

**LEARNER'S
GUIDE**



TECHNICAL COMPETENCY UNIT



**ADM.TEC
036.1**

Coordinate Shelter and Settlement Planning and
Activities and It's All Relevant Stakeholders



ASCEND

ASEAN Standards and Certification
for Experts in Disaster Management

ASEAN Standards and Certification for Experts in Disaster Management

COORDINATE SHELTER AND SETTLEMENT PLANNING AND ACTIVITIES AND ALL ITS RELEVANT STAKEHOLDERS

ADM.TEC.036.1

Learner'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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**ASCEND Programme and
Toolbox:**

Introduction



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 organizations 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

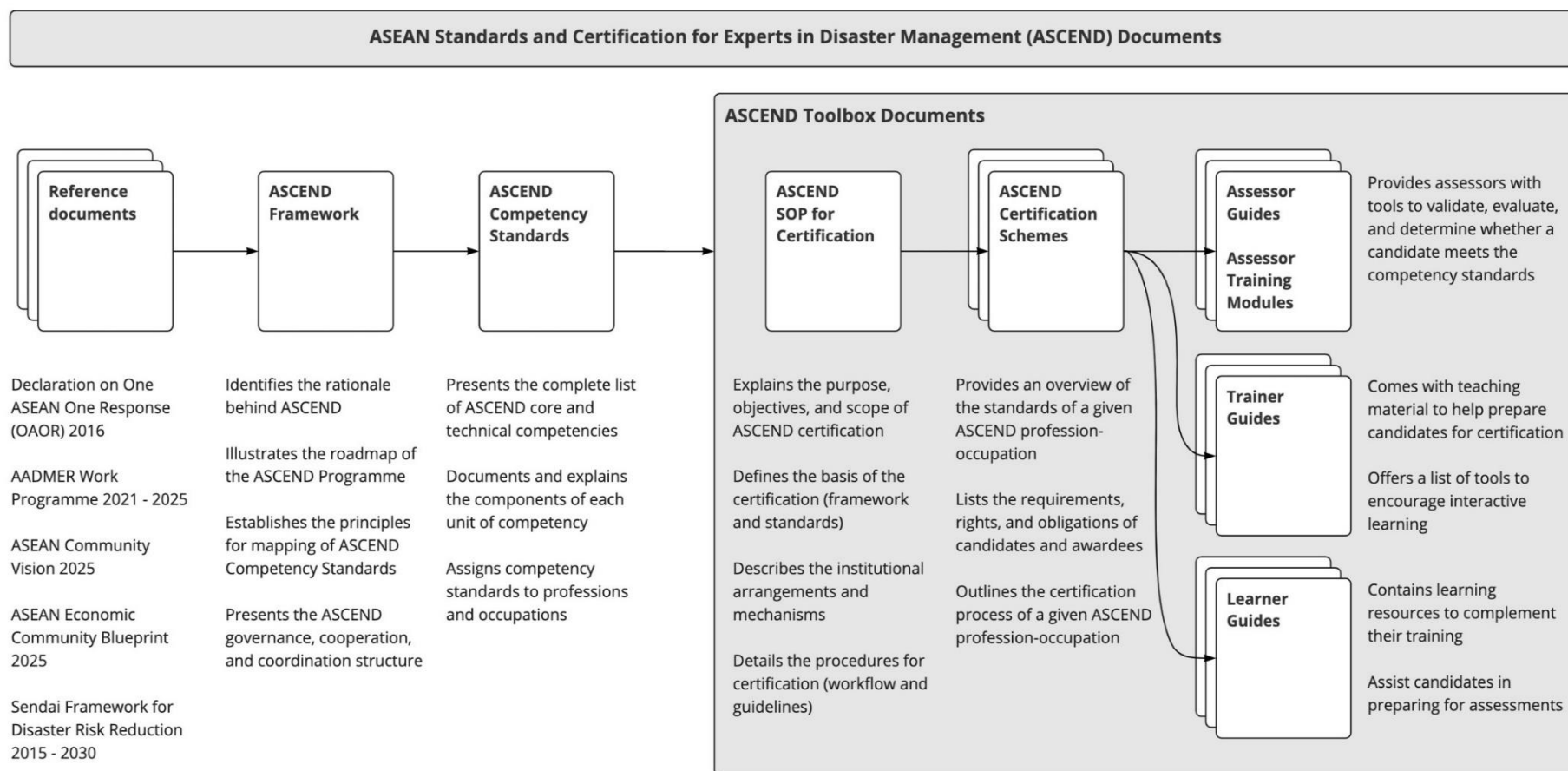
A set of technical requirements must exist before it is possible to implement the ASCEND programme in participating ASEAN Member States. The first requirement is the ASCEND Competency Standards that contains forty-three (43) regionally recognised core and technical competencies in selected disaster management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





Learner's Guide

Introduction for

Candidates



ASCEND

Welcome and thank you for your interest in pursuing an ASCEND certification. This Learner Guide is for you to read. It contains learning resources and helps you prepare for the required assessments: oral interviews, written tests, and observation checklists.

Competency-based Learning and Assessment

Competency is the attitude and ability to use or apply one's experience, 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.

There is one Learner Guide for each unit of competency. The Competency Standards and Unit Descriptor section of this document outlines the content you will be studying – broken down into elements and performance criteria that will be covered during training and assessed using competency-based methods. This guide contains a glossary of terms, a list of abbreviations, readings and activities, a self-assessment checklist, and information about the oral interviews and written tests.

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 assessment (CBA) is the process for evaluating whether a professional is qualified and competent to perform in a particular occupation. CBA is used to determine if the candidate's experience, knowledge, skills, and attitudes meet the standards and performance criteria defined in a unit of competency.



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ASCEND Competency Standards and Unit Descriptor



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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. Only 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 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. 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. 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. 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.

3.3

Unit descriptor

Unit title : Coordinate Shelter and Settlement Planning and Activities and Its All-Relevant Stakeholders

Unit number : ADM.TEC.036.1

Unit description: This unit deals with the knowledge, skills, and abilities needed to coordinate with all relevant stakeholders to ensure shelter plans and activities are integrated with the work of others.

Element 1.

Engage beneficiaries in all stages of the shelter programme

Performance Criteria

- 1.1 Prioritise the needs of the most vulnerable to ensure the programme is always beneficiary needs-driven.
- 1.2 Include beneficiaries in all stages of the programmes design and implementation.
- 1.3 Build local capacity for longer-term sustainability and risk reduction, utilising participatory and community-based approaches

Element 2.

Liaise with other actors as directed by the Shelter Manager

Performance Criteria

- 2.1 Coordinate through the Shelter Cluster and other coordination mechanisms as directed
- 2.2 Participate in analysis and planning of joint needs assessments
- 2.3 Liaise with all other relevant stakeholders to ensure efficiency and timeliness of programme delivery

Element 3.

Monitor shelter activities

Performance Criteria

- 3.1 Coordinate shelter activities and plans with other sectors to ensure an integrated settlements-based approach.
- 3.2 Build cooperative relationships and partnerships with other linked sectors and relevant stakeholder
- 3.3 Coordinate shelter programme activities with the work of other agencies



Glossary of Terms and List of Abbreviations



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Glossary of Terms and List of Abbreviations

Table 3: Terminology and Description

Terminology	Description
Shelter	A place giving temporary protection from bad weather or danger
Capacity	The combination of all the strengths, attributes and resources available within a community, society or organisation that can be used to achieve agreed goals
Cash-based interventions	The use of cash, electronic money transfers, or vouchers provides disaster-affected individuals with support for their flexible recovery priorities.
Conditional cash	The provision of cash, based upon completing certain tasks by the beneficiary, for example, after completing one specific stage of a house reconstruction, has been completed according to design.
Continual assessment	It involves regularly updating information on the situation and seeking relevant feedback from the beneficiaries in order to facilitate decision-making on long-term activities. Continual assessments help to spot changes when they occur.
Core shelters/ one-room shelters	Post-disaster household shelters are planned and designed as permanent dwellings to be part of future permanent housing, allowing and facilitating the future process of extension by the household, following its own means and resources. A core shelter aims to provide one or two rooms, providing post-disaster safe shelter by reaching permanent housing standards, facilitating development, and not completing a full permanent house.
Cross-cutting issues	Critical themes overarching into all humanitarian aid activities
Detailed assessment	After a rapid assessment of the situation changes, a more detailed assessment is carried out, and more information is needed. It takes about one month, depending on the size of the area and the complexity of the situation
Dignity	The quality or state of being worthy of esteem or respect.
Disaster	A natural or man-made hazard resulting in an event causing significant physical damage or destruction, loss of life, or drastic change to the environment

Disaster mitigation	Systems planning to reduce the impact of any future disaster, such as diverting the course of a river prone to flooding, is directed away from nearby towns.
Disaster preparedness	The ability of governments, professional response organisations, communities and individuals to anticipate and respond effectively to the impact of likely, imminent or current hazards, events or conditions.
Disaster risk reduction	The reduction of a building or community's exposure to a hazard. This can be done by making the building stronger or more hazard-resistant. Still, it can also be done by improving evacuation routes or by resettling communities a distance from the hazard.
Displaced populations	Populations that leave their homes in groups, usually due to a sudden impact, such as an earthquake or a flood, threat or conflict
Early warning system	The set of capacities needed to generate and disseminate timely and meaningful warning information to enable individuals, communities and organisations threatened by a hazard to prepare and to act timely and appropriately to reduce the possibility of harm or loss
Economic recovery	Strengthening and expansion of new and existing enterprises, together with the creation of jobs
EMMA	Emergency Market Mapping and Analysis. It is a toolkit for humanitarian staff in post-emergency contexts that aims to improve emergency responses by encouraging and assisting relief agencies to better understand, support, and use local market systems.
Emergency Shelter	Short-term shelter provides lifesaving support, the most basic shelter support provided immediately after the disaster.
Environment	The physical, chemical and biological elements and processes that affect the lives and livelihoods of populations
Hazard	A dangerous phenomenon, substance, human activity or condition that may cause loss of life, injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage
Human vulnerability	The diminished capacity of an individual or group to anticipate, cope with, resist and recover from the impact of a natural or man-made hazard

Information management	The management which involving coordination, delivery of relief assistance, beneficiary involvement, marketing and external relations, monitoring and evaluation
Land tenure	The means by which individuals make arrangements for how long they can reside or use a plot of land and under what circumstances
Livelihood	Comprises the capabilities, assets (including both material and social resources) and activities required for a means of living
Market-based approach	Interventions that target markets, and local economies, to make improvements in access to shelter for disaster-affected populations
Most vulnerable groups	Those groups considered at the greatest risk and consequently the most dependent on assistance
Non-displaced population	Populations that remain with their homes, or home cities, following the impact of a disaster
Non-Food Items (NFI)	Items other than food. Typically include essential household items such as blankets, plastic sheeting, containers for water, cooking items, etc.
Progressive shelter	Rapid, post-disaster shelters planned and designed to be upgraded later to more permanent status, with future transformation and alteration possibilities integrated into the structural basis of the unit. They are immovable and built on permanent sites to become part of lasting solutions.
Psychosocial	The combination of psychological and social but also implies that the effect of social processes are sometimes mediated through psychological understanding
Rapid assessment	Undertaken immediately after a disaster, the rapid assessment provides information on needs, possible courses of action and resource requirements. It normally takes up to a week.
Rapid onset disaster	A disaster that is triggered by an instance causes shock. The impact of this disaster may be short-lived or long-term. Earthquakes, cyclones, flash floods, volcanic eruptions are some examples of rapid-onset disasters
Retrofitting	See seismic retrofitting
Safety	Being protected against physical, social, spiritual, financial, political, emotional, occupational, psychological, educational or other types or consequences of failure, damage, error, accidents,

	harm or any other event which could be considered non-desirable. Safety can also be defined as the control of recognised hazards to achieve an acceptable level of risk.
Security of tenure	The arrangements by which occupants feel secure or have protection according to formal or customary law in the place where they live.
Seismic retrofitting	Modification of existing structures to make them more resistant to seismic activity, ground motion, or soil failure due to earthquakes
Slow onset disaster	A disaster that prevails for many days, months or even years like drought, environmental degradation, pest infection, famine are some examples of a slow onset disaster
Stakeholder	individual or group that has an interest in any decision or activity of an organisation
Structural vulnerability	Structural or physical vulnerability is the extent to which a structure is likely to be damaged or disrupted by a hazard event.
Temporary shelter	Post-disaster household shelter is designed as a rapid shelter solution by prioritising speed and limiting construction costs. The lifetime of the shelter may be limited.
Transitional settlement	The processes by which populations affected and displaced by conflict or natural disasters achieve settlement throughout their displacement before beginning transitional reconstruction
Transitional shelter	Rapid post-disaster household shelters are made from materials that can be upgraded or reused in more permanent structures or relocated from temporary sites to permanent locations. They are designed to facilitate the transition by affected populations to more durable shelter. Transitional shelters respond to the fact that the affected population themselves often undertakes post-disaster shelter and that this resourcefulness and self-management should be supported.
Voucher	Paper or electronic substitutes for cash, allowing humanitarian organisations to restrict the list of items purchased, so that specific Shelter objectives can still be met whilst also providing significant flexibility of choice to the beneficiaries.

Table 4: Abbreviation and Description

Abbreviation	Description
5W	Who Works Where When and How
CCCM	Camp Coordination and Camp Management
CLA	Cluster Lead Agency
DFID	The UK Department for International Development
ECHO	Humanitarian Aid department of the European Commission
FAO	Food and Agriculture Organisation's
GBV	Gender-based Violence
IASC	Inter-Agency Standing Committee
IDPs	Internally Displaced People
IFRC	International Federation of Red Cross and Red Crescent Societies
IOM	International Organization for Migration
IT	Information Technology
LGBTI	Lesbian, Gay, Bisexual, Transgender and Intersex
MIRA	Multi Cluster/Sector Initial Rapid Assessment
NFIs	Non-Food Items
NGO	Non-Governmental Organisation
PLHIV	People Living with HIV/AIDS
PRA	Participatory Rural Appraisal
PWD	People With Disabilities
SEIA	Social and Environmental Impact Assessments

Abbreviation	Description
SMS	Short Message Service
UN	United Nations
UNDP	United Nations Development Programme
UNEP	UN Environment Programme
UN-HABITAT	United Nations Human Settlements Programme
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations International Children's Emergency Fund
USAID	United States Agency for International Development
OCHA	Coordination of Humanitarian Affairs.
WASH	Water, Sanitation and Hygiene
WFP	World Food Programme
WHO	World Health Organization



ONE RESPONSE

Unit Readings and Activities



ASCEND

5.1

Element 1. Engage beneficiaries in all stages of the shelter programme

1.1 Prioritise the needs of the most vulnerable to ensure that the programme is always beneficiary needs-driven

A. Introduction

Most vulnerable groups have diverse and specific needs as well as capacities. Their needs might be overlooked since it could be difficult to actively participate in the programmer's initial stage, including registration. Therefore, it is important to address and pay attention to their needs to help them self-recover quickly and improve their quality of life.

B. Identify the most vulnerable in the programme area (International and local standard criteria will be applied)

Data disaggregation can help to identify people who are most at risk. It can show whether those people can reach humanitarian assistance or not; and whether more needs to be done to reach them. Disaggregated data can be organised according to differences based on sex or gender, age, disability, geography, ethnicity, religion, caste, or other factors limiting access to impartial assistance. The following steps are needed to identify the vulnerable person in the programme area:

1. Analyse how the impacts of an emergency might cause individuals to be vulnerable.
2. Develop and implement a process to identify the number of vulnerable persons and places where they might be.
3. Identify and prioritise vulnerable persons using databases from service providers.
4. Provide a system that allows vulnerable persons and their guardians/carers to voluntarily register before an emergency.
5. Identify contact points with vulnerable persons before an emergency as part of a communication strategy.

6. Assess the number of individuals who might be vulnerable to different emergencies.
7. Assess the number of vulnerable persons who might benefit from particular types of support.
8. Assess the number of vulnerable persons who have prepared for an emergency and the types of preparations they have made.
9. Recognise that not all vulnerable persons will require assistance.

Generally, those classified as vulnerable groups include:

1. Women and girls

Women often need more assistance due to lack of capabilities, gender inequality at work, low income, the high workload at home like doing household or childcare, and exclusion from basic services.

2. Children

Children are one of the most vulnerable groups during crises. They might face specific life-threatening risks, including malnutrition, separation from their families, trafficking, recruitment into armed groups, and physical or sexual violence and abuse. Therefore, they should be protected from harm and be given equitable access to basic services.

3. Older people

Older people will face challenges during crises, including a low income or even no income due to no capability to work anymore, health problems, decreased physical and mental abilities, and dependency within the household.

4. People with disabilities (PWD)

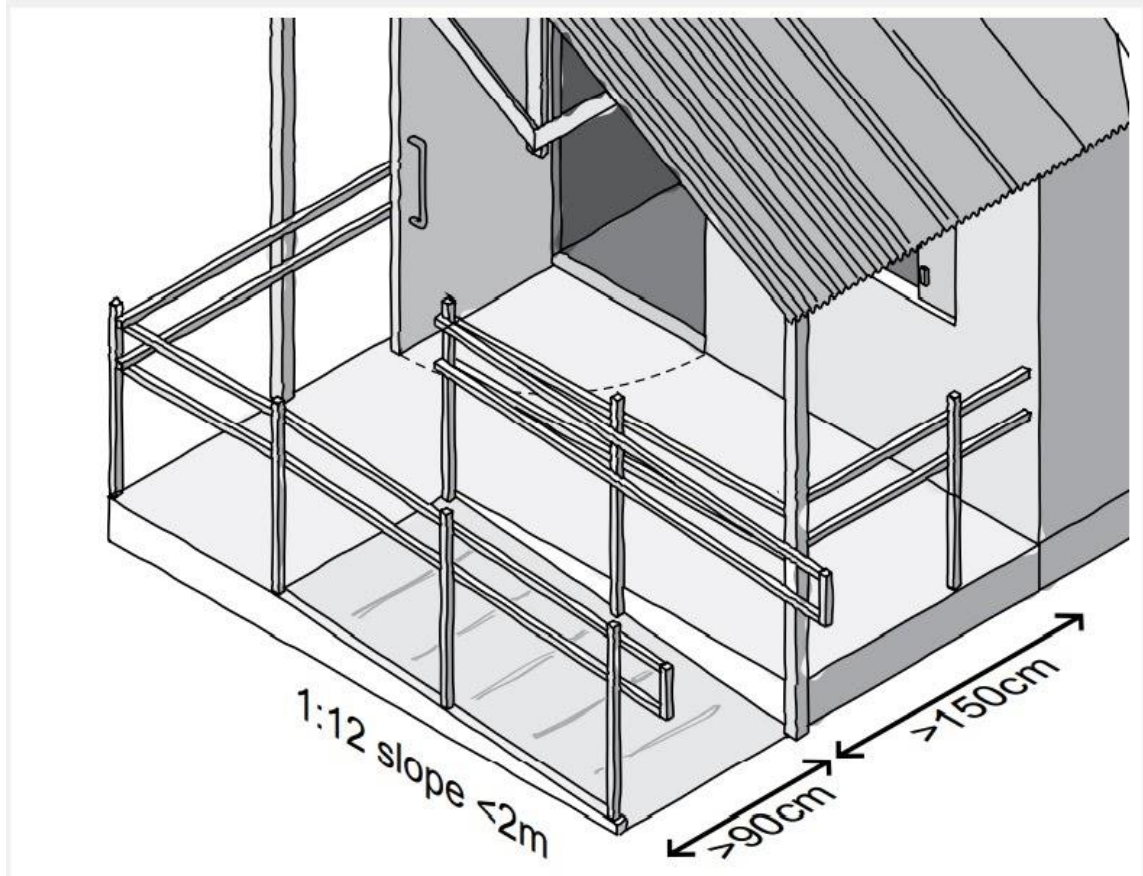
People with disabilities will mostly face various barriers and obstacles due to physical, mental, intellectual, or sensory impairments. Therefore, it is imperative to consider their unique capacities and needs.

5. Those not reached

People not reached in the programme refer to the marginalised groups, including the extreme poor, people working in the informal sector or the self-employed, migrants, LGBTI groups, etc.

Figure 2: Provision of a handrail and ramp at access to the house or shelter will help people with vision impairment, and people with mobility impairment to have entry access.

(From All Under One Roof Disability-inclusive shelter and settlements in emergencies (IFRC, HI and CBM),



C. Having access to analyse needs assessment highlighted the needs of the most vulnerable

Needs assessment is conducted to identify which people's needs are based on different categories, including affected persons, older people, children, pregnant women, and others. A protection-centred approach is used to ensure that the activities target the most vulnerable, enhance safety and dignity, and protect and promote the human rights of beneficiaries. Below are the steps to analyse needs assessment:

1. Plan and design

a. Identify scope and objective

Defining the scope and objectives is necessary for the first step of needs assessment. Most needs assessments will seek the answer to the following questions:

- Who are most in need?
- What are the primary needs?
- Where is the need most severe?

b. Engage with stakeholders

Stakeholder mapping can identify which organisations may have information to feed into the needs assessment or those who may want to participate.

c. Define information needs

Clarity of definition should be carried out in coordination with any organisations involved in the assessment and any potential stakeholder. The process may include any target group for which specific information is required and additional key information to inform decision-makers. Some examples of information for health needs assessments are:

- What are health resources currently available in crisis-affected areas?
- Are mortality and morbidity rates affected by the crisis? If so, are they impacted evenly across the crisis-affected area, or are some locations or groups more affected than others?
- Do minority groups have equal access to health facilities?

d. Logistics

e. Design methodology

f. Design tools for data collection

g. Organise analysis

2. Implement

a. Secondary data review

b. Collection of primary data

- Enumerator training
- Data collection
- Enumerator debriefing

3. Clean and process

a. Data entry

b. Data cleaning

c. Data processing

4. Analyse

- a. Preparatory analysis
- b. Descriptive analysis
- c. Interpretive analysis
- d. Anticipatory analysis
- e. Validation

5. Share findings

- a. Assessment report
- b. Dissemination

D. Through coordination, ensure a list of beneficiary needs are available to be adopted in the planning

Below is the list of essential needs for beneficiaries that should be coordinated with other sectors:

1. Sleeping, thermal comfort and personal clothing
2. Water storage, food preparation and storage, eating and drinking
3. Lighting
4. Cooking, boiling water and heating, including fuel or energy
5. Hygiene, including menstrual hygiene or incontinence items
6. Protection from vectors; for example, mosquito
7. Fire and smoke safety
8. Other special needs e.g needs of lactating mothers, etc

There is a possibility that any single shelter agency might not provide all the essential needs above. A shelter coordinator should coordinate with other sectors. On the other hand, they must be aware that providing shelter kits or temporary shelter alone will not be sufficient.

But those listed above are crucial for designing shelter and settlement programme planning. It will direct the team to put the needs into the shelter assistance. For instance, in planning the shelter assistance, the following should be ensured:

1. The temporary shelter should be designed according to thermal comfort. If it is too hot or cold inside the shelter, no one can live in it. Therefore, the shelter should use appropriate material which is suitable according to the climate.
2. To ensure sufficient water supply, access to water points should be provided. Also, it should be accessible to the most vulnerable groups and people with disabilities. The WASH sector could also be invited to supply the water in the community.

3. To ensure enough lighting, the shelter should have sufficient windows or solar light bulbs could be provided as additional assistance.
4. Whether individual or communal shelter, a kitchen should be incorporated in the shelter design since cooking is always needed.
5. Fire safety should be incorporated into the design.

E. Activities

Please download "All Under One Roof Disability-inclusive shelter and settlements in emergencies" from this link

https://reliefweb.int/sites/reliefweb.int/files/resources/all_under_one_roof_-_disability-inclusive_shelter_and_settlements_in_emergencies.pdf

- Please find Checklist B1. Standards for settlements page 82-83 and Checklist B2. Standards for shelter page 98-99. How could this checklist help the Shelter Coordinator fulfill the needs of people with disability
- Other vulnerable groups also need to be addressed. How should the Shelter Coordinator ensure that the needs of children, elderly and other vulnerable groups can be fulfilled?

F. Summary

- Shelter assistance should be designed based on the needs of the beneficiaries. Moreover, additional features for access that the most vulnerable survivors need should also be provided.
- There is a possibility that a shelter agency alone could not provide all essential needs; therefore, through coordination, other sectors and actors could help in providing water, electricity, and other services.

1.2 Include beneficiaries in all stages of the programme design and implementation

A. Introduction

A shelter coordinator and the shelter team might have knowledge and experience designing and implementing shelter assistance. There are also manuals or guidance on shelter assistance that can be used for design. However, reliance on knowledge and manuals has no assurance for the successful delivery of the programme. Genuine consultation and engagement with the beneficiaries will allow the shelter team to understand the beneficiaries' perspectives and concerns. The engagement of beneficiaries in all stages of the programme or project is needed to ensure that the needs are covered and that the programme meets the needs.

B. Having consultations with the most vulnerable on programme planning to ensure their needs are covered

Consultation with beneficiaries (including the most vulnerable) is needed to ensure that the needs and the programme can be implemented and bring positive change to them, especially addressing the needs of the most vulnerable. It is because the beneficiaries are not a homogeneous group. By conducting consultation, it can help understand beneficiaries' opinions about the programme, needs, capacities, and concerns. Then, it is crucial to address their feedback after conducting the consultation.

Several methods can be carried out in consultations:

1. **Meetings** → community meetings, stakeholder workshops, personal meetings.
2. **Individual** → phone calls.
3. **Surveys** → face-to-face, hard copy, online, or SMS. Then, conduct meetings to verify and share findings.
4. **Active participation** in rights mapping, land use mapping, participatory rural appraisal (PRA) type exercises, social and environmental impact assessments (SEIA), etc.

Image 1: Program consultation with women in Aceh 2006.

Photo Habitat for Humanity Indonesia



C. Engage local leadership and the community through social mobilisation for beneficiary's participation from design to the implementation

Strengthening the involvement of local leadership and the community is necessary to ensure the beneficiaries' needs are well understood. Local leadership might strongly influence the community and is considered the community's representative. While their involvement is important, their presence does not always encourage genuine sharing of views from the affected population. Therefore, social mobilisation should be facilitated to encourage the most vulnerable groups to be present and share their ideas and information.

Methods to enable participation of local leadership and the community include:

1. Local leadership and the community design and implement activities.
2. Local leadership and the community develop guidance or plans with the public and private sectors.
3. Local leadership and the community develop evidence (e.g. films) for advocacy.
4. Local leadership and the community take an active role in monitoring and evaluation.

Below are some questions to check whether the local leadership and the community agree on how the program can be designed and implemented:

1. Will they agree that their neighbours listed as one of the most vulnerable get more support, enabling the most vulnerable to participate in the shelter assistance?
2. Shelter assistance will support their self-recovery. How will they make the best use of this assistance?
3. Not all beneficiaries can afford to pay builders. What will be their plan to support their neighbours who do not have sufficient money?
4. The shelter assistance from the shelter agency is limited in terms of financial, time and technical assistance. What will be the best solution to achieve build back safer and completion of the shelter?
5. The technical assistance will be limited. Would the community be willing to cooperate and learn from the shelter team on technical matters?
6. The building material would not be cheap. What kind of house or shelter do they want to build, and what are their ideas to save the cost?

D. Activity

Before meeting with the local leader and the community, please ensure that the Shelter Coordinator and the team are prepared with data and ensure all participants take part, regardless of challenges due to disabilities and other vulnerabilities.

Please see the six questions above and identify how you would respond if they answered those with the following answers below:

1. We disagree that people can have extra assistance since it is unfair. Everyone should have equal assistance with the same amount of support to everyone.
2. We all have the experience of building our own houses, therefore just give the cash or the material then we will rebuild our houses as we usually do.
3. We borrow money from a money lender to build our own house since the cash from shelter assistance is insufficient. Therefore, it would not be easy to support our neighbour financially.
4. We have large family members; therefore, we need a larger house than our neighbour. We plan to build a bigger house even though we know the completion would take longer than your program.
5. Will the technical assistance make the construction progress slower?
6. Our last house was from a bamboo mat, and it was damaged due to cyclones; therefore, we will build a brick house. Since it will be expensive, we will wait until additional money/support to build our houses.

E. Summary

- As the shelter assistance concept encourages the self-recovery process, beneficiaries, including the most vulnerable, must participate in planning and implementation.
- Based on the findings from the needs assessment, further consultation with the local leadership and the whole community will deliver relevant technical assistance.
- Social mobilisation is essential during planning and implementation to ensure local leadership, the community, and the most vulnerable are on the same page and will cooperate.

1.3 Build local capacity for longer-term sustainability and risk reduction, utilising participatory and community-based approaches

A. Introduction

Community is one of the important elements in addressing issues during programme implementation. It is necessary to build and strengthen the community's capacity to be carried out by capacity building activities. Building local capacity for service delivery needs support from formal and informal local governance structures, including within and outside the government. The large-scale community-based undertaking might strengthen the trust and the relationships with local service providers, which have helped to reach deprived populations in some cases.

B. Access the capacity of the community to find their potential for programme implementation

It is important to make the affected people understand that they have the capacity to recover. On the other hand, shelter agencies that provide support need to respect their ability to self-recover in providing support. Their capacity can increase if they act as a community. Below are the guiding questions for discussion for seven categories of community capacity:

1. Shared Vision

- a. Does the community have a vision for the future?
- b. Is the vision "doable" – can we realistically achieve it?

- c. Is the vision painted in enough detail so that we can imagine our community in the future? Does it point to a path for action?
- d. Does the vision include a statement about how community members want to work together and the values that need to be shared to work together effectively?
- e. Was the vision created through dialogue and consensus decision-making with people from all walks of life?
- f. Is the vision widely shared throughout our community? Do community members feel ownership of the vision?
- g. Is the vision inspiring and motivating? Do we tell people about it, and do we all interpret and describe it consistently?

2. Sense of community

- a. Is there a sense of unity and togetherness throughout our community?
- b. Are relationships among community members built upon trust, cooperation, shared values, and togetherness?
- c. Do we share a sense of place and history? Do we do things together as a community? What are some examples?
- d. Is there an encouraging, forgiving, open, and welcoming climate?
- e. Do all community members feel safe, cared for, and nurtured?
- f. Do all community members feel they have a voice and contribute to the community?
- g. Is diversity embraced? Do we respect all community members for their differences?
- h. Is there a collective sense of fairness and justice? Are disadvantaged community members cared for and supported, and does the community work with them to change the situation that causes them to be disadvantaged?
- i. Is there a shared sense of commitment to, and responsibility for improving the community?
- j. Do we tackle and solve difficult issues, reconcile differences, and cope with the crisis?

3. Participation

- a. Do community members have a primary voice in activities to improve their health and well-being? Is there the power to name issues, shape solutions, make decisions, carry out the solutions and evaluate the results shared?
- b. Are there forums and other mechanisms for community members to identify problems and actively address them?
- c. Do community members feel that their contribution matters? Does it matter?

- d. Are community members able to participate in a variety of ways?
- e. Are barriers to participation (e.g., meeting times, transportation, babysitting, past hurts, and fear) recognised and are there efforts to overcome them?
- f. Do we carefully consider and negotiate the appropriate level of community member participation at each step of the way?
- g. Are there some segments of the community that have too much power and others that have too little in shaping the future?

4. Leadership

Do our leaders:

- a. Work hard to create an environment in which all voices can be heard?
- b. Encourage, support, and facilitate others to tackle tough issues?
- c. Facilitate community consensus-building and collaboration?
- d. Act as role models?
- e. Foster the development of new leaders?
- f. Share leadership with others when it is most appropriate?

Do we:

- a. Support our leaders?
- b. Choose leaders openly and fairly?
- c. Work with leaders in consensus-building and collaboration and in solving conflicts?
- d. Acknowledge and create opportunities for different kinds of leadership?
- e. Support the development and emergence of new leaders, both formal and informal?

5. Communication

- a. Are there opportunities to keep everyone informed of community activities and events?
- b. Do people take responsibility for sharing accurate information?
Do they take responsibility for seeking the information they need, rather than waiting for someone to tell them?
- c. Are there many avenues for communication?
- d. Does everyone get a chance to say what they want without retaliation or censure?
- e. Do people listen to each other with their hearts and try to understand what's between the lines?
- f. Do people ensure they truly understand each other's points of view?

6. Resources, knowledge, and skills

- a. Do we know what resources, knowledge, and skills exist in our community (people, facilities, services, money, etc.)?
- b. Do we know how to access these resources, knowledge, and skills when we need them?
- c. Do we use our existing resources, knowledge, and skills creatively?
- d. Do we effectively manage and use our resources, knowledge, and skills?
- e. Are resources distributed in a fair manner? Do we have an effective process in place for solving conflicts about the distribution of resources?
- f. Do we know how to locate and access resources, knowledge, and skills outside the community?
- g. Have we identified gaps in knowledge and skills and developed learning plans to fill these gaps? Do we find the means to gain new knowledge and skills?
- h. Do all community members have equal opportunities to develop new knowledge and skills?
- i. Do we bring people with different knowledge and skill-sets together to solve problems and take action on our health goals?

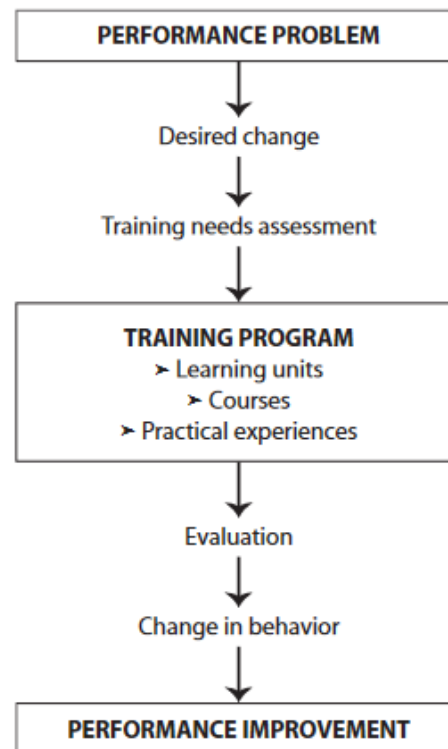
7. Ongoing learning

- a. Do we have ongoing processes to reflect on our actions and their results?
- b. Do we learn from our successes and our failures?
- c. Are we open to new ideas and ways of doing things?
- d. Do we listen to our critics as well as our supporters?
- e. Do we communicate what we learn in ways that everyone can understand?
- f. Are we building a learning plan into everything that we do?
- g. Are we able to translate all that we learn into action?
- h. Do we have processes that help everyone learn and reflect together (for example, agency staff and community people, or youth and seniors learning from each other)?

C. Design and implement training for social mobilisers from the community that they may be able to plan and monitor the programme implementation

Social mobilisers can help groups prioritise resources for organising programmes that promote community involvement and commitment to the programme. When social mobilisers engage in this process, they mobilise community support and engage in ongoing relationship-building for change. A good training programme is designed to address performance problems. A training programme includes a schedule of activities with training goals, learning objectives, subject areas, methods, trainers, trainees (in this context the social mobilisers), methods of assessment, and locations.

Figure 3: The Training Process for Performance Improvement



The figure above shows that:

1. A training programme is developed by proceeding from problem identification, needs assessment, training, and evaluation, to a change in behaviour that results in better performance.
2. The key to a training programme includes needs assessment, course work, learning tasks, and practical application. Training needs assessment and pertaining knowledge and skills assessment are required to help plan an effective training programme. It should also indicate which subject area, topic, or target group should be given priority.
3. Facilitators should introduce new information to trainees through coursework or lectures. Learning tasks or activities, such as case studies or role-plays, provide individuals with opportunities to work with the new information in a small group setting.
4. Practical experiences and applications allow the trainees to apply the knowledge and skills learned in a real-life or simulated situation.

The implementation of social mobilisers training can be conducted by two approaches: first is centred on the trainer, who controls learning contents and experiences, and second is centred on the learner, with the trainer acting as a guide and providing resources. The second approach is better due to the participatory process, learners' experiences are shared, and participants have more freedom to learn at their own speed. The important aspect of the training package is follow-up support to the participants and evaluation of the training outcome to ensure the participants' understanding.

The training can help the social mobilisers to have a better understanding of:

1. The essential traits of a social mobiliser
2. How to use effective tools of communication
3. The steps for enhancing community engagement.
4. How to identify the root cause of an issue in a community?
5. How to disarm myths and stereotypes and employ cultural and contextual strategies to overcome challenges
6. Project management and problem handling

D. Support the community to form a committee for programme transition to ensure long-term sustainability and risk reduction

The committee is a helpful, even essential, vehicle for bringing together key stakeholders to develop needed transition services and programmes. The process of forming a transition committee in the community, includes:

1. Building a team that represents the community.
2. Setting the team up for success
3. Identifying the community's highest priority needs
4. Developing an Effective Plan of Action
5. Implementing the Action Plan
6. Evaluating and Building on Accomplishments

Building the community's capacity is a process that might take almost as long as the programme implementation. Hence, the community has to understand and then adapt to the whole initiative, such as transfer responsibility and pursue risk reduction. These are some initiatives that should be delivered through training to build their capacity:

1. Community training for risk reduction includes strengthening the house or shelter by retrofitting with a community-based approach.
2. Form a committee of builder practitioners to maintain their commitment to building back safer.
3. The community could form a committee trained by the shelter team to oversee the construction process during the programme implementation. This group of people might retain their awareness of robust structure in the future.

E. Summary

- Affected people have the capacity to recover. It is important to help them to understand their capacity. Moreover, as a community, their capacity could complement the shelter agency support.
- The issue of non-performing shelter programmes lies with the activities that were done in the absence of social mobilisation. Hence social mobilisers should be formed and trained to participate in planning and monitoring.
- Since the shelter assistance is limited, a group of beneficiaries should act as a committee for handover to maintain good rebuilding practices and improve resilience and risk reduction initiatives.

5.2

Element 2. Liaise with other actors as directed by the Shelter Manager

2.1 Coordinate through the Shelter Cluster and other coordination mechanisms as directed

A. Introduction

During the implementation, a Shelter Coordinator shall maintain consultation with the Shelter Manager so coordination could be conducted well with relevant stakeholders, partners, programme services and supports. Working in the field on a day-to-day basis, the Shelter Coordinator has to ensure that the shelter strategy which the Shelter Manager and management team developed can be carried out properly, including active participation in the coordination.

B. Understanding key activities in Shelter Cluster coordination mechanism

A Shelter Coordination team aims to contribute to the effective provision of emergency shelters and NFIs through timely and efficient coordination of partners in the Shelter Cluster and support the host government in its humanitarian role. IFRC lists out the key activities for a shelter coordinator, including:

1. Representing the Shelter Cluster to national/local authorities, state institutions, local and international organisations
2. Managing the coordination of national and international cluster partners and ensuring inclusiveness at national and regional levels
3. Managing and supporting the Shelter Coordination Team
4. Assessing needs and gaps
5. Ensuring that cluster strategy and action plans are in place, and monitoring and reporting on progress
6. Ensuring information management systems are in place
7. Promoting attention to vulnerable groups and cross-cutting issues
8. Advocating on funding for shelter and NFIs
9. Promoting good practice, including participatory approaches
10. Agreeing and implementing transit/exit arrangements for the cluster

C. Understanding all-coordination mechanism

Given the Shelter Coordinator roles as mentioned above, mechanisms for coordination include:

1. International and regional instruments and agreements that define responsibilities and functions at the global (and sometimes regional or country) level
2. Memorandum of Understanding and exchange of letters with other agencies, and agreements with implementing partners and host governments, defining responsibilities and roles at the situational level;
3. A coordinating body;
4. Sectoral committees as necessary;
5. Regular meetings;
6. Reporting and information sharing;
7. Joint services and facilities, for example, vehicle repair services, communications, and a joint staff security group;
8. Codes of conduct for organisations working in humanitarian emergencies.

*Image 2: Agencies meeting following 2009 West Sumatra earthquake.
Photo Nova Ratnanto's presentation on One Year West Sumatera
Earthquake Commemoration Workshop 2010.*



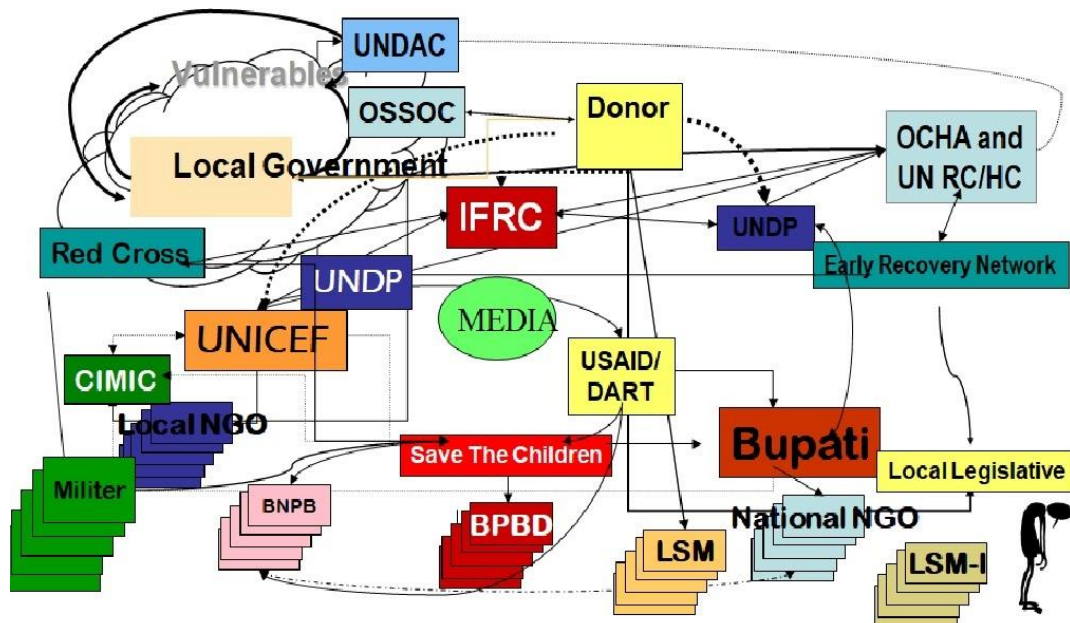
D. Ensure all actors, local, national, and international, are well received in the coordination

Coordination is an important activity done during a response and recovery programme. The success of shelter programmes in the country, province, or district received a significant contribution from coordination. Through effective coordination, all actors can have harmonious activities, addressing the same concern and encouraging sharing of resources. All actors should be well received through these approaches to achieve effective coordination.

- As the coordination will use the Shelter Cluster mechanism, every meeting should present an analysis 5W/1H (Who Works Where What and How) update on recovery policy and the opportunity to share concerns and ideas.
- Make coordination group chats and set rules to regulate the groups to avoid disintegrated information
- Use common language so that coordination will be well understood by everyone involved
- Ensure that clusters, stakeholders, partners, programme services and supports related to the coordination attend the coordination meeting or briefing.
- If it is possible, set a requirement of a minimum of two representatives from each cluster, stakeholders, partners, programme services, and supports related to the coordination to attend, to act as check and balance in the coordination meeting or briefing
- Conclude the result or important points from coordination meetings at the end of the session before group dismissal
- Follow up for coordination-related unclear questions by coordination participants (e.g., Any questions for the coordination? Are the explanations clear enough?)
- Consult with Shelter Manager to develop a better method to ensure the coordination is well received by everyone involved

E. Activities

Figure 4: Coordination Scheme on One Year West Sumatera Earthquake Commemoration Workshop. Photo: Nova Ratnanto (2010)



The diagram from Nova Ratnanto's presentation on the One Year West Sumatera Earthquake Commemoration Workshop 2010, which depicts the meeting during the emergency phase, is exhaustive. During the emergency phase, there are always many actors and sectors involved.

In the diagram, there are national and local governments for disaster management, military, UN agencies, Red Cross movements, donors, international and local NGOs.

As a Shelter Coordinator, you have to present as a participant with whom you should connect with to ensure your presence will effectively collect information.

F. Summary

- Directed by a Shelter Manager, the Shelter Coordinator based in the field has to ensure the shelter strategy can be carried out properly, including active participation in the coordination.
- To have an effective role in the coordination, the Shelter Coordinator should understand coordination mechanisms, whether Shelter Cluster or other, to obtain the best use of the system in collaboration with other actors.

- The shelter Coordinator should encourage other actors to have organised and coordinated activities, address shared problems and encourage others to share resources among actors.

2.2 Participate in joint assessments needs analysis and planning

A. Introduction

Coordinated assessment is important to gather interoperable data sets. Interoperable data sets can be used to inform the overall analysis. Joint assessment is a type of collaborative assessment other than harmonised assessment. Unlike harmonised assessment, where agencies work separately, joint assessment forms a single process among agencies.

B. Identify joint assessments

Joint assessment is a series of activities that normally includes – consultation between the programme and technical staff, joint training, joint missions (with other partners), and joint discussion on results. A joint assessment occurs when data collection, processing, and analysis form one process among agencies within and between clusters/sectors, leading to the production of a single report.

C. Key actions for joint assessments

1. Agree on collaborative arrangements when conducting a joint assessment
Ensure that roles and responsibilities are clear and agreed upon among those involved in the joint assessment.
2. Jointly design and plan the assessment
A cluster coordinator should lead and ensure agreement with their members on determining sectoral indicators and data collection methodologies to be used.
3. Jointly collect, analyse and interpret assessment data
A cluster coordinator should lead and ensure agreement with their members for data cleaning, analysing and interpreting assessment data so that assessors could satisfyingly collect data based on the shelter needs.

4. Ensure the clearing of assessment results and a shared communication strategy
 - Before the assessment report is distributed, ensure the report has been verified and agreed upon by all members involved in the joint assessment.
 - The report findings are non-negotiable and remain strictly confidential before the assessment team clears them.
 - Communicate the results by pointing out significant gaps or limitations in the assessment data.
 - When possible, translate the assessment into a common or local language for more in-depth analysis and transparency.

D. Contribution during joint assessments

IASC divides the assessment framework into 4 phases. This action applies to all kinds of coordinated assessments, including joint assessments.

1. Phase 1 (the first 72 hours)

Phase 1 is done when the initial assessment is being conducted. A Shelter Coordinator contributes in assisting the Humanitarian Coordinator in appointing an assessment focal point to ensure the exchange of information on planned/initial assessments and form an initial assessment team

2. Phase 2 (the first and second weeks)

This is when Multi-Cluster/Sector Initial Rapid Assessment (MIRA) is needed. The shelter Coordinator is responsible in:

- Assisting Humanitarian Coordinator in undertaking MIRA
- Requesting additional assessment support
- Filling up Humanitarian Dashboard using key humanitarian indicators
- Conducting sectoral analysis

3. Phase 3 (the third and fourth weeks)

This is the continuation phase when single cluster/sector assessments are compiled into in-depth reports. The shelter Coordinator is responsible in:

- Involvement of assessments and joint sectoral analysis
- Analysing data into an agreed standard by joint assessment members
- Coordinating design and implementation of primary data collection through joint assessment

- Coordinating and consolidating ongoing information collection systems
- Ensuring assessment data is following Humanitarian Dashboard
- Analysing humanitarian situation (shelter implementation progress, to be specific)

4. Phase 4 (fifth week onwards)

- This phase is when recovery needs are addressed. The shelter Coordinator is responsible in:
- Ensuring the integration of assessment and implementation
- Addressing the suitable recovery needs and actions needed based on assessment data and situation assessment result

E. Summary

- As directed by the Shelter Manager, the Shelter Coordinator should contribute to the overall analysis.
- The Shelter Coordinator can benefit from the guidance in conducting joint assessments. This will be the opportunity to incorporate the shelter agency's interests, such as addressing the most vulnerable group in the assessment.

2.3 Liaise with all other relevant stakeholders to ensure efficiency and timeliness of programme delivery

A. Introduction

Relevant stakeholders might not be directly involved in fieldwork. They need to be liaised to be aware of the programme's nature and the planned and implemented activities.

B. Analyse potentially relevant stakeholders

Below is a listed summary of key stakeholders by IFRC:

- Communities (beneficiaries)
- Donors
- Project/programme management
- Project/programme staff

- The IFRC's secretariat and National Societies
- Partners (bilateral or local)
- Government and local authorities

In order to identify relevant stakeholders, the Shelter Coordinator shall conduct a stakeholder analysis which aims to:

1. Identify the people/groups/institutions and their influence on the shelter and settlement programme.
2. Give a picture of the potential positive and negative impact of the group's influence.
3. Develop strategies to get the most effective support and reduce obstacles to future project implementation and development.

Below are listed steps to help the Shelter Coordinator conduct a stakeholder analysis:

1. Organise group brainstorming, and involve Shelter Officer to assist in the brainstorming
2. Identify all people/groups/institutions that will be affected or will be affecting the shelter and settlement programme. Write it down in "Stakeholders" column.
3. Review the list and identify stakeholders' possible interests toward the shelter and settlement programme. Write it down in "Stakeholders Interests" column. Consider issues like:
 - Project benefits for stakeholders
 - Changes that stakeholders will make in case of changes in the middle of the programme
 - Activities that may cause dispute for the stakeholders
4. Review the importance of stakeholders' interest in the succession of the programme. Write it down in the "Assessment of Impact" column. Consider issues like:
 - Stakeholder's role and involvement
 - Impact of activities agreed by stakeholders for the stakeholders
 - The reaction towards stakeholder's negative responses to a programme
5. Make codes to help summarise the assessment, for example
 - A: Extremely important
 - B: Fairly Important
 - C: Not Very Important

6. Consider actions to get stakeholder's support and reduce opposition. Write it down in the "Strategies" column. Consider issues like:
- What approach suits the stakeholder's style?
 - What kind of information will they need?
 - How important is stakeholder's involvement through the planning process?
 - Are there any possible parties that might influence the stakeholder's decision?
 - Are there any other procedural or technical obstacles that might influence the stakeholder's decision?

Here is the suggested table to help construct the stakeholder's analysis:

Table 5: Suggested Format to Construct Stakeholder's Analysis

No.	Stakeholders	Stakeholder Interest	Assessment of Impact	Strategies

C. Efficiency and timeliness of shelter programme delivery

Some reasons behind the efficiency and timely delivery of assistance were due to:

- **Pre-positioning of stocks and engagement of local authorities**
Learning from Tropical Storm Kai-Tak in the Philippines in 2018, the shelter kits and tents were drawn from stocks pre-positioned in the country, leading to a cost-effective and timely delivery.
- **Successful partnerships**
A successful partnership between community-based organisations can ensure lower administrative costs and higher accountability to affected populations. Community-based organisations with prior recovery experience help understand the social context demographic data and get lists of local service providers effectively and efficiently. Community contracts have a lower turnaround time in the lead organisation's procurement system, which allows quicker implementation, which is critical to the timeliness of the emergency assistance.

- **The engagement of the community**

During Hurricane Maria in Dominica 2017-2018, organisations invested a considerable amount of internal funds into deploying an experienced team from the headquarters and other countries. After three weeks, a core programme management team was in place for the whole project duration.

- **Speed of the response**

Proactive response to importation challenges ensured the timeliness of the intervention as it was implemented in Kenya while facing 2018 floods.

In another case, during the shelter management programme in Iraq during the 2016-2017 conflict, tents and WASH facilities were set up in the emergency sites before the first arrival of families fleeing from Mosul, which resulted in positive outcomes. However, this project relied on partners to fund and install WASH facilities. Since different agencies had different timelines, it caused a delay.

- **Early decisions related to settlement planning and disaster risk reduction**

Another lesson from the Philippines' Tropical Storm Kai-Tak was that targeting an identified geographic area enabled better engagement with the affected communities. It increased the timeliness and cost-effectiveness of the intervention.

D. Liaise with all actors for direct or indirect sharing of resources to ensure efficiency and timeliness of programme delivery

Learning from the cases above, we can conclude that efficiency and timeliness in shelter management are influenced by actors other than the shelter management team itself. Therefore, to ensure efficiency and timeliness of shelter programme delivery, the Shelter Coordinator shall:

1. Coordinate with Shelter Manager
2. Involve the Shelter Manager in the discussion or meetings with the actors
3. Determine the possibility of options and tools to handle a shelter programme.

Consider these issues:

- a. Allocation of funding spent
- b. How often are grants being modified or extended?

- c. How well are the relationships with other related actors
 - d. Does the existing coordination mechanism work well?
 - e. Confirm the accordance between programme goals, funding instruments, and involvement.
4. Discuss together with all actors regarding alternative plans
5. Agree on a common set of metrics for assessing efficiency with all related actors

E. Summary

- A shelter coordinator should liaise with as many relevant stakeholders in the field. Know their interest, plan, and method for potential collaboration in the future.
- Partnership and sharing of resources should speed up the programme and save operations costs.
- A shelter coordinator should analyse which stakeholders should be engaged in a partnership that fits the shelter strategy.

5.3

Element 3.

Coordinate the shelter team in line with other response sectors

3.1 Coordinate shelter activities and plans with other sectors to ensure an integrated settlements-based approach

A. Introduction

Despite being sectoral in a nutshell, managing shelters must adopt a holistic approach and integrated approach. It should transform the identified response gaps into actionable intervention strategies in a participatory and inclusive manner.

B. Identify all other sectors with their strategy, plan, interest and timeframe

Below is the list of sectors that should be coordinated with shelter:

1. Protection (UNHCR)

- a. Participate in Inter-agency assessment to identify protection needs at the onset of disaster
- b. Share the establishment of a protection monitoring mechanism in and out of camps through local partners
- c. Share standard vulnerability criteria among existing partners
- d. Linking monitoring information/reports to service providers for assistance and follow-up
- e. Coordination of protection service providers, particularly for family tracing, child protection, women and elderly, chronic diseases, e.g. PLHIV, GBV survivors & litigation providers
- f. Development of clear messages on registration policy and assistance package
- g. Analysis and sharing of monitoring information to identify key protection trends

2. Water, sanitation, and hygiene (UNICEF)

- a. In close collaboration with the Shelter and NFI and the CCCM sector, coordinate the construction of water points, refuse structures, sanitary structures and drainage structures of IDP families.
- b. In collaboration with the site planner (Emergency Shelter Sector) and the camp residents, liaise with the WASH Sector on the location of accommodation, offices, services, facilities etc. – ensure that safety, security, privacy, and cultural considerations are taken into account (location of facilities, lighting etc.) – ensure that the needs of all camp residents are covered (particularly those with disabilities and chronic diseases; and older and young people)
- c. In collaboration with the Shelter/NFI sector, support in the distribution of water containers (e.g. jerrycans and lidded buckets) for water storage and consumption and the standardisation of hygiene kits and NFI kits distributed across camps.
- d. Support in the provision of hygiene and sanitation training to IDPs

3. Camp Coordination and Camp Management (IOM/UNHCR)

- a. Liaise with appropriate authorities to ensure that suitable sites are identified and that humanitarian agencies have access to these, and identify potential sites in collaboration with site planners, WASH engineers, and other relevant experts
- b. Form and maintain community and sectoral committees for mobilisation and inclusion of IDPs to assess their needs and response mechanisms.
- c. Support an information dissemination service to IDPs to ensure they are informed of return initiatives and services to be provided and other major events affecting the camp population.
- d. Data collection/update on camp size and population composition (with particular regard to the age, gender and diversity dimension), as well as on the provision of services
- e. Where necessary, strengthen the capacity of government counterparts and partners in Camp coordination and management through the delivery of training

C. Present shelter strategy with settlement-based approach to other response actors

Settlement and area-based approach offer a practical means of facilitating the “humanitarian-development nexus”, bridging relief and recovery. The Settlements Approach, aligning with the Area-Based Approach, is geographically targeted, inclusive, and multi-sectoral. It provides a useful approach to a holistic understanding to better inform response and recovery. The settlements approach provides techniques to bond sector-specific expertise into a cohesive whole at a targeted local level to better meet the holistic needs of the affected communities.

This consensus has been strengthened by the Inter-Agency Standing Committee’s call for a “paradigm shift in humanitarian assistance in urban areas, based on a community-based rather than an individual beneficiary approach”. These approaches indicate that planning, coordination, response, and recovery should be centred around holistic human needs rather than sectoral operation. Operationalising the settlement-based approach include:

1. Identifying and delineating target settlements

- Work with multi-sectoral and local stakeholders to determine and prioritise context-appropriate criteria for identifying crisis-affected settlements.
- Locate and select target settlements in agreement with relevant partners and local stakeholders.

- Delineate settlements using participatory mapping techniques with local communities. Consider geographic, political, economic, and community boundaries, noting that these boundaries may not coincide.
- Consider existing boundaries and how they may change due to the crisis.
- Ensure targeted assistance does not contribute to social tensions. Consider the impact of focused assistance and support within the target settlement and neighbouring areas.
- Ensure continuous community and local stakeholder engagement when identifying, selecting, and delineating target settlements.

2. Applying the settlements approach to context analysis and needs assessment.

- Situation and response monitoring systems rely on numerous baseline components, including:
 - A nuanced understanding of the overall context of the communities in need in the target settlement.
 - Mapping the various actors, the role they play, and their services.
 - A multisector understanding of the needs and capacities of (often diverse) affected populations.
- To achieve these, the settlements approach recommends the following research methods:
 - A review of existing data held by local, national, or international actors.
 - A variety of data collection methodologies for ground-level assessments to choose the most appropriate method(s) based on the data needs and its context.
 - When developing subsequent response plans, an understanding of both demand and supply of services is important to ensure that existing services are strengthened, rather than solely creating new and often temporary support services which may run in parallel with existing service providers.
- Many tools exist for humanitarian and development actors to understand the specific context of a target settlement.

3. Applying the settlements approach to settlement response planning

- Confirm the scale to which the settlement response plan should be formulated in consultation with the local institutional

stakeholders and implementing partners. Give coverage figures to illustrate outreach.

- Identify an entity to lead the settlement response planning process and periodic collaborative reviews.
- Facilitate a participatory process to jointly reflect on the needs and identify response priorities. Include the most vulnerable populations and consider appropriate standards of support.
- Ensure that the settlement response planning process and the plan itself reflects the four core characteristics of the settlements approach, including the following:
 - Define a specific geographic area with high needs.
 - Work multi-sectoral.
 - Work with multiple stakeholders.
 - Consider the whole population.

4. Collaborative implementation and monitoring in the settlement approach

- Interventions must consider the different roles, perspectives, and complex relationships between stakeholders in and around the target settlement. Supporting settlement governance structures such as community platforms puts local stakeholders in control of implementation and monitoring.
- Consideration must be given to how settlement governance structures relate and are impacted by higher-level coordination structures, such as clusters. It is important to nurture such linkages as they can impact implementation and monitoring.
- Monitoring is an integral part of the settlement approach and should be done collaboratively.

D. Coordinate with other response sectors to ensure an integrated settlements-based approach

The settlements-based approach relies on multi-sectoral engagement. It can provide techniques to bond sector-specific expertise into a cohesive whole at a targeted local level, better meeting the holistic needs of the affected communities. Collaboration between sectors to integrate a settlement-based approach needs strong and effective partnership and communication at all levels. There are different phases in coordinating with other sectors to ensure that the settlements-based approach is integrated, as indicated below:

1. Set up institutional framework and settlements working group.

2. Conduct settlement-based assessment and multi-sectoral assessment focused on the most affected community.
3. Conduct settlements-based response planning based on the assessment findings and consultations with local and international actors for short-, mid-, and long-term actions.
4. Coordination and implementation of response plans through the use of response plans as a basis for coordinating a settlement-based and multi-stakeholder response. Multi-sectoral collaboration requires ongoing discussion and collaboration to meet the community's diverse needs.
5. Capacity building of local authorities and other sectors

E. Summary

- A shelter coordinator should identify all other sectors' working areas, including their strategy, plan, interest and timeframe. This is to ensure the plans and activities are fulfilling an integrated settlement-based approach.
- A shelter coordinator should actively present the shelter strategy with a settlement-based approach to other response actors. This will help other actors working in the area to find links for collaboration.
- A shelter coordinator should propose a workshop with other sectors in the area to find shelter strategies that might fit in with other sectors (such as WASH and livelihood) and complement each other.

3.2 Build cooperative relationships and partnerships with other linked sectors and relevant stakeholders

A. Introduction

Implementing shelter and settlements programmes cannot be carried out alone. A high level of coordination and partnership with other sectors and relevant stakeholders are required to achieve an effective response that is people-centred, moving as rapidly as possible from provision to support.

B. Identify all relevant stakeholders and linked sectors who are working within the area

Stakeholders or sectors in charge of humanitarian shelters and NFIs can become Shelter Cluster partners. It can be from various stakeholders with different mandates, perspectives, roles, and priorities. Relevant stakeholders or sectors that can be partners, include:

1. **Host government:** Ministries or central/local government departments responsible for civil emergencies or housing.
2. **UN/IOM:** Agencies that have a role in managing shelter, for example, IOM, UN-HABITAT, UNDP, and UNEP. Besides, it can be representatives of the humanitarian/resident coordinator or OCHA.
3. **NGOs:** Local, national and international NGOs can deliver shelter and NFIs or work in related areas.
4. **IFRC:** The IFRC or its member National Societies deliver shelter and NFIs.
5. **Other clusters:** Partner's activities that can complement the needs of Shelter Cluster, such as Protection, WASH, Camp Coordination and Camp Management or Early Recovery.
6. **Donors:** Shelter donors, such as DFID, ECHO and USAID
7. **Others:** Any other organisations that have interest or involvement in a humanitarian shelter, for example, academic, women's or private sector organisations.

C. Analyse their interest, beneficiaries, and modalities to find a potential link to the shelter and settlement programme

The type of modalities that can be carried out by the linked sector and relevant stakeholders include the following:

1. Technical support modality
 - Construction/rehabilitation and planning expertise
 - Guidance and standards
 - Capacity building and training
2. Financial support modality

The appropriate type of financial support will be identified in coordination with government authorities and existing coordination mechanisms and will be based on the objectives of shelter and settlement programmes. Types of financial support include:

 - Unrestricted cash → when the beneficiaries do not have to do anything in return to receive the cash - can be used entirely as the beneficiaries' choice. Example of unrestricted cash: multi-purpose cash transfers, cash for work

- Restricted cash → when the beneficiary is required to spend the cash on particular goods and/or services (for instance, shelter items through a voucher system). Examples of restricted cash: Vouchers, cash for rent, cash for hosting and hosted families, Cash for retrofits, upgrades and rehabilitation (materials, labour and transport), etc.

3. Material support modality

Material support modality, includes:

- General household support items (NFIs which do not require instruction to use)
- Shelter NFIs (NFIs which require instruction to use)
- Construction materials and related items

4. Contracted works or products modality

There are four types of contracted works or products modality, namely:

- Community labour
- Contracted labour
- Direct labour
- Self-help

Partners in the shelter cluster work together and have the same authority. There is no formal accountability for partners to the shelter cluster, and the shelter coordination team also does not have the power to direct their work. Below is the list of responsibilities that partners should do to support shelter and settlement programmes:

1. Support the aims, strategy, and coordination activities of the Shelter Cluster.
2. Participate in cluster activities, for example, coordinated assessments and appeals, etc.
3. Exchange assessments, plans, information and progress reports with the cluster.
4. Highlight gaps in coverage which they cannot fill or signal any duplication in delivery that they have observed.
5. Adhere to the principles, standards, and guidance agreed by the Shelter Cluster

D. Build cooperative relationships and partnerships to strengthen beneficiary's capacity

Building a good partnership is needed to enhance the impact and effectiveness of action through combined and more efficient use of resources, promote innovation, and be distinguished by a strong commitment from each partner. Below are the steps to building a good relationship and partnership:

1. Preparation

Preparation is necessary for developing a steady and effective partnership. In this phase, identifying the right partners and establishing clear roles are crucial.

2. Contractual Conclusion

A formal commitment is needed in building a partnership. It can be carried out by signing a contract. The aim is to bind the partners to share their strategies and implement their coordinated working programme for a period determined by the partnership.

3. Establishing Working Programmes

The work programmes and activities should include the interests and targets of all partners. In this case, make sure that the work programmes between all partners can meet the needs and strengthen the beneficiary's capacity.

4. Implementation

In conducting implementation, partners should regularly coordinate to ensure that the programme works well.

5. Monitoring

A comprehensive monitoring system should be conducted to assess whether the programme or partnership still works well or not. A periodic evaluation and reporting should also be done to demonstrate the added value of its work.

E. Summary

- Through coordination, a shelter coordinator should have close contact with relevant stakeholders and linked sectors in the area to share updates and learn from them on overcoming challenges.
- A shelter coordinator should find if they are matched to link to the shelter and settlement programme, such as similarity in the working area, interest, and modalities.
- One initiative that can speed up the progress in strengthening the beneficiary's capacity could be an indicator for building cooperative relationships and partnerships.

3.3 Coordinate shelter programme activities with the work of other agencies

A. Introduction

Coordination will be better, more effective, and successful when programmes between sectors are mutually integrated and coordinated. Each organisation can find out what others are doing and where others are working by working together.

B. Identify all other agencies' work and specific timeframe

Below is the list of cluster and global cluster lead agencies:

Cluster	Global Cluster Lead Agencies
Camp Coordination and Camp Management	<ul style="list-style-type: none"> IOM in natural disasters UNHCR in armed conflict
Early Recovery	UNDP
Education	<ul style="list-style-type: none"> UNICEF Save the Children
Food Security	<ul style="list-style-type: none"> WFP FAO
Emergency Telecommunications	WFP
Health	WHO
Logistics	WFP
Nutrition	UNICEF
Protection	UNHCR
Shelter	<ul style="list-style-type: none"> IFRC in natural disasters UNHCR in armed conflict
WASH	UNICEF

C. Analyse their activities to find potential collaboration or strengthen the shelter and settlement programme

1. United Nations Children's Fund's (UNICEF)

The United Nations Children's Fund's (UNICEF) activities include:

- Promoting predictable, effective, and timely action
- Supporting access to education
- Ensuring access to health services
- Delivering life-saving supplies
- Addressing the root causes of fragility
- Ensuring access to water, sanitation, and hygiene (WASH)
- Protecting children from violence, exploitation, and abuse
- Supporting adolescents during crises
- Strengthening disability-inclusive humanitarian action
- Supporting immunisation in conflict-affected areas
- Improving nutrition in emergencies
- Supporting early childhood development
- Advocating for children
- Working with partners

2. World Food Programme (WFP)

Services provided by World Food Programme to support humanitarian response, include:

- Procurement of food, relief items, and operational equipment that WFP can procure for partners
- Emergency stockpiling and pre-positioning
WFP offers storage for various food and relief items: from family tents to cooking sets and operational equipment.
- Cargo transportation
WFP works with local, regional, and global networks of ocean, land, and air transport providers to deliver life-saving food assistance and relief items for its operations and partners.
- Telecommunication and IT services
WFP can provide telecommunication and IT experts to establish vital connections in the location and provide vital support to the people there.
- Air passenger transport
WFP offers critical air passenger services to aid workers to areas that are unreachable by any other way (insecurity, lack of infrastructure, or viable commercial aviation options).
- Warehousing and handling

WFP can manage and hire local companies and labourers to ensure the proper storage and handling of food and relief items.

- Engineering support
- Medical wellness and accommodation services

3. UN Women

- Ensure equality between women and men as partners and beneficiaries of humanitarian action.
- Promote gender equality and women's empowerment in their humanitarian efforts.
- Assist the Member States in implementing policies and commitments to gender equality and women's empowerment in humanitarian action.
- Promote the voices, agency and capacity of women's civil society organisations and national women's machineries in humanitarian efforts.
- Provide coordination and leadership, technical expertise, capacity-building, and evidence-based response and advocacy to the global humanitarian system

4. Save the Children

Save the children's role in humanitarian response, include:

- Child-focused
 - Support Education Clusters to lead on child participation and child safeguarding
 - Use the Cluster Lead Agency (CLA) role to amplify the voices of children and drive inter-sectoral accountability to children
- Civil society
 - Use the CLA role to expand space for civil society
 - Resource capacity development to facilitate a transition to local civil society leadership
- Cross contexts
 - Contribute to coherence by fulfilling CLA accountabilities.
 - Ensure that multi-year planning and programming respond to children's priorities and include local civil society.
- Accountabilities
 - Define Save the Children's CLA accountabilities.
 - Develop an Action Plan to fulfill defined accountabilities predictably and consistently.
 - Collaboratively apply the redefined accountabilities and document their impact.

5. IOM

IOM activities to support humanitarian response include:

- The provision of emergency shelter and non-food items (NFIs)
- Management and coordination in camps and camp-like settings; water, sanitation, and hygiene promotion
- Transportation assistance, including emergency evacuations
- Health and psychosocial support
- Information management
- Engagement in disaster risk reduction; early recovery livelihood activities, and community resilience building
- In the planning and implementation stages, IOM strives to ensure that gender specificities, the environment, humanitarian principles, and protection concerns are taken into account

6. UNHCR

UNHCR activities can be divided into three distinct functions:

- Global Cluster Lead Responsibilities
 - Ensure system-wide preparedness and technical capacity to respond to humanitarian emergencies.
 - Ensure greater predictability and more effective inter-agency responses.
 - In particular, and in cooperation with a broad base of partners, the Office has responsibility for setting standards and policies, building response capacity and providing operational support.
- Cluster Lead Responsibilities
 - At the national level, to ensure a well-coordinated, participatory, and effective response to protection concerns within the humanitarian response.
 - Carry out coordination, assessment, strategic planning, monitoring and evaluation, training and capacity building, and advocacy and resource mobilisation.
 - Close consultation and planning with national and local authorities and national non-governmental organisations.
- Operational Activities
 - Participatory assessment
 - Community-based approaches
 - Age, gender, and diversity mainstreaming
 - Address risks or vulnerabilities among IDPs and affected populations which are specifically caused or exacerbated by the natural disaster
 - Partnership with other agencies

7. UNDP

The United Nations Development Programme (UNDP) is responsible for operational activities for natural disaster mitigation, prevention, and preparedness. Meanwhile, UNDP Resident Coordinator coordinates relief and rehabilitation efforts at the national level during an emergency.

8. OCHA

OCHA works closely with global cluster lead agencies and NGOs to develop policies, coordinate inter-cluster issues, disseminate operational guidance and organise field support. Below is the list of activities of OCHA at the field level:

- Ensure that the humanitarian system functions efficiently and supports the Humanitarian Coordinator's leadership.
- Provides guidance and support to the Humanitarian Coordinator and Humanitarian Country Team and facilitates inter-cluster coordination.
- Ensure coordination between clusters at all response phases, including needs assessments, joint planning, and monitoring and evaluation.

9. FAO

Food and Agriculture Organisation's (FAO) intervention in humanitarian response, include:

- Boost local food production and enhance nutrition
- Support livestock owners and fishing communities
- Contribute to environmental rehabilitation and disaster risk reduction
- Cash-based transfers
- Coordination, food security information and analysis

D. Coordinate shelter and settlement programme activities to implement joint activities with other agencies

Shelter interventions must always be integrated with water and sanitation facilities. They should also be coordinated with other sectors, such as food security, to ensure that people have the means to live at the site. It is important to ensure effective communication and achieve synergies among other sectors to provide sufficient livelihood support and services for displaced or returning populations. During the coordination, it should be highlighted and checked whether they join activities that have already involved shelter and settlement programme activities or not.

E. Summary

- The Shelter Coordinator should identify other agencies' coordination mechanism's work, target, modality, and timeframe.
- The Shelter Coordinator should be able to analyse other actors' plans to find potential collaboration or strengthen the shelter and settlement programme.
- The Shelter Coordinator should proactively propose joint activities to implement the shelter and settlement programme with other agencies.



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Self-assessment Checklist



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Self-assessment Checklist

Please use the checklist below to help you determine whether you are prepared to be assessed in this unit of competency. The boxes without tick mark indicate that there may be some areas you need to work on to become ready for assessment.

Instructions Please tick (✓) the box if your answer is yes	Questions
<input type="checkbox"/>	Have I read the Learner Guide and understood its contents?
<input type="checkbox"/>	Have I attended, participated in, and completed all training sessions and activities?
<input type="checkbox"/>	Have I reviewed the learning resources to reinforce what I've learned in training?
<input type="checkbox"/>	Am I able to demonstrate my understanding of each element and performance criteria of this unit of competency by writing a summary in my own words?
<input type="checkbox"/>	Am I able to communicate how my experience, knowledge, skills-sets, and attitudes make me qualified and competent enough to perform the job related to this unit of competency?



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Oral Interview and Written Test Guide



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Oral Interview and Written Test Guide

This section guides candidates on how to communicate, demonstrate, or present evidence, responses, and their work in a professional manner. There are three primary ways the candidates will be assessed: through observation, oral interview, and written test. The assessor will determine the final assessment methods and tools depending on several factors like the local context, professional needs, and the like.

On observations

Assessors will observe the candidate over a period of time to collect evidence of their capability to meet the required standards and performance criteria. Assessors may attend selected learning sessions, if any, to witness how candidates complete their activities and participate in exercises. In doing so, assessors can get a sense of the candidate's key strengths and areas for improvement concerning the unit of competency. It will benefit candidates to ensure that their work is always complete and presentable.

On oral interview

Assessors will conduct oral interviews to confirm and evaluate the candidate's experience, knowledge, skills, and attitudes regarding the unit of competency under assessment.

Please review the Unit Readings and complete the Self-assessment Checklist in this document. It may include verification questions about what you learned from the training content and material. It may also include competency questions about your knowledge and skills. Assessors may ask you what knowledge or skill you will use or apply to address a specific occupational issue or problem. Candidates need to think about how they will carry out their critical job functions in a defined work setting.

Finally, the interview may also include behavioural questions that focus on attitudes. Assessors may ask for examples of what you will do when a particular situation happens or when circumstances change. Candidates will need to support their answers with reflections of their own or other's experiences and the lessons learned from those.



On written tests

Assessors will also present a written test to candidates to confirm whether candidates learned and understood the training content and material concerning the unit of competency under assessment.

Accuracy, brevity, and clarity are the ABCs of good writing. The first thing candidates are suggested to do is answer the questions as accurately as possible. It helps structure your response and sharpen your main points in an outline before writing them down. Candidates are advised to use short and simple sentences and paragraphs. The key messages and transitions between your sentences and paragraphs must be clear. Your answers need to be easy to read and understand. It includes removing and leaving out irrelevant material. Candidates are also expected to write coherently and logically so that readers can follow their thought.

Proofread and correct errors in your work before submitting it. How you format your work also matters. If you are using a computer, please check whether your indentions, margins, spacing, listings (bullets, numerical sequencing), and page numbers are in order.



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Recommended Readings



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Recommended Readings

Bopp, M., Germann, K., Bopp, J., Baugh Littlejohns, L., & Smith, N. (2000). *Assessing Community Capacity for Change*. Red Deer, Alberta: David Thompson Health Region & Four Worlds Centre for Development Learning. Accessible [here](#)

IASC. (2012). Operational Guidance for Coordinated Assessments in Humanitarian Crises. Accessible [here](#)

IFRC. (2011). *Project/programme Monitoring and Evaluation (M&E) Guide*. Accessible [here](#)

International Federation of Red Cross and Red Crescent Societies. (2012). *Shelter Coordination in Natural Disasters*. Switzerland: International Federation of Red Cross and Red Crescent Societies. Accessible [here](#)

Sphere. (2018). *The Sphere Handbook: Humanitarian Charter and Minimum Standards in Humanitarian Response*. Switzerland: Sphere Association.

UNHCR. (2008). *Joint Assessment Mission (JAM) Guidelines*. Accessible [here](#)



Learning Resources

Shelter Cluster Team, IRAQ. (2020, December). *VULNERABILITY CRITERIA FOR SHELTER CLUSTER - 2021*. Accessible [here](#)

United Nations Office for the Coordination of Humanitarian Affairs. (2017, July 7). Community engagement at the centre of disaster response. Retrieved June 2021. Accessible [here](#)

UN Women. (n.d.). *Humanitarian Action*. Accessible [here](#)



Training Evaluation Sheet



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Training Evaluation Sheet

Name of Training

Competency unit title and number

ADM.TEC.036.1 Coordinate Shelter and Settlement Planning and Activities and its All Relevant Stakeholders

Location of training

Date of training

Instructions

Please tick (✓) your level of agreement with the statements below

Strongly Agree

Agree

Neither Agree or Disagree

Disagree

Strongly Disagree

Training content and facility

The training objectives were clearly defined and met.

☐
☐
☐
☐
☐

The training content was organized and easy to follow.

☐
☐
☐
☐
☐

The training material was relevant and useful to me.

☐
☐
☐
☐
☐

The training facility is adequate and comfortable.

☐
☐
☐
☐
☐

Training delivery and activities

The trainers/presenters were knowledgeable and well prepared.

☐
☐
☐
☐
☐

The trainers/presenters
were engaging and
helpful.

☐☐☐☐☐

The length of the training
was sufficient for learning.

☐☐☐☐☐

The pace of the training
was appropriate to the
content and attendees.

☐☐☐☐☐

The activities and
exercises encouraged
participation and
interaction.

☐☐☐☐☐

What did you like most about this training?

What parts of the training could be improved?

Other comments and feedback:

**Thank you for completing this training evaluation form.
Your response is appreciated.**



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ASEAN Standards and Certification for Experts in Disaster Management

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