinator and all the programme team to fully understand the tools and methods, the Shelter Coordinator should do the following:

Provide training on project management tool and how to apply them to project execution.

- The programme staff should understand the project management tool so that they can check the progress performances according to the implementation time and the budget.
- Critical paths should be clearly understood, the team should be aware of activities which cannot be delayed.
- The programme staff should understand work sequences which parts have to do first and which one is next.
- By using a project management tool, the team should know where they can find the opportunity to find activities that can be executed parallelly to speed up progress.

Conduct workshop to gain deeper understanding on method statement of the following:


- Assumptions which use as the basis on the planning.
- Target of beneficiaries and target of working area, also the source of information which was used to decide the target.
- The way to start the programme and the exit strategy.

- The modality which already decided by the management for instance provision of material, cash-based assistance, training etc,
- Programme implementation will be done by direct implementation or through the implementing partner.

Class Activity – Internet Research


Trainer asks participants to search for local or in-country training programme and workshop in project management and list out the information and share it to the class member.

Image 13: Slide 13




Coordinate the use and ongoing improvement of project management tools and methods

1.3



<p>The Shelter Coordinator has to coordinate the team to do the following</p>	<p>Periodically review and estimate the progress and applicability of the methods</p> <hr/> <p>Checking the assumptions which were the basis of the planning whether those are still relevant.</p> <hr/> <p>Study the challenges that appeared and hampered the progress</p> <hr/> <p>On a regular basis, check the ability of the team on using the project management tool</p> <hr/> <p>Along with the implementation, as the team is getting familiar with the tool and method, ask them to propose to modify the method for improvement</p>
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Trainer's Guide - 13

Slide No. 13

Trainer Notes

Trainer gives explanation about coordinating a team to improve tools and methods along the project implementation.


The Shelter Coordinator has to coordinate the team to do the following:

- Periodically review and estimate the progress and applicability of the methods.
- Checking the assumptions which were the basis of the planning whether those are still relevant.
- Study the challenges that appeared and hampered the progress.
 - Consult with the team what the cause of the problem is.
 - Study on how to respond whether to improve team capacity or to revise the plan and the method.
 - Review the impact if there should be some changes of the method.
- On a regular basis, check the ability of the team on using the project management tool, to see how the tool can help them such as prioritising activities, planning to speed up the progress etc.
- Along with the implementation, as the team is getting familiar with the tool and method, ask them to propose to modify the method for improvement.

Class Activity – Guest Speaker


Trainer could reach out for an experienced Shelter Coordinator to give a sharing session regarding his/her experience with coordinating a team to improve tools and methods along the project implementation in the role as a Shelter Coordinator.

Image 14: Slide 14




Coordinate the use and ongoing improvement of project management tools and methods

1.3



Summary

- The Shelter Coordinator may or may not be involved in selecting the project management tools and establishing the method. Still, the Shelter Coordinator has to understand the tools and the methods since it is his/her responsibility.
- The Shelter Coordinator should ensure that all programme teams fully understand the project management tools and methods through proper training and workshops.
- The Shelter Coordinator should be able to coordinate the team to review the progress against the tool and method since there are many dynamics or unforeseen challenges that might hamper the project execution.
- On improving the method, the Shelter Coordinator should consult with the team to give suggestions and input.


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Slide No. 14

Trainer Notes


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

Image 15: Slide 15



Ensure cross cutting issues are mainstreamed into all aspects of the shelter programme


1.4



Mainstreaming the cross cutting issues:

- Needs assessment coverage
- Consultation with everyone on the program planning
- Open work opportunity to all
- Access to information
- Additional support to specific groups
- Enabling access in communal building and individual housing
- Prioritizing the most vulnerable in programme commencement
- Protection for people with disabilities and from gender based violence
- Environment friendly initiatives
- Advocacy and land titling support

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Trainer's Guide - 15

Slide No. 15

Trainer Notes

Trainer mentions cross-cutting issues which should be integrated into all stages of programmes and projects.

Below are the mainstreaming the cross-cutting issues:

Needs assessment coverage.

It has to cover 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.

Access to information.

Everyone should have access to shelter and settlement assistance information. The information should be:

- Provided in all languages which are spoken in the area.
- Clear, written, graphic or symbol which can be understood by everyone.
- Able to reach those who cannot present in the public information places.

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. Below is the example of additional support:

- In case of age groups, on the distribution of NFIs special attention and additional support need to be given to children and older persons with disabilities.
- The most vulnerable are eligible to receive top-up assistance in order they can finish their temporary shelter or housing reconstruction.

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.

Prioritising 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 prioritised 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.

Environment friendly initiatives.

On response and recovery shelter assistance should always, every agency should consider environment friendly initiatives such as:

- Maximising 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.

Class Activity – Discussion

Trainer guides participants to have a discussion regarding:


- Efforts that have been done regarding mainstreaming cross cutting issues in various shelter project
- Common challenge faced regarding mainstreaming cross cutting issues in various shelter project

Image 16: Slide 16




Ensure cross cutting issues are mainstreamed into all aspects of the shelter programme

1.4



Summary

- Cross-cutting issues such as gender and disability might not be part of technical shelter even though bigger problems would occur and harm the beneficiaries without addressing those issues.
- The Shelter Coordinator should ensure that cross-cutting issues are already mainstreamed in the shelter strategy and the method statement.
- The shelter Coordinator should coordinate the programme staff to ensure all activities are addressing the cross-cutting issues.
- The Shelter Coordinator should ensure vendors and service providers follow the shelter strategy to address the cross-cutting issues at the field level.



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Slide No. **16**

Trainer Notes

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

Image 17: Slide 17**Element 2****Provide regular reports on field activities to shelter and other service sector managers****Performance Criteria**

- **2.1** Produce regular shelter programme progress reports and situational updates as required
- **2.2** Administer contracts to local suppliers, subcontractors, and implementing partners

**Slide No. 17****Trainer Notes**

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

Image 18: Slide 18



Produce regular shelter programme progress reports and situational updates as required

2.1

The information which mostly needed from the government and other organisation and generally are as the following

1. Updated number of people, house damage and permanent solution support
2. Updated government policy
3. Socio-political issues such as elections, security due to people unrest etc.
4. Information on service providers, building material vendors and contractors who have reliable services



Slide No. 18

Trainer Notes

Trainer identifies information which mostly needed from the government and other organisation as listed below.

- Updated number of people, house damage and permanent solution support. During the initial assessment, the number of affected people and the damage might not be accurate. But the number will get more accurate overtime due to many improvements on data collection mechanisms.
 - Number of affected people who are displaced or still have no access to shelter assistance.
 - Number of houses damaged with the detail on level of damage such as light damage, medium damage or total collapse.
 - Number of houses that are eligible for support whether retrofitting or new construction.
 - Number of houses which need to be relocated and possible relocation area.
- Updated government policy
 - Policy on addressing the temporary support, type of support and time frame.
 - Policy on recovery and permanent solution which include type of shelter or housing assistance and its modality.
 - Policy on addressing most vulnerable people and people with disabilities.
 - Policy on HLP and relocation.
 - Policy on registration, working permit, tax etc.



- Socio-political issues such as elections, security due to people unrest etc. This information can be gathered from the government and other organisations.
- Information on service providers, building material vendors and contractors who have reliable services.

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 ask the groups to develop suitable approach and communication strategy to related sectors involved to obtain information as explained before.

Image 19: Slide 19



Produce regular shelter programme progress reports and situational updates as required

2.1

The information which need to review and then should be analysed are as the following

1. Information on working areas which have many shelter actors working.
2. Information on less covered areas.
3. Information on other agencies' performances since in the IM products stated on every agency's progress in a particular time.



Slide No. 19


Trainer Notes

Trainer identifies the information which need to review and then should be analysed as listed below.

- Information on working areas which have many shelter actors working.
 - The Shelter Coordinator should be aware if the total commitment to support people in a particular area is higher than needed.
 - There is a potential of overlapping and conflict at the field.
 - If the organisation already committed to work in the area, Shelter Coordinator should proactively open discussion with other actors to mitigate the problem
- Information on less covered areas.
 - The Shelter Coordinator needs to find information why there are particular areas with very minimum support.
 - Analyse possible cause of small commitment, is it because of problems with local government, difficult access.
- Information on other agencies' performances since in the IM products stated on every agency's progress in a particular time.
 - The Shelter Coordinator should study from other agencies success and challenges. What are their supporting factors or the hindering factors?
 - In some recovery operations the IM products also consist of agencies' implementing partners. Their experiences in the field are to study and it might relate with the organisation shelter and settlement programme.




Image 20: Slide 20



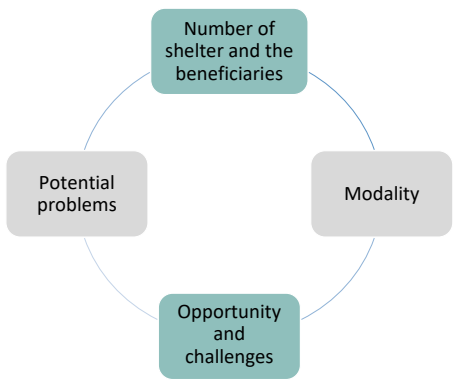
Produce regular shelter programme progress reports and situational updates as required

2.1




On developing the progress report the Shelter Coordinator should do the following:

Note:
The regular update should be consistent whether it is bi-weekly or monthly



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Trainer's Guide - 20

Slide No. 20

Trainer Notes


Trainer gives explanation regarding developing a progress report. On developing the progress report the Shelter Coordinator should do the following:

- Number of shelter and the beneficiaries
 - The numbers which are submitted to the Shelter Cluster's IM are consistent with the current number achieved. It should be consistent since it can be useful to compare with other agencies' progress.
 - The progress report should not only number, but key issues such as the vulnerable groups should be highlighted in the reporting.
- Modality.
 - The reports should discuss on how fit the modality for the implementation.
 - What needs to be improved in order the modality can work more effectively and efficiently.
- Opportunity and challenges. The report and updates should describe the external factors which can affect the programme implementation. Below are some examples of external factors whether can be an opportunity or a challenge:
 - Opportunities such as: Government decision on giving incentives to boost the progress in a certain time; other sectors working on livelihood intervention by providing

building material and opening a new local bank which can be a new service provider.


- Challenges such as: damage of infrastructures due to disasters such as landslide or flash floods political events such as elections where many people including builders have to leave their work for campaign or voting; Conflict with other shelter agencies due to overlapping of beneficiaries.
- Potential problems. The report and updates should mention potential problems. The problem could be delay, inflation and local issues.

Image 21: Slide 21



Produce regular shelter programme progress reports and situational updates as required


2.1



Summary

- The comprehensiveness of reports and updates depends on the ability of the Shelter Coordinator to gather data and information which relate to his/her ability to connect to multi-stakeholders.
- Accuracy is essential; therefore, progress reports and updates should be based on reliable data such as official information from the government, IM Shelter Cluster and trustworthy organisations.
- On delivering progress reports and updates, the Shelter Coordinator should not merely report the number of achievements but should highlight how key issues have been addressed.
- The potential problems and the opportunities should also be incorporated in the progress reports and updates; this is for the basis of justification if the management has to modify the programme.

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Trainer's Guide - 21

Slide No. **21**

Trainer Notes

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

Image 22: Slide 22



Administer contracts to local suppliers, subcontractors, and implementing partners

2.2



Understand contracting terms, regulation and practices

Tendering process

Transportation and delivery

Import or export

Insurance

Inspection

Tax



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Trainer's Guide - 22

Slide No. 22

Trainer Notes

Trainer gives explanation regarding contracting terms, regulation and practices.

Tendering process

It is a process of selecting and awarding suppliers, subcontractors and implementing partners before they are awarded with a job contract.

Transportation and delivery

For building material contracts the clarity on transportation and delivery should be stated clearly. Otherwise, it will create a dispute on where material should be delivered. If the material needs to be delivered to a remote working area or if the road is difficult to access, this information also needs to be disclosed to them.

Import or export

Building material which needs to be imported should be declared. This is to avoid dispute since imported material needs additional time for shipping, unloading time and tax clearance. Therefore, all factors such as time and all costs of tax and transport should be decided on which party will shoulder the cost.

Insurance

On the tender proposal or during negotiations insurance cost should be determined to be shouldered by which party. The insurance could be for material during transportation, third party loss for implementing partners.

Inspection

The inspection of quality and quantity prior to the release of payment should be agreed on in the tendering process.

Tax

Any payment which is subject to tax should be agreed on who will shoulder the cost. The tax can be from imported tax, sales tax or income tax.

Image 23: Slide 23



Administer contracts to local suppliers, subcontractors, and implementing partners

2.2



Tendering process shall encompass

1. Request to management on suppliers, subcontractors and implementing partners according to the method statement
2. Prequalification
3. Issuance of tender documents
4. Setting up a tender committee as per organization's regulation
5. Bidding submission

(Continue)



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Trainer's Guide - 23

Slide No. 23

Trainer Notes


Trainer gives explanation regarding contracting terms, regulation and practices.

1. Request to management on suppliers, subcontractors and implementing partners according to the method statement.
2. Prequalification is a means of identifying suppliers, subcontractors and implementing partners who indicate that they are qualified and would be interested in tendering for the project implementation.
 - It depends on the organisation regulation; prequalification might not be needed therefore contracts are publicly advertised for tendering without the need for prequalification. Invitation to bid which suppliers, subcontractors and implementing partners are invited on bidding. The invitation can be done through local newspapers or online through websites and email distribution.
3. Issuance of tender documents which consist of specification and amount of material for the suppliers; method statement for the subcontractors and implementing partners.
4. Setting up a tender committee as per organisation's regulation. The committee will decide the scoring method on the evaluation. The scoring will encompass the method of delivering the job, time frame and cost. The committee should agree that the lowest tender or price

may not necessarily be the most advantageous. The working methods, including environmental impacts, and risk assessment are also important considerations.


5. The candidates of supplier, subcontractor and the implementing partner will submit their bidding at the time which is stated in the tender document to the procurement department.

Image 24: Slide 24




Administer contracts to local suppliers, subcontractors, and implementing partners

2.2



Tendering process shall encompass

- 6. Sample of material and test result review
- 7. Proposal Review
- 8. Shortlisting Candidates
- 9. Final Decision



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Trainer Notes

Trainer gives explanation regarding contracting terms, regulation and practices.

6. The tender committee will review the sample of material and test result - if available - and the quotation price from the supplier candidates.
7. The tender committee will review the proposal of subcontractors' and the implementing partner's candidates.
8. The tender committee will put a shortlist with at least 3 candidates for each job and then invite them for clarification and negotiation.
9. Then the tender committee will decide which supplier, subcontractor and implementing partner will be endorsed for the contract. They will give the recommendation to the management for further processing with the procurement department.

Class Activity – Guest Speaker

Trainer could reach out for an experienced Shelter Manager to give a sharing session regarding his/her experience in conduct tendering in order to select contractor, subcontractor, suppliers and partners.

Image 25: Slide 25



Administer contracts to local suppliers, subcontractors, and implementing partners

Ability to screen and identify potential local suppliers, contractor and implementing partners through bidding process

Check eligibility on:

- Reliability
- Experience of supplying to humanitarian agencies
- Integrity
- Capacity
- Material provision

2.2



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Trainer Notes

Trainer explains eligibility criteria to be examined in bidding process.

Shelter Coordinator with Procurement Department should study and checked Supplier, subcontractor and implementing partners eligibility on their:

- Reliability. Their reputation can be checked from their references whether their previous client is satisfied with their services or their material provisions.
- Experience of supplying to humanitarian agencies is preferable since they already know how the humanitarian systems work.
- Integrity. From their previous work should be checked on how they abide by the law and regulation including they can provide a tax report.
- Capacity which shows on their performance and financial stability. For Subcontractors and implementing partners they can show their team and work experiences personally and as a team.
- Material provision, as building material suppliers, the candidate should be able to show their stocks and the quality of the material

Class Activity – Study Case – Group Work – Debate

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

Given a study case, Trainer asks the participants to determine eligibility of a contractor / subcontractor / supplier.

Trainer may guide into a class debate if it is found pro contra in the determination between groups

Image 26: Slide 26



Administer contracts to local suppliers, subcontractors, and implementing partners

Able to manage, provide directions and support to contracted suppliers, contractors and implementing partners

Shelter Coordinator shall do the following:

Induction

Information on material deliverance requirement

Introduced them to the local stakeholders

Monitor their work

Support their work

2.2




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Slide No. 26

Trainer Notes

Trainer mentions Shelter Coordinator role to provide directions and supports for contracted suppliers, contractors and implementing partners
Shelter Coordinator should do the following:

- Induction on organisation values and ethics to the subcontractor and implementing partner. They have to sign the organisation code of conduct and uphold the organisation's value during their work.
- From the latest status on the Gantt-chart or S-Curve, they need to be informed on the exact date that they should start on delivering the material or activities in the field. The data shown on the Gantt-Chart or S-Curve they knew during the tendering process might be different on actual implementation on the field due to field situations such as delay or changing location.
- Introduced them to the local stakeholders that they might have access and support to come to the working area.
- Monitor their work to ensure the deliverables match with the specification, and remind them if there is a potential problem which affects the quality.
- Support their work to avoid any problem in the field that they have to follow regulation and norms which are applicable in the field.

Class Activity – Sharing Session

Trainer forms the participant in pairs.

Trainer guides participants to share their experiences in providing directions and supports for contracted suppliers, contractors and implementing partners

Image 27: Slide 27

Administer contracts to local suppliers, subcontractors, and implementing partners

2.2

Summary

- For programme implementation - some work might be better if it is implemented by specialists such as suppliers, subcontractors, and implementing partners.
- The shelter agency should have a proper tender system to select the best candidate to deliver the job. The management should assign reliable staff as a tender committee on the bidding process.
- Every potential supplier, subcontractor and implementing partner should undergo proper screening to identify their eligibility to be invited and/or shortlisted.
- Following the contract signing, the supplier, subcontractors and implementing partners still have to be supported and guided by the Shelter Coordinator to ensure the quality and time delivery.



Slide No. **27**

Trainer Notes

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

Image 28: Slide 28

Element 3

Monitor shelter programme activities

Performance Criteria

- **3.1** Coordinate the implementation of shelter programme MEAL framework
- **3.2** Undertake appropriate assessments to track supply and cost of common shelter materials and services
- **3.3** Assess changing beneficiary needs to ensure appropriateness of ongoing shelter programme




Slide No. **28**

Trainer Notes

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

Image 29: Slide 29




Coordinate the implementation of shelter programme MEAL framework

Understand programme MEAL framework


Effective MEAL system will help to:

- track progress
- make adjustments
- discover unplanned effects of programmes
- judge the impact of the shelter programmes have made on the lives of those who receive shelter assistance.
- helps the shelter team and the management to be accountable to the stakeholders
- help to guide programme implementation through information sharing and developing a complaints or feedback mechanism

3.1



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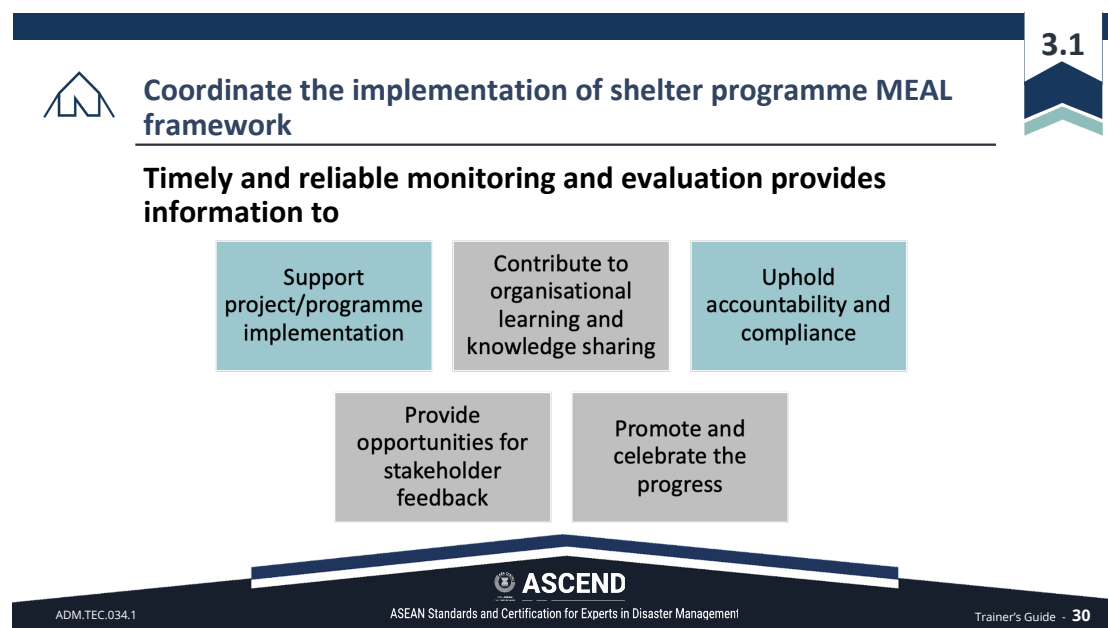
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Slide No. **29**
Trainer Notes
Class Activity – Pre-test Quiz

Trainer asks participants to mention out how will effective meal system affect a shelter programme.

Trainer may add up the information by mentioning possible benefit due to effective MEAL system based on what is presented on slide

Image 30: Slide 30



Slide No. 30

Trainer Notes

Trainer explains that timely and reliable monitoring and evaluation provides information to items as mentioned in slide

Which includes:

- Support project/programme implementation with accurate, evidence-based reporting that informs management and decision-making to guide and improve project or programme performance.
- Contribute to organisational learning and knowledge sharing by reflecting upon and sharing experiences and lessons so the organisation can gain the full benefit from delivering shelter assistance and how to implement the programme.
- Uphold accountability and compliance by demonstrating whether or not the shelter assistance has been carried out as agreed and in compliance with established standards (Organization's Fundamental Principles and Code of Conduct, Building Code and Sphere Standards) and with any other donor requirements.
- Provide opportunities for stakeholder feedback, especially beneficiaries, to provide input into and perceptions of shelter assistance programme implementation, modelling openness to criticism, and willingness to learn from experiences and to adapt to changing needs.
- Promote and celebrate the progress by highlighting accomplishments and achievements, building morale and contributing to resource mobilisation.

Image 31: Slide 31

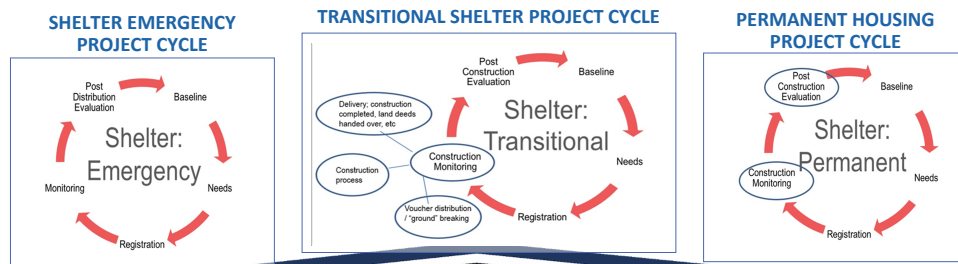


Coordinate the implementation of shelter programme MEAL framework

3.1

The Shelter Coordinator should be able to see the programme cycle from the perspective of the MEAL framework.

The Project Cycle always starts from the baseline and will be ended at the evaluation



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Trainer's Guide - 31

Slide No. 31


Trainer Notes

Trainer explains various shelter project cycle

- For shelter emergency project cycle, most of the shelter emergency assistance are distribution of tarps and shelter kits. Therefore, at the end is Post Distribution Evaluation.
- For transitional shelter project cycle, on the monitoring there will be several phases. The first phase is the distribution of cash or voucher for building material, construction process and construction completed. Since it is a transitional shelter to the permanent, the construction monitoring might be different from one house to another. There will be different stages on the completed phase due to which each beneficiary will set their own timeline.
- For permanent housing project cycle, since it is a permanent house there will be a common project stage on the construction monitoring. The construction monitoring starts on the ground breaking to build the foundation then completed when the works finished the roof and all windows and doors.



Image 32: Slide 32




Coordinate the implementation of shelter programme MEAL framework


Communicate with MEAL team for update and progress sharing

- If the MEAL system needs to be updated every month, the Shelter Coordinator should give the latest achievement at the agreed time.
- The update will cover the number of beneficiaries receiving assistance, progress of shelter have been constructed and other information which should be divided by number in the baseline.
- If the number of achievements is higher than the predicted number the Shelter Manager should inform possibilities on supporting factors which unforeseen during the planning.
- The Shelter Coordinator should give logical explanations on challenges that create delays or achievable commitment.

3.1



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Trainer's Guide - 32

Slide No. 32

Trainer Notes

Trainer mentions details that need special attention in communicating with MEAL team for update and progress sharing.

Each phase of the project cycle has indicators that can track progress performance and the status of achievement on particular time. The indicator matrix (can be seen in the Learner Guide: Book 34 Element 3) is done by the Shelter Manager, collaborating with the MEAL Manager. Shelter Manager could assign Shelter Coordinator to communicate with the MEAL team for update and clarifies information before disseminations.

Class Activity – Guest Speaker

Trainer could reach out for an experienced Shelter Coordinator to give a sharing session regarding his/her experience in communicating with MEAL team for update and progress sharing

Image 33: Slide 33

Coordinate the implementation of shelter programme MEAL framework

3.1

Summary

- Shelter programme implementation needs an effective MEAL system that will track progress, make adjustments, discover unplanned effects of programmes, or judge the impact the shelter programmes have made on the lives of those who receive shelter assistance.
- The MEAL system also helps the shelter team and the management be accountable to the stakeholders through information sharing and developing a complaint or feedback mechanism which can help to guide programme implementation.
- Timely and reliable monitoring and evaluation will help improve programme implementation, uphold accountability, give feedback from the stakeholders, and contribute to organisational learning.
- The Shelter Coordinator should communicate with the MEAL team for updates and clarifies whether it is supporting factors or hindering factors that can affect the progress performance and its qualities.




Slide No. **33**

Trainer Notes

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

Image 34: Slide 34




Undertake appropriate assessments to track supply and cost of common shelter materials and services


Understand the shelter material and services for programme implementation

Common condition which should be understood by the Shelter Coordinator:	Some building materials are not always available in the market
	Some building materials are sensitive to inflation
	Carpenters and mason are not always available for construction work
	Transportation access is crucial to send material
	Warehousing to stockpile the material, might not be a viable option

3.2



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Trainer's Guide - 34

Slide No. 34

Trainer Notes

Trainer provides detail on common condition related to shelter material and services provision.

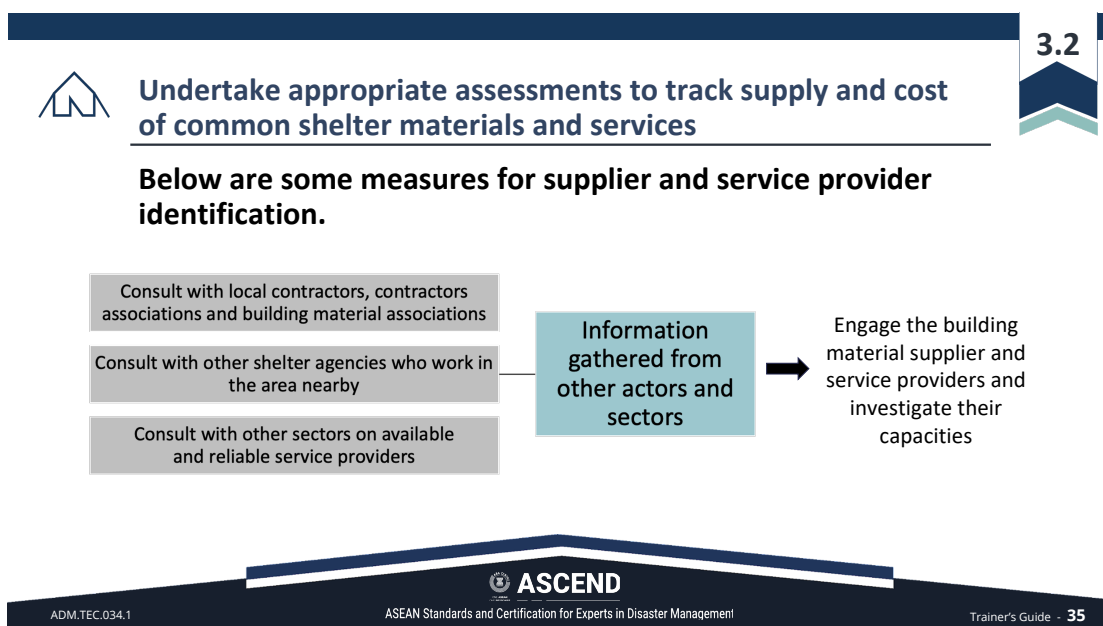
- Some building materials are not always available in the market due to some materials such as timber and bamboo need time for harvesting.
- Some building materials are sensitive to inflation therefore during the peak of recovery some building materials such as cement and steel rebar are difficult to be found in the local market.
- Carpenters and mason are not always available for construction work, there will be religious and national festivals which no one will work on the project area.
- Transportation access is crucial to send material, some of the bridges and roads which are commonly affected due to disasters which are impassable will hinder the material to be available in the local market.
- Warehousing to stockpile the material, might not be a viable option since it could not match with the speed of self-recovery construction done by the beneficiaries. The material such as cement, can be damaged if it is stored too long while waiting for the beneficiaries to start the construction.

Class Activity – Discussion

Trainer guides participants to have a discussion regarding:

What could possibly be the challenges in context of material and services provision and how to overcome those challenges.

Image 35: Slide 35



Slide No. **35**

Trainer Notes

Trainer explains ways to gather information and engage with building material suppliers and services providers, which includes explanations on:


- Consult with local contractors, contractors' associations and building material associations on access to reliable construction material distributors.
- Consult with other shelter agencies who work in the area nearby on how they can access building material.
- Consult with other sectors on available and reliable service providers and ask their recommendation.

Class Activity – Study Case

Trainer gives a study case.

Participants shall breakdown what information that needs consultation and using the information, engage and investigate the capacities of material suppliers and service providers based on the study case.

Image 36: Slide 36




Undertake appropriate assessments to track supply and cost of common shelter materials and services

3.2

Through having access to the suppliers and service providers can track the provision and cost of supplies and services

Therefore the Shelter Coordinator should do the following:

- Share the data of new potential building material suppliers and service providers to the Procurement Manager
- Request the Procurement Manager to update the price list of material
- Shelter Coordinator should support the Procurement Manager to access the capacity and eligibility of the service providers
- Request the Procurement Manager to update the list of service costs of service providers.
- The Shelter Coordinator should check the Gantt-chart or S-Curve where the particular building material and the service provider are needed.


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Trainer's Guide - 36

Slide No. 36

Trainer Notes

Trainer explains activities to be conducted by Shelter Coordinator to track provision and cost of supplies and services.


Trainer can also add this information:

- Share the data which were collected from the previous step. The Procurement Manager will add that information to the list of vendors and service providers.
- Request updated the price list of material including the transportation cost.

Information that can be gathered from those steps are as the following:

- Number of particular building materials such as sand, cement, bamboo etc which should be provided in specified time.
- Volume of service provider which needed in specified time.
- Since the Procurement Department has the unit rate or price list, then the cost of shelter can be indicated.

Image 37: Slide 37



Undertake appropriate assessments to track supply and cost of common shelter materials and services


3.2



Summary

- Shelter costs can be fluctuated due to inflation or building material scarcity. This phenomenon is quite common in the large scale shelter recovery post-disaster programme.
- The Shelter Coordinator should understand the aspects that create price fluctuation on the building material, which generally affect by season and festival, high demand and inflation and transportation issues.
- The Shelter Coordinator should always have access to the new potential suppliers and service providers whose information can be gathered from the other actors and other sectors.
- The Shelter Coordinator with the Procurement Manager should regularly update the price list of building material and service provider costs. This is to ensure the cost of the intervention is within the budget.

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Trainer's Guide - 37

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

Assess changing beneficiary needs to ensure appropriateness of ongoing shelter programme

3.3

Some highlights on the beneficiary needs which primarily collected from the needs assessment and recorded on the needs assessment report:

- Following the disaster event, a temporary place to live legally and with security, health and safety is needed.
- Support to return to their original place which due to the disaster they have to be temporarily relocated.
- Provision of access to water and sanitation services, and social facilities including health care, schools and places of worship.
- Provision of access for land, markets or services for the continuation or development of livelihood support activities.
- Generally affected people need technical assistance to rebuild, repair and retrofit their houses, enhance their temporary settlement


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Trainer's Guide - 38

Slide No. 38

Trainer Notes

Trainer gives explanation highlight on the beneficiary needs which primarily collected from the needs assessment and recorded on the needs assessment report



Image 39: Slide 39

Assess changing beneficiary needs to ensure appropriateness of ongoing shelter programme

3.3

The beneficiaries changing needs could be assessed as follows:

- Due to delayed government policy on relocation, the beneficiaries who live in temporary shelter might stay longer than previous prediction, therefore they **need support on provision of building material to repair** their temporary shelter whether it is individual or collective shelter.
- If building material price is substantially increased therefore they **need additional funding to purchase the material**; or they might need technical assistance to access alternative building material.
- The needs of the beneficiaries could be more than which was planned initially, this is due to another disaster occurred in the working area.

(Continue)

continued

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Trainer's Guide - 39

Slide No. **39**
**Trainer
Notes**

Trainer explains how to assess beneficiaries changing needs



Image 40: Slide 40



Assess changing beneficiary needs to ensure appropriateness of ongoing shelter programme

3.3

The beneficiaries changing needs could be assessed as follows:

- If there are **transportation issues** due to disaster or political strike, which material could not be sent. Delay is expected. Then they will need more time to complete the construction.
- If during the recovery process there is pandemic, then they need **additional support for quarantine**.
- Or any possible changes which issues can be found during shelter coordination and coordination with other sector.

(Continue)

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Trainer's Guide - 40

Slide No. **40**

Trainer Notes

Trainer explains how to assess beneficiaries changing needs

Class Activity – Sharing Session

In the class, Trainer guides participants to share their experiences in assessing beneficiaries changing needs in a shelter project



Image 41: Slide 41

Assess changing beneficiary needs to ensure appropriateness of ongoing shelter programme

3.3

Summary

- Flexibility and adaptability in decision-making are needed because context can change at any point in time. Coordination within and with other sectors is therefore crucial. Implementing shelter post-disaster recovery intervention should always expect changes or modifications since during the recovery process, there will be dynamics that had not been predicted during the planning.
- The beneficiary needs based on the needs assessment, when properly analysed, should always be a reference during the shelter implementation.
- The Shelter Coordinator needs to always give full attention to trends and circumstances affecting the beneficiary and the context.
- Information on trends and circumstances can be found on shelter coordination and also coordination with other sectors.



Slide No. **41**

Trainer Notes

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



Image 42: Slide 42

Slide No. **42**

**Trainer
Notes**

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



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