

1st Edition

**LEARNER'S
GUIDE**



TECHNICAL COMPETENCY UNIT



**ADM.TEC
037.1**

Implement Shelter and Settlement
Assistance Programmes



ASCEND

ASEAN Standards and Certification
for Experts in Disaster Management

ASEAN Standards and Certification for Experts in Disaster Management

IMPLEMENT SHELTER AND SETTLEMENT ASSISTANCE PROGRAMMES

ADM.TEC.037.1

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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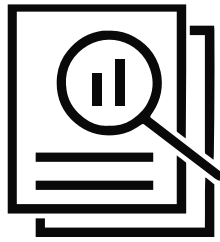
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ASCEND Programme and
Toolbox:

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 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 responding to large-scale disasters showed that realising the OAOR can be challenging. Various responders from different countries, institutions, organisations, and companies seek to contribute to the overall response. Their goodwill is appreciated, and several provide much-needed assistance. But ASEAN and affected Member States sometimes found it challenging to determine what knowledge and skills responders have and how they can effectively contribute to national and regional efforts.

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

1.2

The Objectives of ASCEND

- To enhance the capacity of the ASEAN countries in the implementation of ASCEND.
- To establish regionally recognised Competency Standards and assessment processes covering five professions in disaster management.
- To improve the capacity of the AHA Centre to serve as the ASCEND Secretariat.
- To promote understanding of the ASCEND Framework among the ASEAN Member States (AMS) and other ASEAN sectors in preparation for the inclusion of ASCEND into the ASEAN Mutual Recognition Arrangement (MRA).

1.3

Advantages and Benefits of an ASCEND Certification

For ASEAN

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

For AHA Centre

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

For disaster management professionals

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

These ASCEND toolbox documents support the ASEAN Member States in identifying, building the capacity of, and mobilising competent disaster

managers across Southeast Asia that are highly capable of contributing to reducing disaster risks and disaster losses in the region through timely and effective response.

1.4

The ASCEND Toolbox

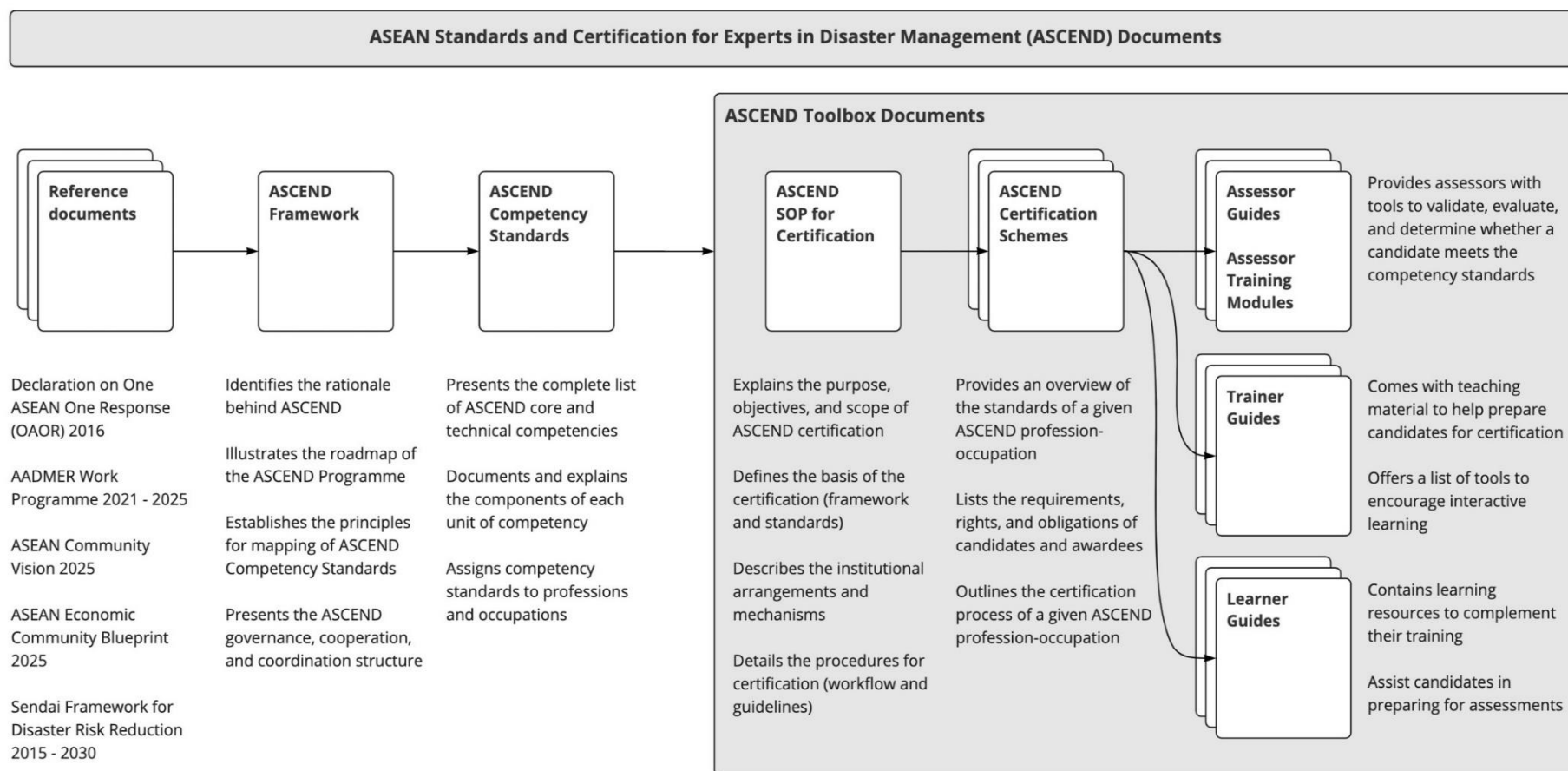
A set of technical requirements must exist before it is possible to implement the ASCEND programme in participating ASEAN Member States. The first requirement is the ASCEND Competency Standards, containing forty-three (43) regionally recognised core and technical competencies in selected disaster management 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, are 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 present 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 provide 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 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 to help prepare them for 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.



ASCEND Competency Standards and Unit Descriptor



ASCEND

3.1

Competency Standards

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

3.2

ASCEND Competency Standards

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

Each ASCEND Competency Standard has its dedicated Toolbox documents: an SOP, Certification Scheme, Assessor Guide, Trainer Guide, and Learner Guide. 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 : **Implement Shelter and Settlement Assistance Programmes**

Unit number : **ADM.TEC.037.1**

Unit description: This unit deals with the skills, knowledge, and abilities needed to assist in shelter and settlement programme implementation.

Element 1.

Implement the activities of the shelter programme in the field

Performance Criteria

- 1.1 Use defined project management tools and methods to implement projects and manage project resources.
- 1.2 Apply standard engineering calculations, practices, and precedents for initiating and completing project tasks.
- 1.3 Distribute required materials, equipment, tools, training and public outreach materials as directed
- 1.4 Complete all relevant financial and administrative procedures as directed

Element 2.

Maintain the technical quality of shelter assistance provided

Performance Criteria

- 2.1 Assist in providing shelter and settlement technical guidance and training for communities and implementing partners.
- 2.2 Monitor technical quality of shelter programme to ensure minimum shelter standards, compliance, safety and dignity.
- 2.3 Undertake all programme activities in compliance with relevant local, national, and international standards and regulations, reflecting agency best practices

Element 3.

Monitor shelter activities

Performance Criteria

- 3.1 Support the fieldwork of subcontractors and implementing partners to ensure programme quality.
- 3.2 Support junior team members to ensure their safety and efficiency
- 3.3 Provide support and assistance as required to the assisted community



Glossary of Terms and List of Abbreviations



ASCEND

4.1

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
BS	British Standard
BBS	Build Back Safer
BOQ	Bill of Quantity
BSAFE	Building on Strengths and Advocating for Family Empowerment.
IEC	Information Education and Communication
IFRC	International Federation of Red Cross and Red Crescent Societies
IOM	International Organization for Migration
NFIs	Non-Food Items
PIC	Person in Charge
PMBOK	Project Management Body of Knowledge
PMI	Project Management Institute
PPP	Public Private Partnerships
PVC	Polyvinyl Chloride
RBM	Results-Based Management
SMART	Smart, Measurable, Achievable, Relevant, Time-Bound
TOT	Training of Trainers
UN	United Nations
UNHCR	United Nations High Commissioner for Refugees
WBS	Work Breakdown Structure



Unit Readings and Activities



ASCEND

5.1

Element 1. Implement the activities of the shelter programme in the field

1.1 Use defined project management tools and methods to implement projects as well as manage project resources

A. Introduction

In every project activity, there are requirements to be fulfilled and targets to be achieved. Project management is needed to conduct project activity reasonably. There are three basic principles: scope (quality), time, and cost-which are often called the Project Management Triangle. There are also tools and methods to implement projects and manage project resources to ensure those three elements are present.

B. Project management tools

Project Management Tools presented here are helpful in every Project Management phase, starting from initiating, planning, implementing, controlling, and evaluating.

1. SMART Objectives

Ensure that the objectives constructed comply with the SMART Objectives.

Table 5: SMART Objectives

Definition	
S → Specific	Unambiguous, Answers 5W+1H questions about the project easily
M → Measurable	The goals can be measured both in quantity and quality
A → Achievable	Realistic, Possible to be worked on and to achieve specific targets
R → Relevant	Applicable, Able to cover the needs for various situations
T → Time-bound	Specific period of timeframe

In order to deliver proper shelter assistance to the affected community, the shelter programme should have clear objectives and be well planned. In responding to post-disaster situations, swift and effective responses are needed. Therefore, SMART objectives should be applied during programme planning to ensure accuracy and applicability.

2. Logical Framework Matrix

A clear strategy must be developed to ensure that shelter programmes achieve their goals and objectives. One standard tool to construct indicators developed from logical assumptions is a Logical Framework (LogFrame) Matrix. It originates from military studies but is now being used by practitioners in almost any profession.

Logical Framework Matrix is a 4x4 Matrix that sets out a logical sequence of cause-effect relationships based on the results chain/objective hierarchy. Below shows the breakdown of LogFrame Matrix:

Figure 2: Logical Frame Matrix, Source: IFRC (2010)

Objectives (What we want to achieve)	Indicators (How to measure change)	Means of verification (Where/how to get information)	Assumptions (What else to be aware of)
Goal The long-term results that an intervention seeks to achieve, which may be contributed to by factors outside the intervention	Impact indicators Quantitative and/or qualitative criteria to measure progress against the goal	How the information on the indicator(s) will be collected (can include who will collect it and how often)	External factors beyond the control of the intervention, necessary for the goal to contribute to higher-level results
Outcome(s) The primary result(s) that an intervention seeks to achieve, most commonly in terms of the knowledge, attitudes or practices of the target group	Outcome indicators Quantitative and/or qualitative criteria to measure progress against the outcomes	As above	External factors beyond the control of the intervention, necessary for the outcomes to contribute to achieving the goal.
Outputs The tangible products, goods and services and other immediate results that lead to the achievement of outcomes	Output indicators Quantitative and/or qualitative criteria to measure progress against the outputs	As above	External factors beyond the control of the intervention, necessary if outputs are to lead to the achievement of the outcomes
Activities The collection of tasks to be carried out in order to achieve the outputs	Inputs The materials and resources needed to implement activities	Costs (and sources) The summary costs for each of the identified resources/activities; sources of income can also be specified	External factors beyond the control of the intervention, necessary for the activities to achieve the outputs

3. Gantt Chart

Every project should have a clear beginning and ending. Therefore, keeping up with the schedule is essential while executing a programme, as the time is the variable that bounds.

Gantt Chart is a standard tool used for scheduling. Proper scheduling will help to determine:

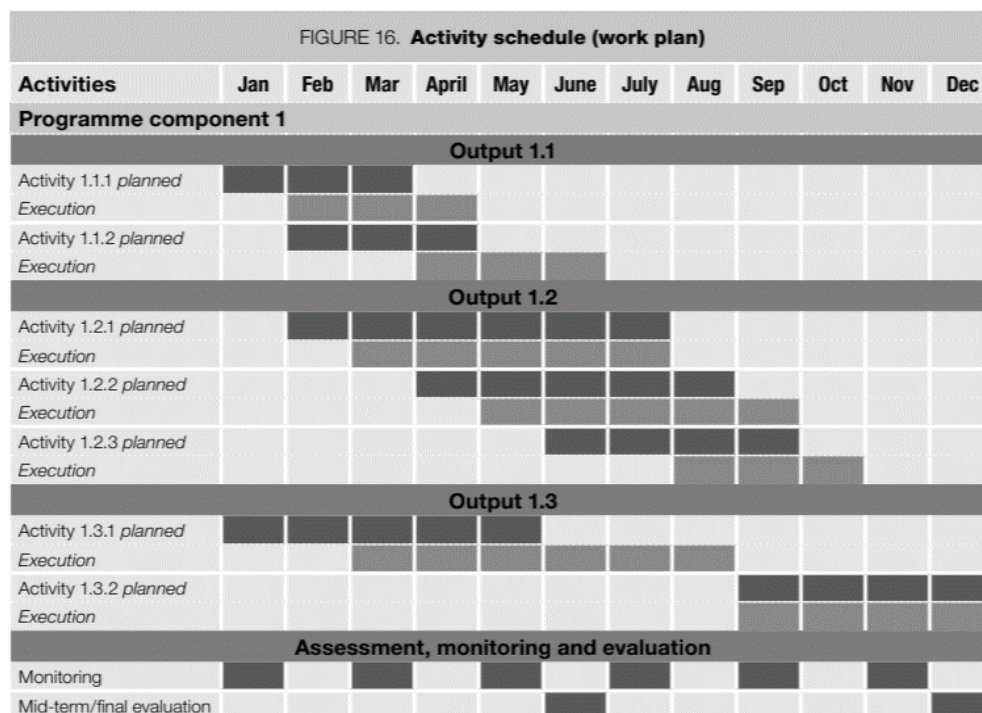
- Activity that will happen
- Duration of the activity
- Order of the activity

In more advanced scheduling, it can also add some other supporting elements such as:

- Person in charge (PIC)
- Budgets, income source, expenditure
- Materials to support

Gantt Chart is a bar chart type, presenting activities, name and duration. More detailed activities should be presented in the Gantt Chart for planning and implementation depending on how complicated the programme and its activities are. The figure below shows the example of the Gantt Chart.

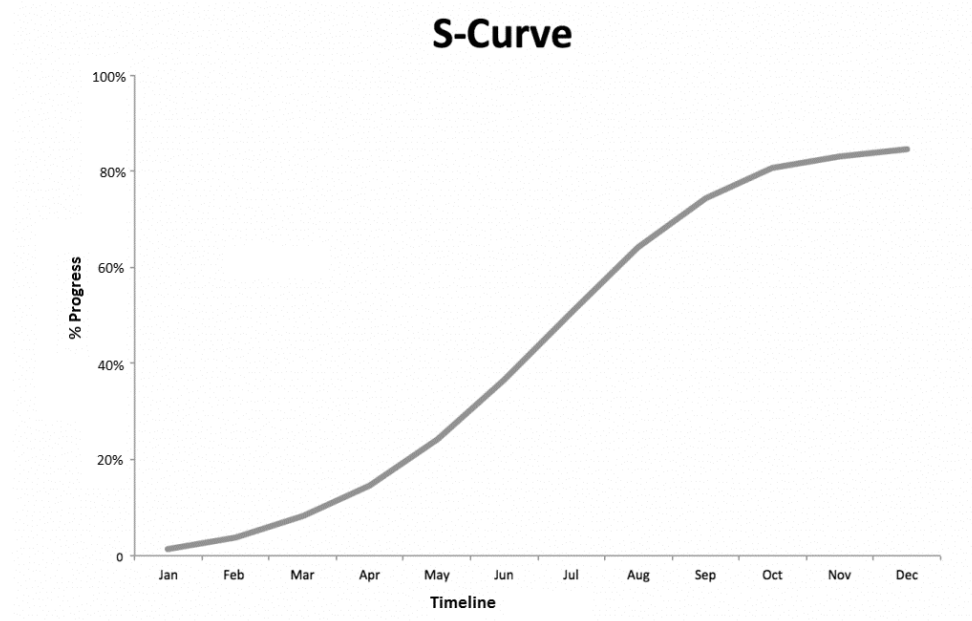
Figure 3: Gantt Chart, Source: IFRC (2010)



4. S-Curve

S-Curve is inseparable from Gantt Chart. S-Curve is obtained from cumulative data (e.g., project's costs, hours, quantities), usually presented in a Gantt Chart, against time. Just like its name, S-Curve is an 'S' shaped graphic tool. It is not as curvy as the letter S, but it starts with a flatter beginning, gets steeper in the middle and ends with a flatter end. It represents an accelerating beginning with little progress, and as it gets steep, the progress increases. Finally, it decelerates as minor work is left to complete the project.

Figure 4: S-Curve, Source: Google Images



A smooth S-Curve is an ideal graphic to obtain. However, in reality, it is not that common that a schedule could result in a smooth S-Curve. When a schedule plan produces a smooth S-Curve, it means the activities/works are well planned and distributed evenly, so there is no variable (budget/workforce/time) overused or less used that could affect creating a steeper slope or even disfigure chart. That is why it is best to compile the schedule to create as smoothly as an S-Curve.

C. Project Management Method

Humanitarian organisations often adopt the so-called result-based approach to manage their works. “Results-Based Management” (RBM) refers to an overall strategy for managing projects and programmes that focuses on defining measurable results and the methodologies and tools to achieve those results by applying a clear logic: plan, manage and measure an intervention with a focus on the results to achieve.

IFRC on PPP suggests that project/programme cycles are defined as follows:

1. Initial assessment

Understanding the current situation and finding out whether the intervention is required.

2. Planning

Defining an intervention’s goals, inputs and activities needed to accomplish them, the indicators to measure their achievement, and the fundamental assumptions that can affect the achievement of the goals

3. Implementation and monitoring

Implementation is carrying out the planned activities to achieve goals while monitoring keeps track of progress.

4. Evaluation

Determining the fulfillment of goals, the process behind them, and lessons learned.

Seeing the cycle structure that humanitarian organisations have been using, there is a resemblance with the Project Management process plot by Project Management Institute (PMI). PMI introduced a traditional project management framework, namely Project Management Body of Knowledge (PMBOK), to serve as a basis for compiling project management. In order to implement it as a methodology, it needs further determination on which processes to be applied, when, by whom, and to what extent.

The PMI's Guide to the Project Management Body of Knowledge (PMBOK® Guide) identifies its recurring elements into five groups:

- Initiating
- Planning
- Executing
- Monitoring and Controlling
- Closing

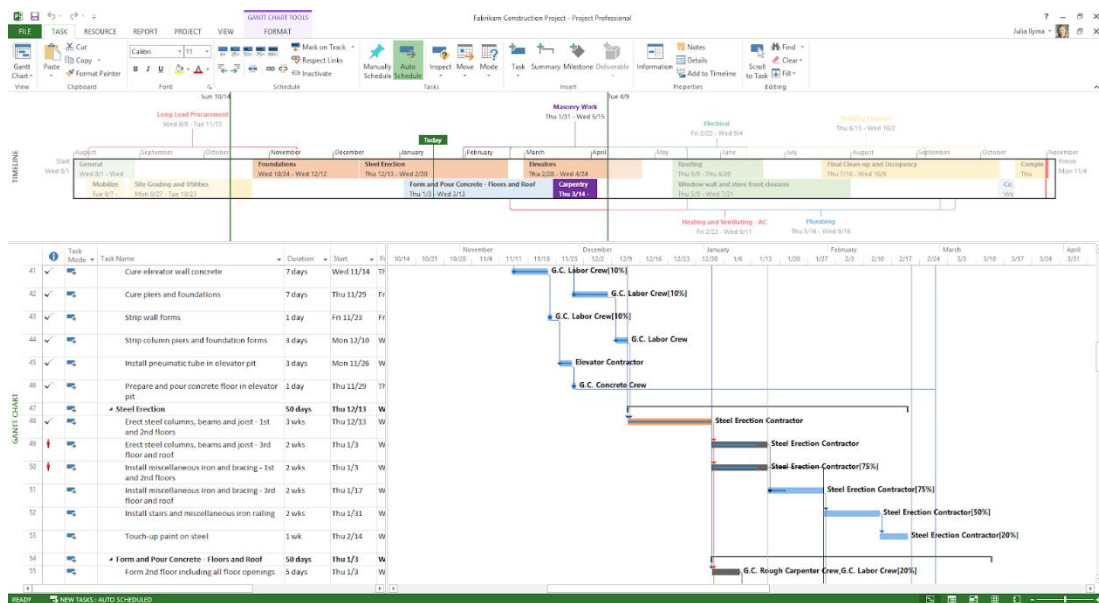
It can be concluded that PMI's PMBOK mostly influences the humanitarian project method framework.

D. Project Management Software

1. Microsoft Project

Microsoft Project is a Project Management Software by Microsoft. It is a powerful software to integrate schedule, budget, and workforce to present all the project management composed in one file. Below shows the interface of Microsoft Project.

Figure 5: The interface of Microsoft Project

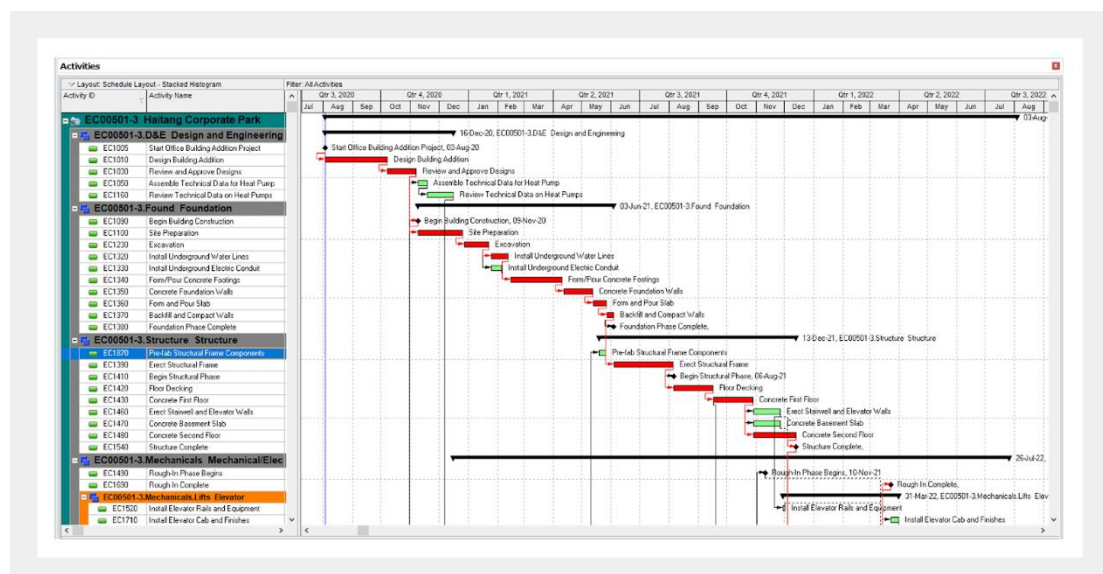


For learning purposes, there are tutorials online. As a reference, try looking up this step-by-step free tutorial for Microsoft Project in this [link](#).

2. Primavera

Primavera Oracle, known as P6, is another popular Project Management Software. When Microsoft Project is more convenient for an independent project, P6 is more suitable for multi-user usage with large projects. Below shows the interface of P6.

Figure 6: P6 Interface (Source: Oracle)



For learning purposes, there are tutorials online. As a reference, try looking up this step-by-step free tutorial for P6: <https://www.planacademy.com/primavera-p6-tutorials/>

E. Summary

- Even in humanitarian work, the importance of using proper project management is essential.
- The project management method and tools will guide the planning and the implementation, ensuring all resources are used efficiently.
- Project management tools are also communication tools for the whole shelter team on activities' sequences and responsible people.

1.2 Apply common engineering calculations, practices, and precedents for initiating and completing project tasks

A. Introduction

Before a shelter project commences, the shelter team must acknowledge the must-do activities to achieve the goals. This breakdown of activities will later be put on the Gantt Chart to set in a particular timeframe. Also, this breakdown of activities will be helpful for budgeting and becoming a supporting control tool for the whole project phase.

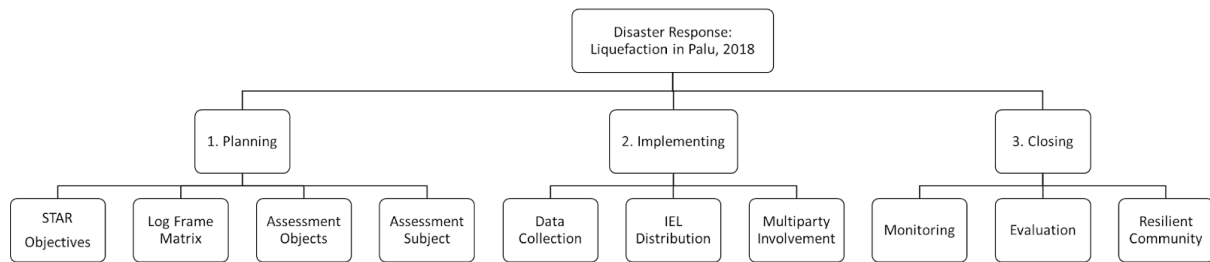
B. Work Breakdown Structure (WBS)

Adjusted from Project Management Institute, an effective WBS shall follow these characteristics:

- deliverable-oriented grouping of project elements
- created by those doing the work
- defines the context of the project, clarifies the work, and communicates project scope to all stakeholders
- expressed as an illustration, chart, or outline, providing a graphical or textual breakdown
- should contain at least two levels
- uses nouns and adjectives—not verbs

Below is shown an example of a simple 2-level WBS:

Figure 7: Simple WBS Illustration



C. Budgeting using Bill of Quantity as a guide

Bill of Quantity is a document showing a list of everything needed to build something and how much each item will cost (for more information, access [this link](#)). The single bill paper as prescribed by BS 3327, which is widely used in practice, has seven columns containing:

1. Item no. / Reference
2. Description
3. Quantity
4. Unit
5. Rate (£)
6. £ (Total Price = Quantity x Rate)
7. p (Cent)

To make it more convenient, in this toolbox, columns 6 and 7 are merged as presented below:

Table 6: Suggested Bill of Quantity Format

Item no. / Reference	Description (of work)	Quantity	Unit Measure	Rate per Unit	Total Amount
(1)	(2)	(3)	(4)	(5)	(6) (3 x 5)
Total Amount					

Breakdown of work in WBS could be filled in Column (2).

D. Summary of Bill of Quantity

Being detailed is excellent in the planning phase. On the other hand, flooring information might be time-consuming, so it is best to summarise the overall work. To fill Column (2), it is best to use first-level activity from WBS. Here is the template for Summarising the activities:

Table 7: Suggested Summary of Bill of Quantity Format

Item no. / Reference	Activity	Total Amount
(1)	(2)	(6)

E. Summary

- Before project commencement, there is a need to clearly define all planned tasks, timeframe, budget, and resources.
- Project execution needs detailed task information, including work breakdown structure, work volume, and costs.
- The engineering calculation and practices ensure that the tasks can be delivered in time and within the agreed budgeted cost.

1.3 Distribute required materials, equipment, tools, training and public outreach materials as directed

A. Introduction

Every shelter project is unique. A distribution method applied in a project may not be suitable for another project due to the characteristics of the people involved, geography conditions, time availability, and other factors. Since construction materials, equipment, and tools are urgently needed to be in the affected area, sending those construction materials, equipment, and tools should be done swiftly. Aside from those items, training and outreach material should be distributed to the affected people to build their capacity to recover by their strength.

B. Build communication, Follow the direction

As mentioned in the introduction, a distribution method that applies in one project may not suit another. Good communication should be established with the Shelter Coordinator and other shelter actors. Do not hesitate to ask for guidance. Report the activity and progress done on and off-field. Ensure required materials, equipment, tools, training and public outreach materials are delivered well according to the shelter management team plan.

C. Materials, equipment, tools and Non-Food Items (NFIs) for the affected community

Non-Food Items (NFI) means any non-food article, tool, or utensil that contributes to populations' physical and/or psychological health, which is affected by a significant deterioration in their environment, threatening their survival.

Sphere concludes NFI Items into three significant sectors: clothing, bedding, and household items. Clothing, bedding and household items are essential for human needs: shelter from the climate, health maintenance, privacy and dignity. Further, NFI is detailed into:

1. Individual, general household and shelter support items

- Ready-made shelter (ex. tents, tarpaulins),
- Materials to build a shelter (ex. plastic sheeting, rope, cement, multiplex, timber, bamboo, corrugated metal sheet)
- Materials to rehabilitate existing shelters (ex. saw, nails, hammer, pliers)
- Cleaning-up kit
- Clothing and bedding

2. Clothing and bedding

- clothes
- bed
- mosquito nets
- bed linen and blanket
- mats or mattress

3. Hygiene material

- soap and shampoo
- toothbrush and toothpaste
- hand towel
- soap for laundry
- razor and shaving cream
- comb, brush
- sanitary towels and baby diapers
- anal cleansing recipient
- children's potties

4. Cooking and eating utensils

- stove for cooking
- jerrycan to carry/stock water
- pots
- plates and cutlery
- glasses and cups
- plastic base

5. Stoves, fuel and lighting

- stove for heating
- fuel
- oil lamp

6. Tools and fixings

- hammer
- saw
- tape measure
- PVC pail
- shovel

D. Distribution of materials, equipment, tools and NFIs

The construction materials, equipment, tools and NFIs need to be distributed in good quality, in the right amount, and delivered on time. Since the Logistic team will do the distribution, the Shelter Officer needs to coordinate with Logistic Manager to do the distribution properly. Therefore, the distribution needs to ensure all aspects and means as follows:

- Permit for transportation. Some materials, equipment and tools need permits to safely travel from the original place to the distribution point of the affected area.
- Security assurance. During the response and early recovery, security can be a concern for distribution due to looting or other criminal issues.
- Selecting transportation companies that have a reliable fleet of vehicles and drivers.
- Set up a distribution point and its system wherein affected people can receive the material safely.
- If the local market is functioning, the vendors under the agreement with the organisation can supply the material and NFIs and use the shop as a distribution point.

E. Training and public outreach material to strengthen self-recovery initiative

Shelter 'self-recovery' is defined as when populations affected by crises or disasters 'rebuild or repair damaged or destroyed homes using their assets' through self-building or the local informal building sector. Training materials could be about:

1. Local knowledge and construction practices
2. Local building codes and laws
3. Key construction features (as a guide for monitoring purposes)
4. Budgeting and time allocation

Public outreach materials could be in the form of pamphlets, posters, or even told verbally repetitively. Thus, it is essential to deliver a message that many will understand. The provision of key messages is the critical action.

F. Provision of key messages

Key messages are the main points of information you want your audience to hear, understand, and remember. Shelter officers can help support composing and delivering key messages. Effective vital messages must be:

Table 8: Effective key messages key points

Description	
Concise	Focus on three to five key messages per topic; write one to three sentences for each key message; it should be read or spoken in 30 seconds or less.
Strategic	Define, differentiate, and address benefits.
Relevant	Balance what you need to communicate with what your audience needs to know.
Compelling	Design meaningful information to stimulate action.
Simple	Use easy-to-understand language; avoid jargon and acronyms.
Memorable	Ensure that messages are easy to recall and repeat; avoid long, run-on sentences.
Real	Use active voice, not passive; do not use advertising slogans.
Tailored	Communicate effectively with different target audiences by adapting language and depth of information.

Human resources play an essential role in the success of a shelter management programme. In humanitarian projects, human resources are limited. Hence, volunteer involvement is needed to support the programme.

G. Provision of volunteer engagement training

Being a volunteer means an individual is willing to provide the support needed to help a project. Volunteers can come from various backgrounds. To some extent, it is acceptable for volunteer candidates not to have broad knowledge about the humanitarian scope of a project they participate in. To participate and to support the shelter programme, the volunteers and community members need to be equipped with several initiatives such as:

1. Ongoing training
2. Counselling, debriefing, or ongoing support as required
3. Creation of alumni networks through social media
4. On-going planned activities and capacity building
5. Development of rosters listing skills, experience, and availability

H. Summary

- Disaster-affected people need construction materials, equipment, tools, and Non-Food Items (NFIs) to build their shelters.
- Serious preparation should ensure the material and NFIs can be delivered with the agreed quality and quantity.
- Aside from the material, equipment and tools and NFIs, the soft skills of the affected people should be developed. Therefore, training and public outreach material should be distributed.
- In order to deliver training and public outreach properly, the shelter officer should support the training initiatives and development of public outreach.

1.4 Complete all relevant financial and administrative procedures as directed

A. Introduction

A project cannot be appropriately executed without having a prudent financial and administrative system. The system has to be supported by an experienced finance and administration team. They should also have proper guidelines and manuals on finance and administrative operations. Even shelter officers have limited experience in finance and administrative matters and still have to follow the procedures as directed in the manual and guidelines.

B. Financial procedures in shelter management

Humanitarian institutions cannot ignore the importance of financial management. Funds for projects come from the public or donors. Breakdown of proposals and financial reports are needed to use the given funding as a form of responsibility.

The funding will be used prudently to run the programme with realistic and detailed plans and budgets. This initiative should be supported with manual

procedures that the team should follow along with the implementation of the programme. As a shelter officer, following the financial procedures can be done by:

- Understanding every procedure related to Shelter Officers programme activities.
- Informing the Shelter Coordinator or appointed finance officer as directed for every ongoing project-related financial
- Keeping and collecting the invoices for every project related financially to the Shelter Coordinator or appointed finance officer as directed
- Discussing with the shelter coordinator and finance coordinator a particular issue that financial procedures are not applicable according to the field situation.
- Informing the shelter coordinator and finance coordinator on suspected fraud or money or other assets found during project implementation.
- Reporting to Shelter Coordinator or appointed finance officer as directed

C. Administrative procedures in shelter management

Administrative reports are needed as a form of responsibility for using the fund given, similar to the financial procedure. Financial and administrative reports are complementary to each other. Administrative might discuss more technical support services involved in the narrative, while the financial presents the budgeting and expenditure numbers. Both documents need to be coherent.

As a shelter officer, support the data record of project administration by:

- Informing every activity that is going to be executed to the Shelter Coordinator
- Collecting supporting data to keep administrative documents as directed
- Reporting to the Shelter Coordinator

D. Summary

- For the project to run correctly, the shelter officers have to follow administrative and financial procedures,
- Financial and administrative procedures are not always perfect; therefore, if there are any irrelevant or inapplicable points due to field conditions, the shelter officer needs to consult with the shelter coordinator and finance coordinator.

- Financial and administrative reports generally need detailed information to ensure that the programme runs prudently; therefore, reporting and financial settlement should be done as soon as possible.

5.2

Element 2. Maintain the technical quality of shelter assistance provided

2.1 Assist in providing shelter and settlement technical guidance and training for communities and implementing partners

A. Introduction

The shelter and settlement concept is relatively new for many shelters and other humanitarian actors. Many think of shelter merely as a product that can be delivered to the affected community. In this way of thinking, temporary shelter, barracks, or even housing are options that can be provided to the affected community by humanitarian organisations or the government.

Contrary to the idea mentioned above, shelter is a process by which the community can choose or build any shelter solution according to their needs and capacity. Their preference might change over time due to changes in context, including need and awareness, informed by new information, knowledge, and other factors.

For the affected community to recover sustainably based on their unique needs, their capacities need to be enhanced. The shelter officer should provide the community with technical guidance on shelter and settlement. Furthermore, the community should be trained since executing the technical advice and guidance without training would not be sufficient. Since it is common to implement partners to run the programme, this partner should also be trained.

B. Understanding the Concept of Shelter and Sheltering

By definition, shelter is a building designed to protect from unwanted harm, including bad weather, danger, or physical attack. Emergency shelters can be various assistance which depends on the following:

- Condition of the lands such as legality, safety from future hazards and access to public services.
- Coping mechanisms including the ability to self-recover, access resources, and the freedom to choose their recovery pathway.
- Availability of construction material, whether it can be purchased locally or availability of salvage material.
- Provision of local builders as masons, carpenters and other building craftsmanship.

In implementing the shelter programme, it is crucial to consider the aspects mentioned above and then assist with the selection of sub-programme suitable to the context:

1. Emergency shelter

- Assistance is provided immediately after an emergency event to survivors who do not have adequate shelter.
- Some options can be distributed to the survivors, such as shelter kits, tents and tarpaulins, bedding, clothing, hygiene kits or NFI kits.

2. Collective Centre

- Immediately after a disaster, the survivors or affected families might prefer to shelter in schools, sports halls, office complexes and new shopping centres. These buildings are commonly referred to as collective centres.
- Possible support can be provided, i.e. cooking equipment, relocation support, bedding, clothing, hygiene kits, privacy barriers that the family can make from frames and plywood and safe boxes to hold personal possessions.

3. Support for camp-based shelter

- The affected families can find their refuge in formal or informal camps.
- Possible assistance can be given such as cooking equipment, relocation support, bedding, clothing, hygiene kits, basic shelters (tents or other), and shelter materials to repair or improve the basic shelters.

4. Host family support programmes

- After a disaster where the houses were damaged and could not be inhabited, displaced families might live with their friends or relatives. Therefore, both the disaster-affected and host families are entitled to external support through shelter programmes.
- Possible assistance can be given such as family NFI, bathroom and kitchen upgrade, relocation support, hygiene and safety training, cash support, and finishing or repairing rooms to expand the liveable internal space.

5. Rental programmes

- Families whose houses were damaged and not liveable anymore might rent houses or rooms since they can build a temporary shelter on their land. This is also common in urban settings.
- Possible assistance can be given such as cash payments to the renting family, the landlord, cash to pay for repairing rooms to expand the liveable internal space, and legal advice on the security of tenure rights and rental contracts.

6. Temporary shelter and transitional shelter

- A transitional shelter is different from a temporary shelter approach. A transitional shelter is built upon the footprint of the permanent house. While a temporary shelter might be made in a temporary place as it is safe for the affected people to live during an emergency. A temporary shelter can become a transitional shelter and then continue to be a permanent house if built upon its footprint.
- Transitional shelter can be implemented if the affected people build it on their own land (including the government-certified titled land). Intending to have a permanent house, the homeowners can gradually upgrade the transitional shelter and decide which part of their house will be built as material becomes available. This can take years depending on their own resources or obtaining assistance from an external party.
- Possible assistance can be given such as cash, construction material and tools, rent or permit of land, and training to build a temporary shelter.

7. Core house programmes

- When the land titling is clear, a core house is an excellent solution to owner-driven recovery. In the future, the owner may

add rooms or renovate their homes according to their financial capacity.

- Possible assistance can be given, such as resolving land tenure before construction, cash, engineering design for current and future improvement, and Build Back Safer training.

8. Housing repair shelter programme

- This programme is suitable for light-damaged houses whose families remain on their existing site. It is essential to check whether the structure can be verified to have no significant structural damage. Also, the owner should prove their ownership of their houses.
- Possible assistance can be given such as cash, building inspection for structural assessment, and engineering advice.

9. Retrofitting

- Retrofitting strengthens structures that can be implemented in pre-disaster or post-disaster settings. Through this programme, the houses can increase their lifetime as it gains additional strength to meet the building code standards and prepare for possible future disasters.
- Possible assistance can be offered, such as cash, building inspection for structural assessment and engineering advice

As time goes by, shelters need to accommodate affected community needs, and there is a more significant concept called settlement/sheltering. Sheltering is a process of:

- Addressing affected community needs
- Working together with communities
- Assisting communities in line with what is efficient and cost-effective

Both shelter and sheltering are critical components of post-disaster resilience. Shelter and settlements shall provide protection, security and dignity and re-establish economic wellbeing and secure livelihoods. It is essential for communities and implementing partners to understand that the critical keys of shelter and sheltering are:

- Shelter is a process, not a product
- People-centred
- Supportive
- Build back safer

C. Assist in the provision of technical guidance and training manual

The shelter officer should participate in the technical guidance and training manual development. Generally, there will be a group to develop this manual. The group should consist of engineering experts, shelter practitioners, communication and social experts, government officers and other experts from cross-cutting sectors. Here are some guides to assist in providing a technical guidance and training manual:

1. Context is everything

- To whom is this technical guidance and training manual be delivered. This initiative should strengthen the self-recovery initiatives and empower owner-driven reconstruction. The team should prioritise this since homeowners' guidance, and manuals will differ from the builders.
- Location of the user: the beneficiaries and the context must relate to the disaster and its affected area.
- This technical guidance and training manual will cover particular aspects. The team should decide on the priority; otherwise, the manual will be thick and full of information that potentially laypeople are reluctant to study.

2. Clear communication to the user

- The main idea is that the complete information should be easily understood and followed by all users.
- Complex engineering ideas should be articulated in social or local language.
- The content should be less theoretical and more practical.
- Instructions are clear and understandable and have sufficient graphic illustrations.

3. The whole content should strengthen the owner's recovery

- The scope of technical guidance and training manual should encourage homeowners and local builders to construct or repair their shelter or house properly.
- In this case, the manual and guidance should be limited so that they have to consult the engineers if there is more than a one-storey house or complex structure.
- It should include the basics of building back safer.

A technical guide about basic construction principles that suit the field project need might be including a brief explanation about:

- Building shape
- Layout
- Foundations
- Roof design
- Bracing and tie-down
- Materials, tools and fastening selection

A training manual suits the field project needs and complements the technical guidelines. The training manual will consist of topics such as:

- Introduction to the basic construction using technical guidelines
- Safe construction
- Repair and retrofitting
- Increased sanitation
- Hygiene and safety

D. Deliver training for communities and implementing partners

The shelter officer should deliver the training for both communities and partners. The communities should easily understand technical guidance, whether homeowners or builders. Therefore, the training should be well prepared. These are the steps for training for communities and implementing partners:

1. Training for implementing partners:

- For implementing partners, Training of Trainers (TOT) for staff who will deliver training for the community on technical guidance.
- The training participants will be introduced to the training manual.
- Through training, implementing partners' staff get a more profound knowledge of the technical guidance and skills improvement on training facilitation and monitoring.

2. Training for communities:

- Training will be delivered to a group of homeowners before working on their shelter or house.
- During the training, homeowners will be introduced to technical guidance and access advice or support for their work.
- Before their shelter implementation, the homeowners will receive engineering advice and simple project management.

- During implementation, the homeowners will receive guidance from implementing partners to ensure quality.

E. Summary

- All recovery assistance should not undermine communities' recovery initiatives. Therefore, humanitarian organisations should seek shelter and settlement programming to suit the implementation.
- Shelter officers and shelter practitioners should develop technical guidelines and training manuals that the community and implementing partners can use.
- The affected families can fully recover on the correct path. They need to be supported with guidance to strengthen their recovery initiatives.
- Since affected community skills and knowledge of shelter are limited, implementing partners and humanitarian organisations should provide home training.

2.2 Monitor technical quality of shelter programme to ensure minimum shelter standards, compliance, safety and dignity

A. Introduction

Commitment to quality is a part of the mission since any heedless undertaking is harmful to the affected people. Shelter and settlement must follow minimum shelter standards, compliance, safety and dignity. To fulfill the criteria, monitoring has to be conducted.

B. Technical quality of shelter programme

Shelter officers need to be familiar with the technical quality of the shelter programme. Also, they should have a sound understanding of technical aspects to ensure that building back safer can be achieved effectively and efficiently. Technical quality always reflects how much shelter assistance can help disaster-affected people recover and open complete access to public utilities. Technical quality can be seen in aspects below embedded into the shelter programme, i.e.:

- The programme upholds the humanitarian standards as indicated in the Sphere standard.

- The programme is not designed as a one-fits-for-all but allows each beneficiary to respond based on their recovery path.
- The programme can trigger homeowner capacities to choose what shelter assistance fits them according to their plan and preferences.
- The programme was designed in consultation with the government, other shelter actors and stakeholders from different sectors.
- The programme provides understandable guidance for laypeople to build back safer.
- The programme provides restrictions to elements that are harmful to health and the environment.
- The programme may attract other sectors such as livelihood, health, and education.

C. Understanding Shelter Adequacy Criteria

To conduct proper monitoring, shelter officers should ensure that shelter assistance should have the following aspects:

- Safe from further risk
- Environmentally sustainable
- Adequately durable
- Culturally appropriate
- Climatically suitable
- Adequate facilities
- Access to services

These criteria will be used as minimum parameters of how to provide shelter assistance.

D. Provision of monitoring tools

Monitoring tools are needed to compare and analyse if the implementations match target outcomes and respective adequacy criteria. Monitoring tools can be in the form of a Checklist. Templates can be used for any other monitoring purposes. Templates can also be modified based on needs.

Monitoring tools should be developed using a quality or quantity approach to compare the achievement in the field with the technical quality and shelter adequacy criteria mentioned above. These are sample questions that can be developed further for shelter programme monitoring:

- Does the programme help you to recover faster?
- Do you feel safe and protected in this current place to live?

- Do you feel comfortable considering the climate and environment?
- Does the organisation inform how they plan to deliver assistance and how long it will be?
- How easy is it for you to ask for assistance from support organisations?
- What is your current temporary shelter/house, and what is the size? (comparing with their family number).
- How do you add or modify (such as rooms) from current assistance?
- Is there any guidance for you on how to work with the programme?
- Do they guide how to construct, maintain and repair?
- Do the organisations set restrictions on issues they mentioned, such as being harmful to health or the environment?
- Is your current living place safe from current and future hazards such as floods, eruptions or tsunamis?
- If you receive building material, how long will the material sustain?
- Does the assistance respect your tradition, local norm and religion?
- Is there sufficient access if you want to reach health facilities, schools and places of work?
- Are there sufficient public facilities such as water and electricity?

E. Conduct monitoring shelter programme

Shelter officers can participate in the monitoring process following the monitoring tools developed. Below is the checklist to ensure that the monitoring can cover all aspects related to the quality of the shelter programme:

- Questionnaires available, both paper-based or electronic, depending on tool availability.
- All tools are available and ready to operate.
- The team was selected and trained to conduct interviews with the beneficiaries. When delivering questions, the training in order may capture other insight that is not in the questionnaire.
- The training for the monitoring team should include communication skills needed to respect cultural norms and local traditions.
- Coordinate with the local government and other stakeholders to allow the monitoring team to conduct an evaluation.
- Guidance on a physical check to get quality of structure, shelter or other intervention.
- Guidance on physical check for other utilities in the area to see the completeness of the assistance.
- Provision of a translator to local language and sign language if needed.

- Logistics and transportation are sufficient to carry out the monitoring process.
- Availability of an analysis team to process the data.
- Dissemination plan to share the findings and get feedback.

F. Summary

- The technical quality of shelter assistance should be checked against standards and codes.
- Monitoring tools should also be developed based on how much space the beneficiary can self-support their recovery.
- The technical quality should conduct physical checks on structure or shelter or other types of intervention and cover different aspects such as safety and dignity.
- Vulnerable people, people with disabilities, and language barriers should be respected during the monitoring process, and their voices should be heard and captured.

2.3 Undertake all programme activities in compliance with relevant local, national and international standards, regulations, reflecting agency best practices

A. Introduction

Shelter officers have a big responsibility when they are deployed to their mission. They have to know clearly what kind of activities they have to undertake. These activities should comply with all standards and regulations. Also, since they are part of their agency, they have to uphold their agency's values which are generally implied in their best practices.

B. Familiarity with standards and regulation

A shelter officer must follow standards and regulations in every activity to fulfill their work with expected quality. Since every shelter assistance is required to strengthen self-recovery, every activity should be checked against humanitarian standards. Also, as the government is responsible for the response and recovery initiative on helping their people, all actions should not undermine government regulation. On the other hand, it is possible to take

advocacy measures if there is concern that the humanitarian standard is not sufficiently adopted.

These standards and regulations should be clearly understood and checked during the programme implementation. Below are the regulation and standards that every shelter officer needs to pay attention to starting from the planning until monitoring and evaluation:

1. Local standard and regulation

- Every area has its own culture that every shelter personnel should respect. Generally, this is related to indigenous tradition and/or faith-based communities.
- There is a possibility that land use and ownership are regulated by local custom, which will affect the shelter and settlement programme.
- In some areas, a working permit needs to be approved by the local government.
- Construction material harvested from the forest or the field needs to follow local regulations.
- There is local or council tax or contribution on programme implementation in some areas.

2. National regulation and standard

- Generally, the National Government sets policy on response and recovery initiatives.
- Government plans and modalities for recovery generally also consist of government strategy on shelter and settlement intervention.
- Shelter officers should participate with other shelter actors and investigate whether there is a possibility for advocacy. Later on, the shelter manager and shelter coordinator can develop proposals or advocacy at the national level.
- Support the Project Manager and Project Coordinator in developing a shelter strategy in line with the national regulation.
- National guidelines for shelter and settlement, if available.
- Building Code and construction guidelines.

3. International standard

- International standards such as Sphere should be promoted.
- An international standard for shelter and settlement from IFRC, UNHCR and IOM.

C. Uphold agency best practices

Every agency, with their long experience might have a series of lessons learned which became best practices on their programme implementation. Also, from best practices, the agency could develop guidelines for their shelter team to follow. This experience became best practice since it was tested for many years and through many events.

D. Ensuring compliance with standards, regulations, and agency best practices

During the program implementation, a shelter officer should always ensure that they understand clearly what they have to uphold in every activity. These steps can help shelter officers fulfill their mission as directed.

- Ensure that the shelter officers obtain all local and national standards and regulations. Since every disaster event is unique, it is essential to have an updated version of the rules.
- A shelter officer should understand complete international standards related to shelter. This is important since the uniqueness of programme implementation means they have to be creative to find ways to uphold these standards.
- A shelter officer should well comprehend agency best practices in guidelines or mission statements.
- Project briefing ensures shelter officers have all those standards and regulations and information regarding the project.
- A shelter manager and shelter coordinator give regular checks and consultations to the shelter officers to share successes and challenges.
- A shelter officer should actively be part of shelter working groups or other coordination mechanisms to keep updated on developing government plans and other actors' programmes.

E. Summary

- As part of their agencies, a shelter officer represents their agencies; therefore, every activity should reflect agencies' values and principles.
- Local standards and regulations must be studied carefully since each activity should abide by local regulations and norms during programme implementation.

- Generally, policy and regulation for the recovery and response are set out at the national level. A shelter officer should be mindful of the differences between standards and field conditions and be always ready to propose amendments and improvements to the coordinator or manager.
- The shelter coordinator should give regular checks and consultations to shelter officers to ensure all activities are on track with the standards and regulations and upholding agencies' values.

5.3

Element 3. Support the field activities of subcontractors, staff, and others

3.1 Support the fieldwork of subcontractors and implementing partners to ensure programme quality

A. Introduction

Not all the fieldwork can be conducted by the shelter team, even if it is already with the beneficiaries' involvement. For more specific work requiring particular skills and experiences, subcontractors and other implementing partners are needed.

Generally, subcontractors and other implementing partners are professional workers and sometimes without humanitarian work experience. Therefore, subcontractors and other implementing partners might be emphasising results while the shelter team emphasises the process. Without preliminary direction and working guidance, they might conduct work without considering the humanitarian values shared by the shelter team.

The presence of the subcontractors and implementing partners strengthen the process done by the homeowners or the organisations. For instance, this could be through provision of seismic retrofitting training, project management training or monitoring and oversight of the construction process. The presence of subcontractors and implementing partners is not providing products such as shelter or housing, which will be delivered to the homeowners.

B. Provision of method statement which complies to all standard and requirement

As shelter officers work together with the shelter coordinator and shelter manager, they should develop method statements to help subcontractors and implementing partners run their activities. This method statement should be finalised before selecting subcontractors and the implementing partners. Moreover, this method statement should be part of the bidding document for contracting the subcontractor and implementing partner.

The method statement should contain all information about the shelter project and suggested strategy, which the shelter team has already developed. The method statement generally contains:

- Project information such as hazard, disaster event and affected area, number of people, and location which will benefit the beneficiaries.
- Reference to government regulation and international standards.
- Modality, which has already been developed by the shelter team.
- Timeframe and milestones.
- Strategy to achieve the goal and some options that can be implemented. The subcontractor and the implementing partner may propose their approach and plan in this part.
- The organisational structure of the agency and its relation to the subcontractor and implementing partner.

C. Supporting the subcontractor and implementing partner on fieldwork

The success of the implementing partner and the subcontractor mostly depends on how much the shelter team supports them, since implementing partners and subcontractors might have challenges that need to be supported by the shelter team. The shelter team that already agreed with the local government might support work permits and access to other legal documentation.

On the other hand, the subcontractor and implementing partner will use their experience and expertise to communicate with the beneficiaries and run their activities. Below is the support that can be given to implementing partners on their activities which can be done weekly or which time is favoured by both parties:

- Understanding context consists of the target area and decision on shelter programme. There will be dynamics in which some programmes should be modified. This should be done soonest under guidance and coordination with the shelter team.
- Beneficiaries and how to select people as beneficiaries in the shelter programme. Since beneficiaries' selection will be made in a series of meetings, the subcontractor and implementing partner should update the latest progress.
- Checking the modalities which might need to be improved.
- Support coordination with the local government.
- Connect the subcontractors and implementing partners with other shelter agencies through coordination meetings or working groups.
- Regularly check milestones and project outcomes with the Monitoring and Evaluation team to ensure quality is achieved.
- Check and, in several cases, support them to produce a report to ensure accuracy and accountability.

D. Summary

- In many cases, the shelter agency does not have sufficient expertise and experience to run a project in a particular area; therefore, they need subcontractors and implementing partners.
- Subcontractors and implementing partners have skills and experience in a particular work area; therefore, they are essential
- In many cases, the subcontractors and implementing partners do not have sufficient humanitarian work experiences and understanding of organisation values; therefore, they need to be supported.
- The shelter agency should develop method statements before selecting subcontractors and implementing partners to deliver the work as stated in the method statement.

3.2 Support junior team members to ensure their safety and efficiency

A. Introduction

Junior team members might not be familiar with shelter management and related fieldwork due to less experience. It is essential to support junior team members. As mentioned before, human resources play a significant role in the succession of shelter programmes.

B. Provision of safety protocol

Safety protocol can be developed internally. Many major donors, organisations and the Red Cross movement have already developed such protocol that can be adopted, adjusted and used for operation in many places. The following checklist might be used as guidance in supporting junior teams related to safety protocols:

- Keep informed about safety and security issues throughout the assignment
- Maintain regular communication with the team
- Learn and adhere to security and safety standards, protocols, and procedures.
- Be aware of personal safety/security hazards or concerns
- Be knowledgeable of the communications portion of the Safety and Security Plan
- Get briefings and prepare a travel plan following the Safety and Security Plan protocols,
- Be knowledgeable of the Security Evacuation Plan located in the Safety and Security Plan
- Be knowledgeable of the Medical Emergency Plan located in the Safety and Security Plan
- Share the Safety and Security Plan
- Understand notification procedures for severe incidents
- If one is on the team, report hazardous conditions and other safety/security concerns to your supervisor and the Safety/Security Officer.
- Find out about fire detection and protection procedures in lodgings; check for exits.

Other resources for guidelines and training can be found online, such as:

- IFRC Stay Safe, Guide for security managers
- BSAFE is the new online security awareness training. BSAFE is mandatory for all UN personnel, including staff, interns and consultants.

C. Supporting junior member teamwork efficiency

The shelter officer is expected to support junior member teamwork efficiency by:

- Provision of detailed tasks and modalities to achieve the target
- Clarity on the time frame and milestone indicated in Gantt Chart or S-Curve
- Develop an understanding of budget and cost
- Provide mentoring and supervision
- Regular feedback/sharing session

D. Ensuring safety and efficiency

To ensure that junior members are safe during the mission, and they can deliver their work efficiently, these are some measures that can be carried out:

- Provision of training for safety and security before their assignment.
- Provide a safety mechanism internally to inform or obtain any security concerns.
- They have to consult the security manager regarding the area, weather or other hazards they may find during their field trip. Upon security manager clearance, they may depart for a field trip.
- Consult with the operation or fleet manager on sharing resources such as a vehicle, courier, or other support needs to save cost.
- Consult with the operation or logistic manager for any purchase to ensure compliance and distribution can be done properly.

E. Summary

- Working in a disaster-affected area might be new for junior members; therefore, they must be prepared to ensure their safety and wellbeing.
- Safety briefing should be provided before their assignment in the field, more so in the conflict area
- The junior members have to be introduced to the operating system in the organisation to ensure smooth and efficient programme implementation.
- Training and regular meeting should be provided to junior members to have more understanding of the business process

3.3 Provide support and assistance as required to the assisted community

A. Introduction

It has been the responsibility of the shelter team to give support and assistance to the assisted community. Type of assistance and support may vary according to the context, i.e. the hazard, the disaster event and affected community. However, it is essential to be noted that there is no absolute assistance and support type for a shelter project. The best approach to assist the community is by supporting them on their recovery paths.

The whole shelter team needs to study and investigate which support needs to be given to the community. The support and assistance shall not undermine the community's coping mechanism. On the other hand, the assistance should produce a multiplier effect on their recovery. Therefore, the issue is not the amount of assistance but the suitability according to the community effort.

B. Provision of support and assistance

There is plenty of support and assistance to offer. From the list below, each agency can assist a disaster-affected community, i.e.

1. Advice
 - Shelter construction training
 - Safe reconstruction training
 - Public outreach programmes
 - Advocacy
2. Information Education and Communication / Build Back Safer (IEC / BBS)
 - Leaflets
 - Posters
 - Model houses
 - Videos
3. Labour
 - Safe construction training
 - Clean-up assistance
 - Demolition assistance
 - Construction labour

- Engineering inspections
- Relocation assistance
- Assistance to return

4. General NFIs

- Bedding
- Clothing
- Cooking facilities and equipment
- Hygiene kits
- Clean up tools

5. Construction NFIs

- Construction tools
- Fixings and fastenings
- Construction materials
- Shelter kits
- Tents, tarps and plastic sheeting
- Temporary shelters
- Barrack
- Shelter Kits

6. Cash and vouchers

C. Selecting implementation modalities

Modality in supporting the assisted community may not be similar to any project since every disaster event and the recovery is unique. When planning the modality, it is essential to check which one may increase community capacity to self-recover. Below are listed possible implementation modalities with considerations on their suitability for the assisted community:

1. Direct distribution

Direct distribution of shelter kits, tarps and other NFIs is applicable in the first days following the disaster. This ensures all affected families can live safely and be protected from weather and other security concerns.

These modalities only can be implemented by agencies who already have prepositioning stock on material, tools, equipment and the NFIs since it needs swift distribution and reach to the community.

2. Community or owner-driven

A community-driven approach can be paramount to recovery. A shelter agency can offer added values to sustainable recovery pathways by supporting owner-driven recovery.

3. Contractor based

A contractor or construction firm can be a partner to assist the community, but this approach should be limited and agreed upon under thorough observations. As a profit-oriented institution, contractor always wants to work fast and, in many cases, this does not fit with the people's self-recovery initiatives.

As a shelter agency, shelter engineers have to support the community in the process. Many consultations should be undertaken which do not fit with the contractor's mode of work. Therefore, the contractor can be an option in these two cases:

- Security issues where shelter agencies cannot deploy shelter officers to the field.
- Expert labour as foreman who can train the community to rebuild their houses or construct their transitional shelter.

4. Cash or Voucher

Cash and vouchers are modalities that can be accepted widely as long as the market is functioning. This approach gives more freedom to the community on priority in their recovery process.

D. Summary

- When supporting the affected community, the most critical aspect is not undermining their coping capacity, which can be found in their self-recovery initiatives.
- Type of assistance and modality to deliver assistance need to be studied to strengthen community initiatives on building back safer.
- Not every type of assistance and its modalities will work well in every situation; therefore, it only can be implemented under thorough studies.



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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	Questions
Please tick (✓) the box if your answer is yes	
<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 will you 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 on 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

European Commission. (2017). *Humanitarian Shelter and Settlements Guidelines*. Accessible [here](#)

Humanitarian Shelter Guidelines. Accessible [here](#)

International Federation of Red Cross and Red Crescent Societies. (2010). *Project/Programme Planning Guidance Manual*. Switzerland: International Federation of Red Cross and Red Crescent Societies. Accessible [here](#)

International Federation of Red Cross and Red Crescent Societies. (2011). *Stay Safe: The International Federation's Guide for Security Manager*. Switzerland: International Federation of Red Cross and Red Crescent Societies. Accessible [here](#)

Maynard, V., Parker, E., & Twigg, J. (2016). *The Effectiveness and Efficiency of Interventions Supporting Shelter Self-Recovery Following Humanitarian Crises: An Evidence Synthesis Protocol*. Oxfam. Accessible [here](#)



Learning Resources

Brotherton, S. A., Fried, R. T., & Norman, E. S. (2008). *Applying The Work Breakdown Structure to The Project Management Lifecycle*. Paper presented at PMI® Global Congress 2008—North America, Denver, CO. Newtown Square, PA: Project Management Institute.

Developing Key Messages for Effective Communication. (n.d.). Accessible [here](#)

The International Federation of Red Cross and Red Crescent Societies [IFRC]. (2015, 19 March). *Finding the evidence to improve our work: an introduction to monitoring and evaluation from the IFRC* [Video file]. Accessible [here](#)

Preparation of Basic Estimates, Bill of Quantities, Schedule of Rates and Measurement Book. (2015). Accessible [here](#)





Training Evaluation Sheet



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Training Evaluation Sheet

Name of Training

Competency unit title and number

ADM.TEC.037.1 Implement Shelter and Settlement Assistance Programmes

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 organised 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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