

**TRAINER'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

Trainer's Guide



ONE ASEAN
ONE RESPONSE



Project Sponsors:



The Association of Southeast Asian Nations (ASEAN) was established on 8 August 1967. The Member States are Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand, and Viet Nam. The ASEAN Secretariat is based in Jakarta, Indonesia.

The "ASEAN Standards and Certification for Experts in Disaster Management (ASCEND)" is under Priority Programme 5: Global Leadership of the ASEAN Agreement on Disaster Management and Emergency Response (AADMER) Work Programme 2021-2025 that envisions ASEAN as a global leader in disaster management.

The ASEAN Coordinating Centre for Humanitarian Assistance on disaster management (AHA Centre) implements the ASCEND project in collaboration with the Korean National Fire Agency (KNFA) and support from the ASEAN Secretariat and the Republic of Korea.

The publication of this document is part of the "ASEAN Standards and Certification for Experts in Disaster Management (ASCEND) Toolboxes Development for Five (5) Professions" project.

General information on ASEAN appears online at the ASEAN Website: www.asean.org
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The ASCEND Programme and
Toolbox Development:

Overview



ASCEND

1.1

The ASCEND Programme

Southeast Asian governments, through the ASEAN Committee on Disaster Management (ACDM), continue to invest in strengthening disaster management systems for a more secure and resilient region. However, the compounding of risks and increasing uncertainty of disasters in our new climate reality threaten to set back the socioeconomic development gains of ASEAN societies. Widespread and recurring disaster damages and losses can overwhelm national capacities and worsen regional transboundary effects.

The Declaration on One ASEAN One Response (OAOR) at the 2016 ASEAN Summit in Vientiane, Lao PDR, reaffirms ASEAN's vision to move towards faster and more integrated collective responses to disasters inside and outside the region. However, ASEAN's past experiences of responding to large-scale disasters showed that realising the OAOR can be challenging. Various responders from different countries, institutions, organisations, and companies seek to contribute to the overall response. Their goodwill is appreciated, and several provide much-needed assistance. But ASEAN and affected Member States sometimes found it challenging to determine what knowledge and skills responders have and how they can effectively contribute to national and regional efforts.

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

1.2

The objectives of ASCEND

- To enhance the capacity of the ASEAN countries in the implementation of ASCEND.
- To establish regionally recognised Competency Standards and assessment processes covering five professions in disaster management.

- To improve the capacity of the AHA Centre to serve as the ASCEND Secretariat.
- To promote understanding of the ASCEND Framework among the ASEAN Member States (AMS) and other ASEAN sectors in preparation for the inclusion of ASCEND into the ASEAN Mutual Recognition Arrangement (MRA).

1.3

Advantages and benefits of an ASCEND certification

For ASEAN

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

For AHA Centre

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

For disaster management professionals

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

These ASCEND toolbox documents support the ASEAN Member States in identifying, building the capacity of, and mobilising competent disaster managers across Southeast Asia that are highly capable of contributing to reducing disaster risks and disaster losses in the region through timely and effective response.

1.4

The ASCEND Toolbox

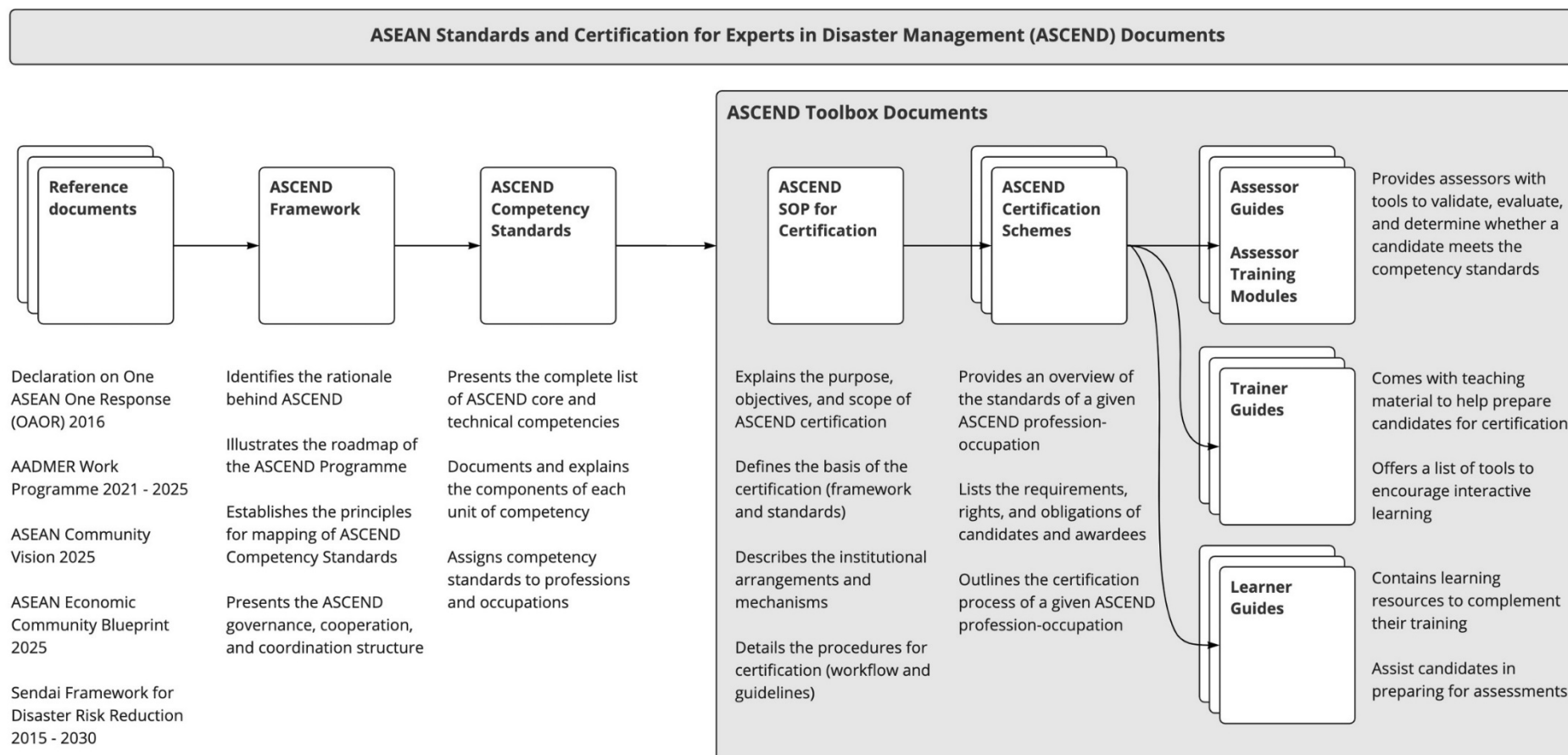
A set of technical requirements must exist before it is possible to implement the ASCEND programme in participating ASEAN Member States. The first requirement is the ASCEND Competency Standards that contains forty-three (43) regionally recognised core and technical competencies in selected disaster management professions. The Competency Standards outline the work elements and performance criteria that guide for certification of disaster management professionals across the region.

Another requirement is the development of an ASCEND Toolbox for five professions. These professions are Rapid Assessment, Humanitarian Logistics, Information Management, Water, Sanitation and Hygiene (WASH), and Shelter Management. The ASCEND Toolbox consists of an SOP, Certification Schemes, Assessor Guides, Trainer Guides, and Learner Guides. The ASCEND Competency Standards, approved by the ASEAN Committee on Disaster Management, is the primary basis of the Toolbox documents.

The SOP defines the basis of ASCEND, describes the institutional arrangements and mechanisms, and details the certification procedures. Certification Schemes presents an overview of the standards of each profession-occupation and certification requirements, the rights and obligations of candidates and certificate holders, and general guidelines on the certification process. Assessor Guides provides assessors with tools to validate, evaluate, and determine whether a candidate meets the Competency Standards. Trainer Guides come with PowerPoint slides and presenter notes to help trainers prepare candidates for certification. It also offers a list of tools that trainers may use to encourage interactive learning. Learner Guides assist candidates preparing for ASCEND certification in their chosen disaster management profession and occupation. It contains learning resources and complementary readings that can help prepare them to undergo the required assessment.

The ASCEND Toolbox documents can assist the ASEAN Member States to identify, build the capacity of, and mobilise competent disaster managers across Southeast Asia to help reduce disaster risks and disaster losses in the region through timely and effective response.

Figure 1: Overview of ASCEND Toolbox Documents





Competency-based Training (CBT): Introduction for Trainers



ASCEND

Important: Training is not a mandatory activity of the ASCEND certification process. Applicants or prospective candidates are expected to prepare themselves before the assessment by self-studying the Learner Guides provided to them when accepted for ASCEND certification.

In case Authorised/Licensed National Certification Institutions decide to conduct training on material related to ASCEND, their trainers can use the contents of this guide to develop their courses or programmes. Candidates seeking certification may also use the “PowerPoint slides and presenter notes” section of this guide for self-study.

Competency-based learning and assessment

Competency is the characteristic and ability to use or apply knowledge and skills-sets to perform critical job functions in a defined work setting.

Table 1: Competency areas and descriptions

Competency area	Description
Experience	Refers to the qualifications of the candidate that make them eligible to pursue certification. It includes the candidate’s formal education, work experience, professional training, and job-relevant life experiences.
Knowledge	Refers to what the candidate needs to know to make informed decisions on how to perform the work effectively.
Skills	Refers to the ability of the candidate to apply knowledge to complete occupational tasks and produce work outcomes or results at the standard required.
Attitudes	Refers to associated beliefs, feelings, motivations, and values that influence a candidate to make decisions and act according to occupational standards and the professional work setting.

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

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

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

What do trainers do?

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

The role of trainers is to:

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

Using the trainer's guide

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

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



ASCEND Competency Standards



ASCEND

3.1

Competency standards

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

3.2

ASCEND Competency Standards

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

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

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

Table 2: *Components of the ASCEND Competency Standards*

Component	Description
Unit title	Describes the critical work function to be performed in an occupation.
Unit number	<p>A coding system to organise the units of competency. It also indicates the types of competency standards.</p> <ul style="list-style-type: none"> • ADM.COR.000.0 are core competencies. These are general professional knowledge and skills related to international humanitarian principles and disaster management standards, including ASEAN mechanisms and procedures. • ADM.TEC.000.0 are technical competencies. These are specific knowledge and skills needed to perform effectively in work areas under their chosen disaster management profession and occupation.
Unit description	Provides information about the critical work function covered by the unit.
Elements	Presents the occupational tasks required to perform the critical work function in the unit.
Performance criteria	Lists the expected outcomes or results from the occupational tasks to perform and the standard required.
Unit variables	Advises on how to interpret the scope and context of this unit of competence.
Assessment guide	Outlines the evidence to gather and evaluate to determine whether the candidate is competent in the unit.

Linkages to other units	Explains the connection of the competency standard to other units of competency.
Critical aspects of assessment	Lists the types of evidence or demonstrated abilities assessors need to observe to determine the candidate's competency.
Context of assessment	Notes the settings or situations in which candidates need to demonstrate their ability during ASCEND assessments.
Resource implications	Identifies the resources needed to conduct the assessment.
Assessment methods	Describes the different assessment methods to be used for assessing the competency of candidates in the specific unit.
Key competencies	Presents the specific knowledge, skills, and attitudes related to the unit of competency that assessors need to evaluate to confirm whether the candidate for certification is qualified and competent.

3.3

Unit of Competency

Unit title : **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 the implementation of a shelter and settlement programme.

ELEMENT AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
<p>Element 1. Implement the activities of the shelter programme in the field</p> <p>1.1 Use defined project management tools and methods to implement projects as well as manage project resources</p> <p>1.2 Apply common engineering calculations, practices, and precedents for initiating and completing project tasks.</p> <p>1.3 Distribute required materials, equipment, tools, training and public outreach materials as directed</p> <p>1.4 Complete all relevant financial and administrative procedures as directed</p>	<p>Unit Variables</p> <p>These unit variables provide advice to interpret the scope and context of this unit of competence. They relate to the unit as a whole and facilitate holistic assessment.</p> <p>This unit applies to designing and planning a project, with a wide range of issues related to shelter and settlement planning and may include:</p> <p>International humanitarian standards related to shelter include, but not limited to:</p> <ul style="list-style-type: none"> • Sphere standards • Relevant IFRC and UNHCR guidelines • Relevant Global Shelter Cluster guidelines • other guidelines from various institutions, such as IOM, CRS, Care, Habitat for Humanity, UN Habitat, UNDP, Oxfam GB, RedR, Practical Action, Build Change, USAID. <p>Programme management tools may include:</p> <ul style="list-style-type: none"> • Gantt charts • Budgets • Log-frames • Organograms • Project management software

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.
- 2.2 Monitor technical quality of shelter programme to ensure minimum shelter standards, compliance, safety and dignity.
- 2.3 Undertake all programme activities to comply with relevant local, national and international standards and regulations, reflecting agency best practices.

Assessment Guide

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

- Ability to supervise implementing partners and subcontractors
- Ability to use project management tools
- Ability to implement a shelter programme

Linkages to other Units

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

Critical Aspects of Assessment

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

- Demonstrated ability to train communities
- Demonstrated ability to support subcontractors
- Demonstrated ability to participate in an assessment

Context of Assessment

This unit may be assessed on/off the job.

- Assessment should include practical demonstration of implementing shelter programmes in an emergency setting either in the workplace or through a simulation activity,
- Assessment should include practical demonstration of ability to communicate complex technical ideas clear, simple manner to lay people.

Resource Implications

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

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
- 3.2 Support junior team members to ensure their safety and efficiency
- 3.3 Provide support and assistance as required to the assisted community

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observing of practical performance by participant
- Oral and written questions
- Portfolio evidence
- Problem-solving
- Roleplays
- Third-party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed

Level 1 = competence to undertake tasks effectively

Level 2 = competence to manage tasks

Level 3 = competence to use concepts for evaluating

Key Competencies	Level	Examples
Collecting, organising, and analysing information	3	Using project management and monitoring tools
Setting aside irrelevant data	3	Ability to communicate complex ideas to lay people
Planning and organising activities	3	Support the Shelter Manager in designing and adapting programme plans
Working with others and in teams	3	Work collaboratively with the Shelter Manager to write reports
Using mathematical ideas and techniques	2	Analysing data from monitoring mechanisms
Solving problems	3	Assist in the development of monitoring framework
Using technology	2	Using tools for monitoring



Preparing for Training Sessions:

Equipment, Material, and Tools



ASCEND

4.1

Onsite training

Please refer to the checklist and table below when conducting onsite training.

Checklist	Training resource requirements
Tick box (✓) when completed	Equipment and material
<input type="checkbox"/>	Secure a computer (desktop or laptop) installed with the latest Windows Operating Systems and Microsoft Office Apps (Word, PowerPoint, Excel).
<input type="checkbox"/>	Gain access to a stable internet connection and printer, if needed.
<input type="checkbox"/>	Reserve a conducive training facility with a dedicated workspace (large desk and chair with back support), projector, and black/whiteboards.
<input type="checkbox"/>	Obtain a copy of the Trainee Guide, including PowerPoint (PPT) presentation and presenter notes. Test if the PPT presentation is working before sessions.
<input type="checkbox"/>	Request a list of confirmed attendees (candidates) and their contact details.
<input type="checkbox"/>	Send training invitations to all confirmed attendees through email. It includes a brief overview of the training, date, schedule, training venue, information about the trainer, email support, and a copy of the Trainee Manual (PDF version).
<input type="checkbox"/>	Print out copies of the Trainee Manual, if needed.

4.2

Online training

Please refer to the checklist and table below when conducting online training (remote).

Checklist Tick box (✓) when completed	Training resource requirements Equipment and material
<input type="checkbox"/>	Secure a computer (desktop or laptop) installed with the latest Windows Operating Systems and Microsoft Office Apps (Word, PowerPoint, Excel).
<input type="checkbox"/>	Gain access to a stable internet connection.
<input type="checkbox"/>	Purchase a licensed video conferencing account, if needed (e.g., Zoom Meetings, Webex).
<input type="checkbox"/>	Reserve a dedicated workspace (large desk and chair with back support).
<input type="checkbox"/>	Obtain a copy of the Trainee Guide, including PowerPoint (PPT) presentation and presenter notes. Test if the PPT presentation is working before sessions.
<input type="checkbox"/>	Request a list of confirmed attendees (candidates) and their contact details.
<input type="checkbox"/>	Send training invitations to all confirmed attendees through email. It includes a brief overview of the training, date, schedule, Zoom log-in details, information about the trainer, email support, and a copy of the Trainee Manual (PDF version).

The list below recommends apps and tools that trainers may find helpful when planning and delivering the training. Trainers need to register and create their accounts before using the apps and tools.

Apps and tools	Description
Zoom	Zoom is a software program that provides a multi-user platform for video and audio conferencing. It has built-in collaboration and presenter tools useful in planning and delivering online training sessions like calendar integration, group chat, screen sharing, breakout rooms, and whiteboard functions. https://zoom.us/

For collaboration, group exercises, lectures, and demonstrations.

Lucidspark Lucidspark is a virtual whiteboard where training attendees can come together to create, develop, and present their ideas. It can be used for brainstorming, group presentations, and organising notes.
<https://lucidspark.com/>

Ziteboard Ziteboard is a collaboration software ideal for discussing topics visually and online real-time tutoring. It works seamlessly on different devices (laptops, tablets, and mobile devices) and web browsers (Apple Safari and Google Chrome).
<https://ziteboard.com/>

For activities that test student understanding (quizzes) and decision-making (simulation games)

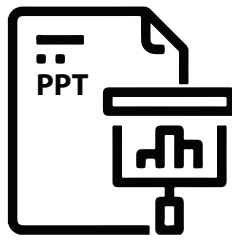
Kahoot Kahoot is a game-based learning platform that allows users to generate multiple-choice quizzes for distance education. Users can create a learning game on any topic in any language, and they can host a live game and share it with users.
<https://kahoot.com/>

Quiz It! Live Quiz It! Live is an app similar to Kahoot that allows users to create and host live quizzes for groups. It also comes with automated timing, scoring, and marking.
<https://www.quizit.net/>

For gathering feedback, ideas, or responses

Google Forms Google Forms is a survey administration software for collecting and organising different kinds of information. Responses are automatically gathered and neatly presented in charts, sheets, and more.
<https://www.google.com/forms/about/>

Survey Monkey Survey Monkey is the world's most popular free online survey tool. Similar to Google Forms, users can create, send, and edit questionnaires.
<https://www.surveymonkey.com/>



PowerPoint Slides and Presenter Notes



ASCEND

5.1

Instructions for using PowerPoint presenter

The PowerPoint **Presenter View** allows you to view your presentation together with the presenter notes on your computer's monitor, while attendees view the note-free presentation on another monitor. It allows you to move the slides, control the pace of the presentation, see the elapsed time of your presentation, and use a tool to draw on point or highlight parts of the presentation.

Connect your computer (desktop or laptop) to a projector. Double click on the PowerPoint presentation to open the file. In PowerPoint, click on the **Slide Show** tab and select the **Use Presenter View** checkbox. Choose which monitor to display Presenter View **ON**. Finally, select **From Beginning** or press f5.

For more information, visit the Microsoft PowerPoint help & learning website:
<https://support.microsoft.com/en-us/powerpoint>

A video tutorial is available here:
<https://support.microsoft.com/en-us/office/use-presenter-view-in-powerpoint-fe7638e4-76fb-4349-8d81-5eb6679f49d7>

5.2

PowerPoint slides and presenter notes

Image 1: Slide 1



Slide No.

1

Trainer Notes

Trainer welcomes students to class.

Image 2: Slide 2

Elements of this Competency Unit



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



2 Element 2.
Maintain the technical quality of shelter assistance provided



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



Slide No. 2

Trainer Notes

Trainer advises participants this Unit comprises three Elements, as listed on the slide explaining:

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

Image 3: Slide 3

Element 1

Implement the activities of the shelter programme in the field

Performance Criteria

- **1.1** Use defined project management tools and methods to implement projects as well as manage project resources.
- **1.2** Apply common 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



Slide No. **3**

Trainer Notes

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

Image 4: Slide 4

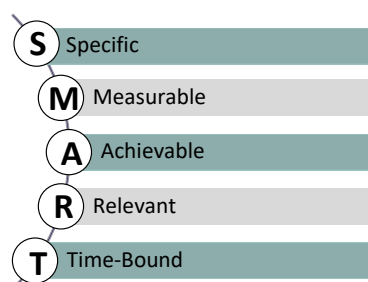


Use defined project management tools and methods to implement projects as well as manage project resource.

1.1

Project management tools:

1. SMART Objectives



2. LogFrame Matrix

Objectives	Indicators	Means of verification	Assumptions
Goal	Impact indicators	How the information on the indicators will be collected	External factors for the goal; to contribute higher level result
Out-comes	Outcome indicators	As above	External factors for the outcome; to contribute higher level result
Outputs	Output indicators	As above	External factors if outputs are lead to the achievement of outcomes
Activities	Inputs	Cost (and sources)	External factors for activities to achieve outcome


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Slide No. 4

Trainer Notes

Trainer defines SMART Objectives and Log Frame Matrix

1. SMART Objectives

Ensure that the objectives constructed comply the SMART Objectives
Specific: Clear and unambiguous, 5W+1H questions about the project could be answered easily

Measurable: The goals are able to be measured both in quantity and quality

Achievable: Realistic, Possible to be worked on and to achieve certain targets

Relevant: Applicable, Able to cover the needs for vary situations

Time-bound: Specific period of time-frame

2. LogFrame Matrix

One common tool to construct indicators developed from logical assumptions is through a Logical Framework Matrix. Logical Framework Matrix is a 4x4 Matrix that sets out a logical sequence of cause-effect relationships based on the results chain/objective hierarchy.

Class Activity – Group work

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

Given a disaster event occurred in certain time and place.

Trainer asks the groups to apply SMART Objectives and LogFrame Matrix for the project



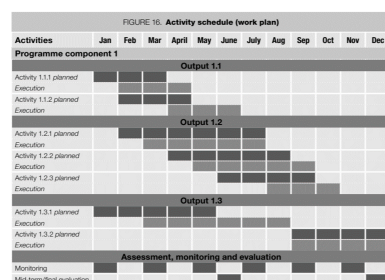


Use defined project management tools and methods to implement projects as well as manage project resource.

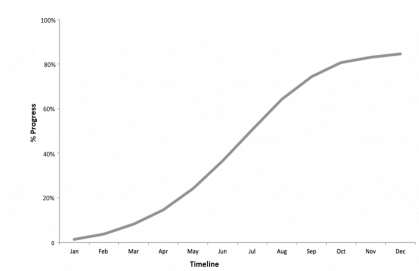
1.1

Project management tools:

3. Gantt Chart



4. S-Curve



Slide No. 5

Trainer Notes

Trainer defines Gantt Chart and S-Curve

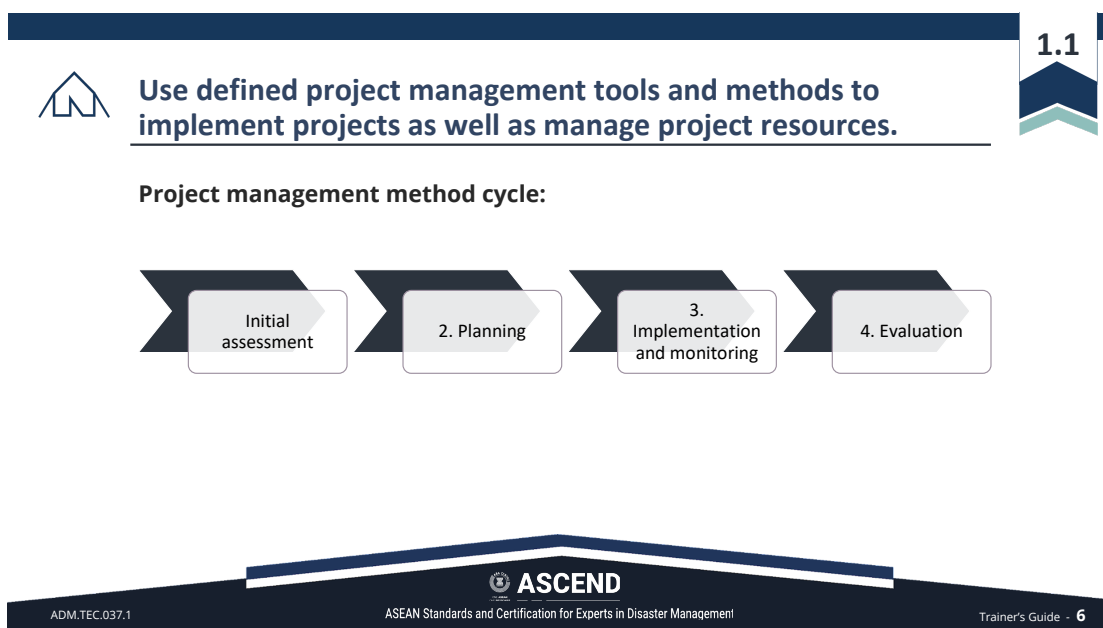
3. Gantt Chart

Gantt Chart is a common tool used for scheduling. Proper scheduling will help to determine activity that will happen, duration of the activity, and order of the activity. In a more advanced scheduling, it can be also adding some other supporting elements such as Person in charge (PIC), budgets, income source, expenditure, and materials to support

4. S-Curve

S-Curve is inseparable with Gantt Chart. S-Curve is obtained from cumulative data (e.g.: project's costs, hours, quantities), which is usually presented in a Gantt Chart, against time. It represents an accelerating beginning with minor progress and as it gets steeper, progress made is increasing. Finally, it ends with decelerating as minor works are left to complete the project. Smooth S-Curve is an ideal graphic to obtain. However, in reality it is not that common a schedule could result in a smooth S-Curve

Image 6: Slide 6



Slide No. 6

Trainer Notes

Trainer defines project management method cycle

Class Activity – Pre-test Quiz

Trainer guides participants to recap the learnings from Learner's Guide and current knowledge by giving a quiz on how is the relationship between project management method cycle and shelter management

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

Initial assessment: Understanding current situation and find out whether or not intervention is required.

Planning: Defining an intervention's goals, inputs and activities needed to accomplish them, the indicators to measure their achievement, and the key assumptions that can affect the achievement of the goals

Implementation and monitoring: Implementation is carrying out the planned activities to achieve goals, while monitoring is keeping track of progress.

Evaluation: Determining the fulfilment of goals, the process behind, and lessons learned.

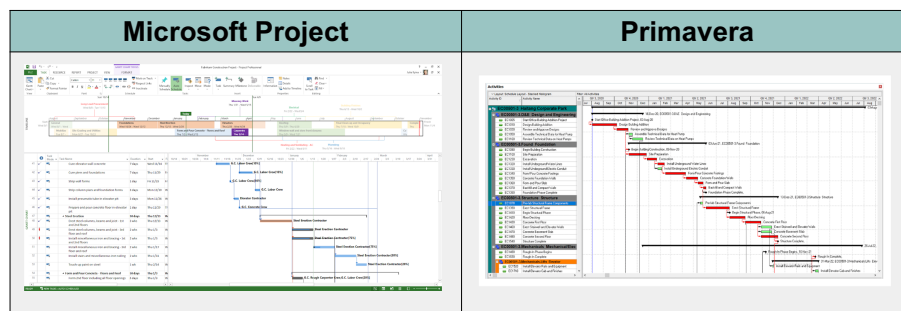
Image 7: Slide 7



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

1.1

Project management Software:



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Trainer's Guide - 7

Slide No. 7

Trainer Notes

Trainer defines Microsoft Project and Primavera

1. **Microsoft Project** is a Project Management Software by Microsoft. It is a powerful software that could be used to integrate schedule, budget, manpower so it could present all the project management composed in 1 file
2. **Primavera Oracle** or well known as P6 is another popular Project Management Software. When Microsoft Project is more convenient for independent project, P6 is by more suitable for multi-user usage with large project

Class Activity – Access to Application – Internet Research

Trainer guides participants to open the installed application, to see the difference of the interface of the 2 applications.

Trainer asks participants to search the pros and cons of using the 2 applications and to give opinion when is the suitable condition for using for each application



Image 8: Slide 8

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

1.1

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 can be used efficiently.
- Project management tools are also a communication tool for the whole shelter team on activities sequences and responsible people.




Slide No. **8**

Trainer Notes

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

Image 9: Slide 9



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


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


Work Breakdown Structure

Bill of Quantity

Summary of Bill of Quantity

1.2




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Trainer's Guide - 9

Slide No. 9

Trainer Notes

Trainer gives explanation about WBS, Bill of Quantity and Summary of Bill of Quantity

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

Bill of Quantity is a document showing a list of everything needed to build something and how much each item will cost. It has 7 columns containing:

- Item no. / Reference
- Description
- Quantity
- Unit
- Rate (£)
- £ (Total Price = Quantity x Rate)
- p (Cent)

Being detail is excellent in planning phase but it might be consuming time in flooring information so it is best to summarised the overall works. To fill

Column (2) (summary of bill of quantity table), it is best to use first level activity from WBS. Trainers advise the template for summarising the works

Class Activity – Group work

Trainer groups the participants into some groups (the number of group members is up to the Trainer, adjust with the workload).

Give a disaster/event that occurred in certain time and place.

Trainer asks the groups to make a WBS and Summary of Bill of Quantity for the project.

Groups are also required to make a Bill of Quantity from a simple fieldwork. Considering the time allocated, Trainer may determine the options of fieldworks for the groups to choose, to be broken down into a Bill of Quantity.

Image 10: Slide 10

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

1.2

Summary

- Before project commencement it is required that all planned tasks, time frame, budget and resources are clearly defined.
- Project execution needs detailed task information which contains work breakdown structure, work volume and its costs.
- The engineering calculation and practices are to ensure that the tasks can be delivered in time and within the agreed budgeted cost.


**Slide No. 10**

Trainer Notes

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




Image 11: Slide 11

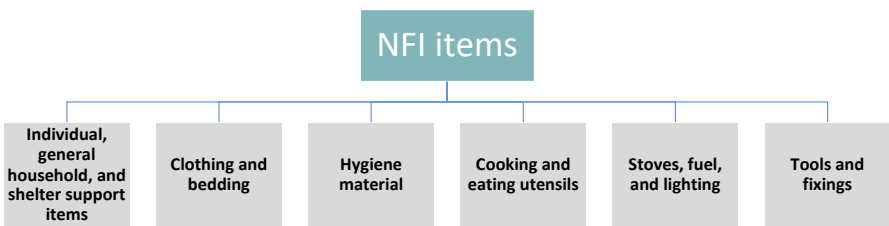


Distribute required materials, equipment, tools, training and public outreach materials as directed.

1.3




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



```

graph TD
    NFI[NFI items] --> A[Individual, general household, and shelter support items]
    NFI --> B[Clothing and bedding]
    NFI --> C[Hygiene material]
    NFI --> D[Cooking and eating utensils]
    NFI --> E[Stoves, fuel, and lighting]
    NFI --> F[Tools and fixings]
        
```

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Trainer's Guide - 11

Slide No. 11

Trainer Notes

Trainer defines NFI Items.

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

Class Activity – Quiz

Trainer asks each participant to write down what is included as NFI items (a minimum of 2 items for each group)


Trainer could add the items which are not mentioned yet by the participants by mentioning the items listed below:

1. **Individual, general household and shelter support items**
 - Ready-made shelter (ex. tents, tarpaulins),
 - Material to build a shelter (ex. plastic sheeting, rope, cement, multiplex, timber, bamboo, corrugated metal sheet, etc.)
 - Material to rehabilitate existing shelters (ex. saw, nails, hammer, pliers)
 - Cleaning-up kit
2. **Clothing and bedding** (bed, clothes, 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 basin)
5. **Stoves, fuel and lighting** (stove for heating, fuel, oil lamp)
6. **Tools and fixings** (hammer, saw, tape measure, PVC pail, shovel)

Image 12: Slide 12




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

Considerations in distribution of NFI Items:

1. Permit for transportation
2. Security assurance
3. Select transportation companies
4. Set up distribution point and its system
5. Assure local market functioning

1.3


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Trainer's Guide - 12

Slide No. 12

Trainer Notes

Trainer explains considerations in distribution of NFI Items.

- Permit for transportation. Some materials, equipment and tools need permit 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 who have a reliable fleet of vehicles and drivers.
- Set up a distribution point and its system which 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.

Image 13: Slide 13



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

1.3



Training Materials

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



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Trainer's Guide - 13


Slide No. **13**

Trainer Notes

Trainer mentions form of training materials.

Illustration and key messages could be considered as supporting tool and media in developing training materials. For a more constructed programme, training shall be held regularly. It is the responsibility as a Shelter Officer to support the training session with provision in tools and materials needed for training and the situation conditioning.

Image 14: Slide 14




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

Public Outreach Materials

1. Provision of key messages
2. Provision of volunteer engagement training

1.3


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Trainer's Guide - 14

Slide No. 14

**Trainer
Notes**

Trainer explains form of Public Outreach Materials


Provision of key messages

Key messages are the main points of information you want your audience to hear, understand, and remember. Shelter officer can help support composing and delivering key messages

Provision of volunteer engagement training


Being a volunteer means an individual is willing to provide support needed to help a project. Volunteers can come from various backgrounds. To some extent it is acceptable for volunteer candidates to not have wide knowledge about humanitarian scope in a project they participate in

Image 15: Slide 15




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

1.3




Provision of key messages

Key messages are the main points of information you want your audience to hear, understand, and remember.



Effective Key Messages Criteria


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Slide No. 15

Trainer Notes

Trainer explains Effective Key Messages element

Concise:

Focus on three to five key messages per topic; write one to three sentences for each key message; 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.

Class Activity – Internet Research

Trainer asks each participant to search for examples of key messages from a shelter project

Image 16: Slide 16



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

Volunteer engagement training:

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

1.3





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Slide No. 16

Trainer Notes


Trainer explains volunteer engagement training.

The selection of volunteer can be challenging. Volunteers are not always experienced person. It might take longer time to train inexperienced volunteer to be able to catch up with the programme. As a Shelter Officer, engagement to Volunteers is advised. Make the Volunteers feel welcomed in the family of the Shelter Team. A good relationship will build a better communication and coordination.

Class Activity – Internet Research

Trainer asks each participant to search for a shelter project which involve the volunteers and write down the involvement of the volunteers

Image 17: Slide 17




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

1.3

Summary

- Disaster-affected people need construction materials, equipment, tools, and Non-Food Items (NFIs) to build their shelters.
- Serious preparation should be taken to ensure the NFIs can be delivered with the agreed quality and correct amount.
- Aside from the material, equipment and tools and NFIs, 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.

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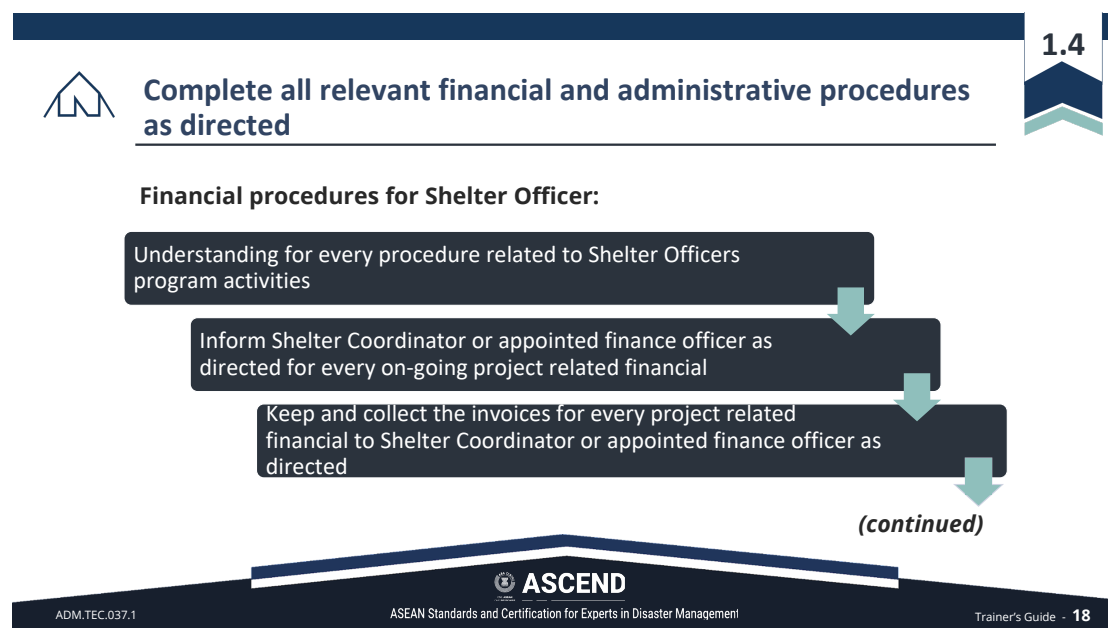
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Trainer's Guide - 17

Slide No. 17**Trainer Notes**

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

Image 18: Slide 18



Slide No. 18

Trainer Notes

Trainer explains the role of Shelter Officer in a Financial Procedure

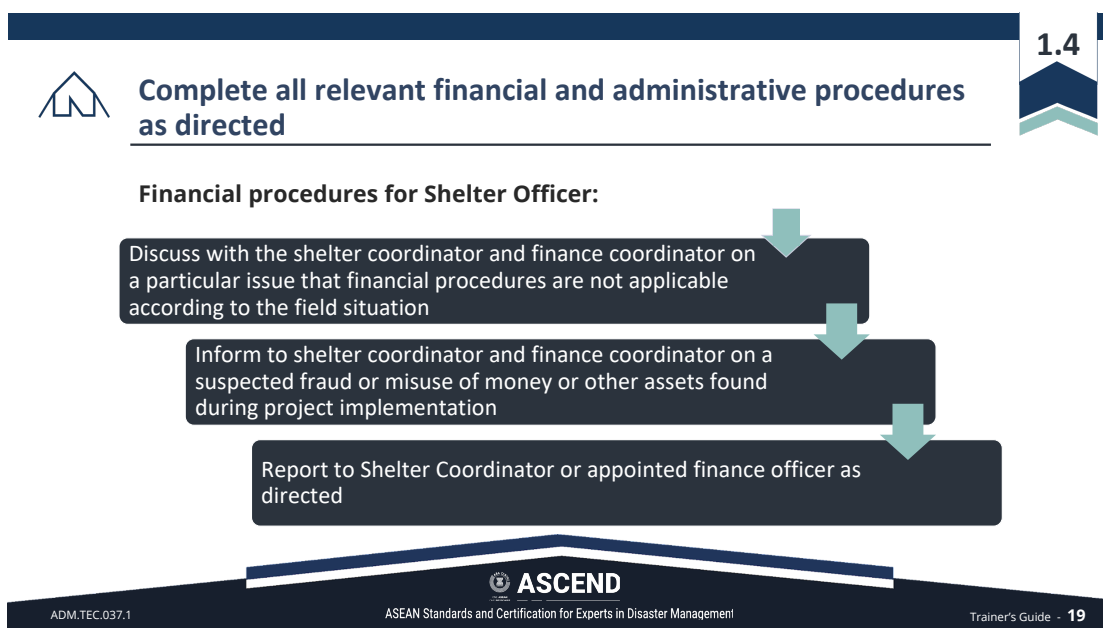
Funds for projects are coming from the public or donors. Breakdown proposals and financial reports are needed as a form of responsibility for using the given funding.

With realistic, detailed plans and budgets, the funding will be used prudently to run the programme.

As a shelter officer, following the financial procedures can be done by:

- Understanding for every procedure related to Shelter Officers programme activities.
- Inform Shelter Coordinator or appointed finance officer as directed for every on-going project related financial
- Keep and collect the invoices for every project related financial to Shelter Coordinator or appointed finance officer as directed

Image 19: Slide 19



Slide No. 19

Trainer Notes

Trainer explains the role of Shelter Officer in a Financial Procedure

Funds for projects are coming from the public or donors. Breakdown proposals and financial reports are needed as a form of responsibility for using the given funding.

With realistic, detailed plans and budgets, the funding will be used prudently to run the programme.


As a shelter officer, following the financial procedures can be done by:

- (continue)
- Discuss with the shelter coordinator and finance coordinator on a particular issue that financial procedures are not applicable according to the field situation.
- Inform to shelter coordinator and finance coordinator on a suspected fraud or misuse of money or other assets found during project implementation.
- Report to Shelter Coordinator or appointed finance officer as directed

Class Activity – Study Case


Trainer gives a situation regarding financial issues problem. Participants are required to find a solution on how to overcome the problem in a role as a Shelter Officer.

Image 20: Slide 20




Complete all relevant financial and administrative procedures as directed

1.4




Administrative procedures for Shelter Officer:



1. Inform every activity that is going to be executed to Shelter Coordinator

2. Collect supporting data to support administrative document as directed

3. Report to Shelter Coordinator



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Trainer's Guide - 20

Slide No. 20

Trainer Notes

Trainer explains the role of Shelter Officer in a Administrative Procedure

Financial and administrative reports are complementary to each other. Administrative might discuss more technical with support services involved in narrative, while the financial report presents the expenditure numbers. It is important for both documents to be coherent. As a shelter officer, support the data record of project administration by:

- Inform every activity that is going to be executed to Shelter Coordinator
- Collect supporting data to support administrative document as directed
- Report to Shelter Coordinator

Class Activity – Internet Research

Trainer asks each participant to search and identify administrative sector members of a shelter project

Image 21: Slide 21

Complete all relevant financial and administrative procedures as directed

1.4

Summary

- For the project to run properly, the shelter officers have to follow administrative and financial procedures,
- Financial and administrative procedures are not always perfect, therefore, any irrelevant or unapplicable due to field conditions, the shelter officer needs to consult with shelter coordinator and finance coordinator.
- Financial and administrative reports generally need detailed information which to ensure the program runs prudently, therefore reporting and financial settlement should be done as soon as possible.



Slide No. **21**

Trainer Notes

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

Image 22: Slide 22**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, regulations, reflecting agency best practice.

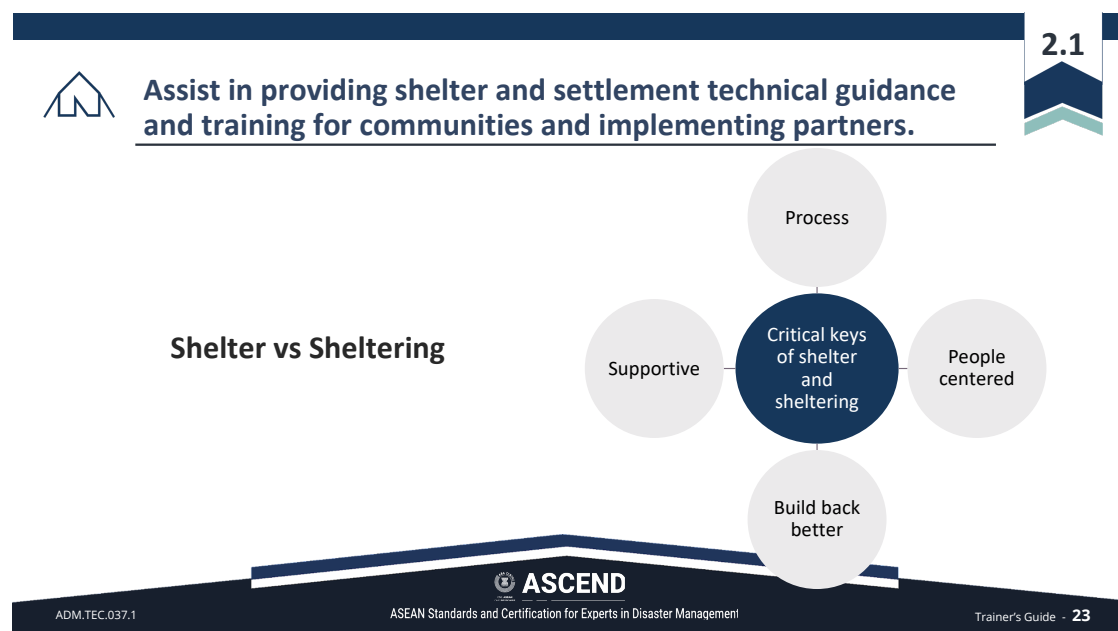


Slide No. **22**

**Trainer
Notes**

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

Image 23: Slide 23


Slide No. 23
Trainer Notes

Trainer explains the difference between shelter and sheltering

Shelter is a building designed to give protection from bad weather, danger, or physical attack.

Shelter can be various assistances which on the programme implementation the selection of the programme depends on the:

- condition of the lands such as legality, safe from future hazard and access to public services.
- coping mechanisms such as ability to self-recover, ability to access resources and freedom to choose their own recovery pathway.
- availability of construction material whether it is can be purchased locally or availability of salvage material.
- provision of local builders as masons, carpenters and other building craftsmanship.

As time goes by, not only shelters need to accommodate affected community needs, there is a bigger 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 key components of post-disaster resilience. Shelter and settlements shall provide protection, security and dignity, and of re-establishing economic well-being and secure livelihoods. It is important to

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

Class Activity – Quiz

Trainer gives statement of an activity / shows a picture of an activity, participants decide whether it is Shelter or Sheltering

Class activity can be conducted before as an introduction or as a session closing.

Image 24: Slide 24




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


Provide assistance through selection of sub-programme which suitable to the context

Emergency shelter	Collective Center	Support for camp-based shelter
Host family support programmes	Rental programmes	Temporary shelter
Core house programmes	Housing repair shelter programme	Retrofitting

2.1



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Trainer's Guide - 24

Slide No. 24

Trainer Notes

Trainer explains each assistance as listed in the slide

On implementing the shelter programme, it is important to consider aspects mentioned before then provide assistance through selection of sub-programme which suitable to the context:

Emergency shelter

- This assistance is given immediately following the event to families who have not adequate shelter.
- There are options that can be delivered to the families such as distributing shelter kits, tents and tarpaulins, bedding, clothing, hygiene kits or NFI kits.

Collective Centre

- Same with the above that immediately following the disaster but the families prefer to have their shelter in schools, sports halls, office complexes and unused 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.

Support for camp-based shelter

- The difference with the collective centre i.e., the affected families find their refuge whether at formal or informal camps setting.

- Possible assistance can be given such as cooking equipment, relocation support, bedding, clothing, hygiene kits, basic shelters (tents or other), shelter materials to repair or improve the basic shelters.

Host family support programmes

- Following the disaster in which many houses were damaged and cannot be inhabited, homeless families move to live with their friends or relatives. Therefore, through this programme both the affected families and the hosting families are eligible to receive support.
- Possible assistance can be given such as family NFI, bathroom and kitchen upgrade, relocation support, hygiene and safety training, cash support, finishing or repairing rooms to expand the liveable internal space.

Rental programmes

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

Temporary shelter

- Since transitional shelter is different with temporary shelter approach. Temporary shelter is an impermanent structure built for a family to live in until a permanent housing solution is available. The structure is generally designed to last no more than a few years, quick and cheap also without complex building code regulation.
- Possible assistance can be given such as cash, construction material and tools, rent or permit of land and training to build temporary shelter.

Core house programmes

- When the land titling is clear, a core house is a good solution to owner driven recovery. In the future, the owner may add rooms or renovate their houses according to their own financial capacity.
- Possible assistance can be given such as resolving land tenure prior to construction, cash, engineering design for current and future improvement, Build Back Safer training.

Housing repair shelter programme

- This programme is suitable to light damaged houses whose families remain on their existing site. It is important to check the structure whether it can be verified to have no major 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.

Retrofitting

- Retrofitting is to strengthen structures that can be implemented in pre-disaster or post-disaster settings. Through this programme the houses can increase their strength to meet the building code and to prepare for possible disaster in the future.
- Possible assistance can be given such as cash, building inspection for structural assessment and engineering advice

Class Activity – Quiz

Trainer gives some post disaster conditions; participants decide which is the most suitable assistance to be given along with the brief commentary.

Image 25: Slide 25



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

Guides to assist in provision a technical guidance and training manual

Context is everything

Clear communication to the user

The whole content should strengthen the owner recovery

2.1




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Trainer's Guide - 25

Slide No. 25

Trainer Notes

Trainer explains each guide to assist in provision a technical guidance and training manual as listed in the slide

- Context is everything
 - To whom this technical guidance and training manual to be delivered. This initiative should strengthen the self-recovery initiatives and empower owner-driven reconstruction. The team should decide on the priority since guidance and manuals for homeowners will be different to the builders.
 - Location of the user, it is important that the user and the context should relate according 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 which potentially laymen are reluctant to study.
- Clear communication to the user
 - The main idea that whole information should be easily understood and followed by all users.
 - Complex engineering ideas should be articulated by social or local language.
 - The content should be less theoretical and more practical.
 - Instructions are clear and understandable and sufficient graphic illustration.
- The whole content should strengthen the owner recovery

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

Image 26: Slide 26



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

2.1



Technical guidance (basic construction principles) content:

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



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Trainer's Guide - 26

Slide No. 26

Trainer Notes

Trainer lists out technical guidance content.

Shelter Officer shall acknowledge basic construction principles so Shelter Officer could help accommodating questions from any actors, regarding the technical guidance. If it is possible, Shelter Officer is advised to join the development of the technical guidance and have a copy of it for personal usage.


Class Activity – Internet Research – Group Work

Trainer forms participants into group of 4 persons.

Trainer asks the groups to search for country building codes or regulations that can support the crafting of technical guidance. If country building codes or regulations are too few, then they can refer to other countries.


Disclaimer: When using other country's codes and regulations, adjust with own country's geographical condition and material availability.

Image 27: Slide 27

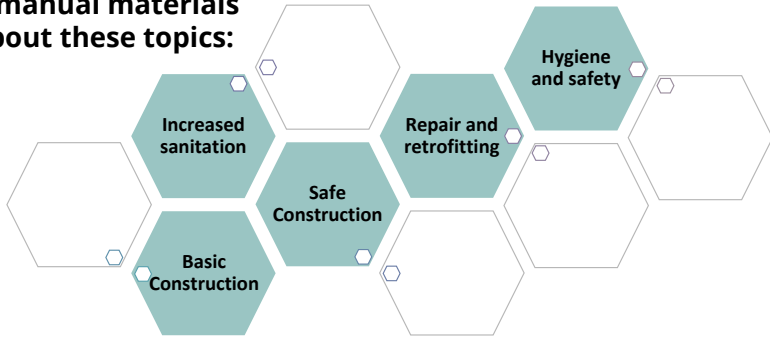


Assist in providing shelter and settlement technical guidance and training for communities and implementing partners.


2.1



Training manual materials can be about these topics:



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Trainer's Guide - 27

Slide No. 27

Trainer Notes


Trainer lists out technical manual's topic preference.

- Basic Construction includes materials, methods, local building codes and regulations.
- Safe Construction includes safety harness, construction hazards, first aid
- Repair and retrofitting include building requirement to be repaired or retrofitted, material recycle and utilisation, methods.
- Hygiene and safety include washing hands and mask usage campaign: especially during pandemic era
- Increased sanitation includes education on the importance of sanitation system

Class Activity – Internet Research – Group Work


In a same group as activity before, trainer asks the groups to search for country training manuals (manuals related to shelter project are recommended). If there is none, trainer asks the groups to find training manuals from other countries.

Image 28: Slide 28




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

2.1



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 with a group of 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 on shelter is limited, implementing partners and humanitarian organizations should provide home training.



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Trainer's Guide - 28

Slide No. **28**

Trainer Notes

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

Image 29: Slide 29




2.2

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

Shelter Adequacy Criteria

1. Safe from further risk
2. Environmentally sustainable
3. Adequately durable
4. Culturally appropriate
5. Climatically suitable
6. Adequate facilities
7. Access to services

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Trainer's Guide - 29

Slide No. 29

Trainer Notes

Trainer mentions shelter adequacy criteria that will be used as minimum parameters of how to provide shelter assistance

Class Activity – Internet Research – Group Work

In a same group as activity before,
 Trainer asks the groups to search for a Shelter project (in country is advised)
 Trainer asks the groups to analyse if the shelter meets the shelter adequacy criteria.

Image 30: Slide 30



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

2.2

Assistance of monitoring by Shelter Officer

Checking if the activities comply with the goals stated

Surveying proposed shelter location

Quality foundations, strong walls and roof frames, as directed

Quality of building materials and other stock of NFI items, as directed

Quality of sanitary equipment, as directed



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Slide No. **30**


Trainer Notes

Trainer mentions assistance of monitoring in a capacity as a Shelter Officer.

Class Activity – Guest Speaker


Trainer could reach out for an experienced Shelter Officer to give a sharing session regarding his/her experience in providing assistance of monitoring.

Image 31: Slide 31




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

2.2



Summary

- The technical quality of shelter assistance should be checked against standard 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 are heard and captured.


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Trainer's Guide - 31

Slide No. 31

Trainer Notes


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

Image 32: Slide 32




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

2.3



Local standard and regulation	<ul style="list-style-type: none"> • Culture, land usage and ownership, working permit, harvesting regulation, local tax
National regulation and standard	<ul style="list-style-type: none"> • Government strategy on shelter and settlement intervention, advocacy to national level, national guidelines for shelter and settlement, building code and construction guidelines
International standard	<ul style="list-style-type: none"> • SPHERE, international standard from IFCR, UNHCR, and IOM



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Trainer's Guide - 32

Slide No. 32

Trainer Notes

Trainer defines local, national and international standards and regulations

Local standard and regulation

- Every area has their own culture that every shelter personnel should respect. Generally, this is related to tradition and religion.
- There is a possibility that land usage 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 which is harvested from forest or the field needs to follow local regulation.
- In some areas there is local tax or contribution on programme implementation.

National regulation and standard

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

- Building Code and construction guidelines.

International standards

- International standards such as SPHERE which should be promoted.
- International standard for shelter and settlement from IFRC, UNHCR and IOM.

Image 33: Slide 33



2.3

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

Steps that can help shelter officers fulfilling their mission as directed:

- Ensure the shelter officers obtain all local and national standards and regulations
- Complete international standards related to shelter should be understood by the shelter officers
- Agency best practice in the form of guidelines or mission statements should be well comprehended by the shelter officers
- Project briefing to ensure shelter officers have all those standards and regulations and all information regarding the project
- Shelter managers and shelter coordinator give regular checks and consultation to the shelter officers to share successes and challenges
- Shelter officers should actively be part of shelter working groups or other coordination mechanisms to keep up to date on development of government plans and other actors' programmes.



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Slide No. 33

Trainer Notes

Trainer defines steps that can help shelter officers fulfilling their mission as directed in context of undertaking all programme activities in compliance with relevant local, national and international standards, regulations, reflecting agency best practice.

Image 34: Slide 34

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

2.3

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, regulations and upholding agencies values.



Slide No. 34

Trainer Notes

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


Image 35: Slide 35**Element 3****Support the field activities of subcontractors, staff, and others****Performance Criteria**

- **3.1** Support the field work 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

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


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

Image 36: Slide 36




Support the field work of subcontractors and implementing partners to ensure programme quality.

3.1



Method statement generally contains:

1. Project information
2. Reference to government regulation and international standards
3. Modality which is already developed by the shelter team
4. Timeframe and milestones
5. Strategy to achieve the goal and some options that can be implemented.
6. Organization structure of the agency and its relation to the sub contractor and implementing partner


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**Trainer
Notes**

Trainer gives explanation regarding content of method statement.

Shelter officers should develop method statement that may help subcontractors and implementing partners to run their activities. This method statement should be finalised prior to the selection of subcontractors and the implementing partners. Moreover, this method statement should be part of the bidding document for contracting the subcontractor and implementing partner. Method statement should contain all information about the shelter project and suggested strategy which has already been developed by the shelter team.

Image 37: Slide 37

Support the field work of subcontractors and implementing partners to ensure programme quality.

3.1

Support can be given to implementing partners on their activities:

1. Understanding context which consist of target area and decision on shelter programme
2. Beneficiaries and how to select people as beneficiaries in the shelter programme
3. Checking the modalities which might need to be improved
4. Support coordination with the local government
5. Connect the subcontractors and implementing partners with other shelter agencies through coordination meetings or working groups.
6. Regular check on milestones and project outcomes with the Monitoring and Evaluation team to ensure quality is achieved
7. Check and in several cases support them to produce report to ensure accuracy and accountability



Slide No. **37**

Trainer Notes

Trainer gives explanation regarding how to deal with method statement in a role as a Shelter Officer.



Image 38: Slide 38

Support the field work of subcontractors and implementing partners to ensure programme quality.

3.1

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 needed.
- 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.




Slide No. **38**

Trainer Notes


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

Image 39: Slide 39



Support junior team members to ensure their safety and efficiency


3.2



Safety protocols checklist as guidance in supporting junior team:

- Keep informed about safety and security issues throughout 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

(continued)



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Slide No. **39**

Trainer Notes Trainer mentions safety protocols checklist as guidance in supporting junior team.

Image 40: Slide 40

Support junior team members to ensure their safety and efficiency

3.2

Safety protocols checklist as guidance in supporting junior team:

- 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 serious incidents
- Report hazardous conditions and other safety/security concerns to your supervisor and also to the Safety/Security Officer, if one is on the team.
- Find out about fire detection and protection procedures in lodgings; check for exits



Slide No. **40**

Trainer Notes

Trainer mentions safety protocols checklist as guidance in supporting junior team.

Class Activity – Study Case – Group Work

In a same group as activity before,
Given a situation where junior members are assigned to a specific task, list out what will the groups do in order to support junior team members to ensure their safety



Image 41: Slide 41

Support junior team members to ensure their safety and efficiency

3.2

Shelter officer is expected to support junior member team work efficiency by:

1. Provision of detailed task and modality to achieve the target
2. Clear on time frame and milestone which indicated in gantt chart or S-Curve
3. Develop understanding on budget and cost
4. Provide mentoring and supervision
5. Regular feedback / sharing session



Slide No. 41

Trainer Notes

Trainer mentions guidance in supporting junior team work efficiency.

Guide the junior member to make a log task each day. It will ease the mentoring and supervision by Shelter Officer.

Image 42: Slide 42

Support junior team members to ensure their safety and efficiency

3.2

Summary

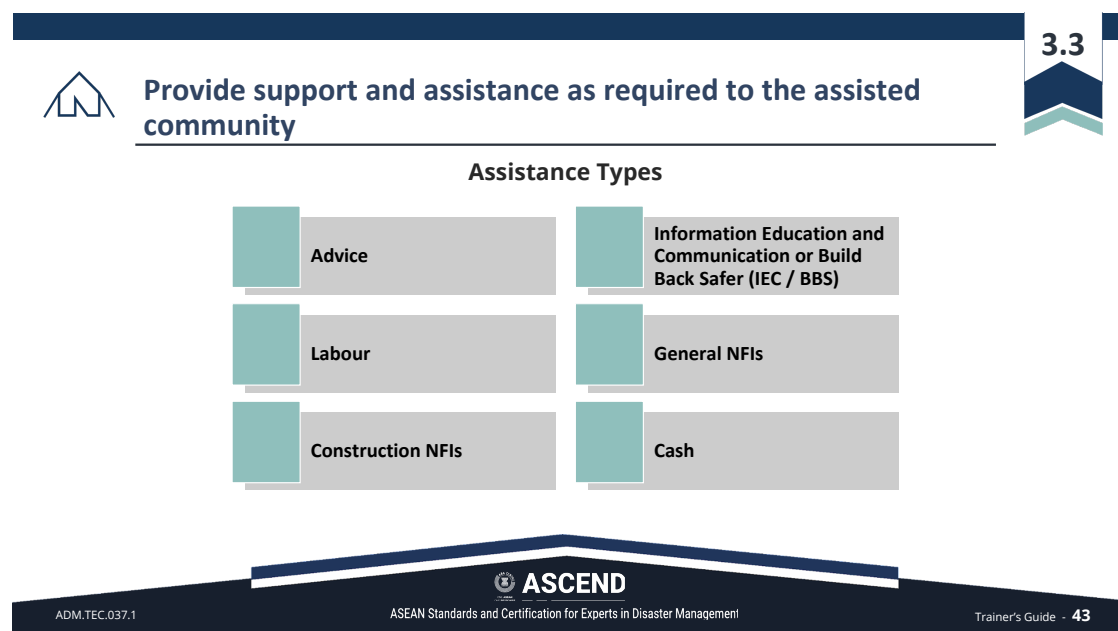
- Working in the disaster affected area might be new for junior members; they must be prepared to ensure their safety and wellbeing.
- Safety briefing to be provided before their assignment in the field, moreover in the conflict area
- The junior members have to be introduced to the operating system 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.

**Slide No. 42**

Trainer Notes

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

Image 43: Slide 43

**Slide No. 43****Trainer Notes****Class Activity – Pre-test Quiz**

Trainer asks each participant to write down what is on their mind when they hear the word “Assistance” in a context of shelter and settlement (a participant answers a minimum of 2 ideas)

Trainer could add the items which are not mentioned yet by the participants by mentioning the items listed below:

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

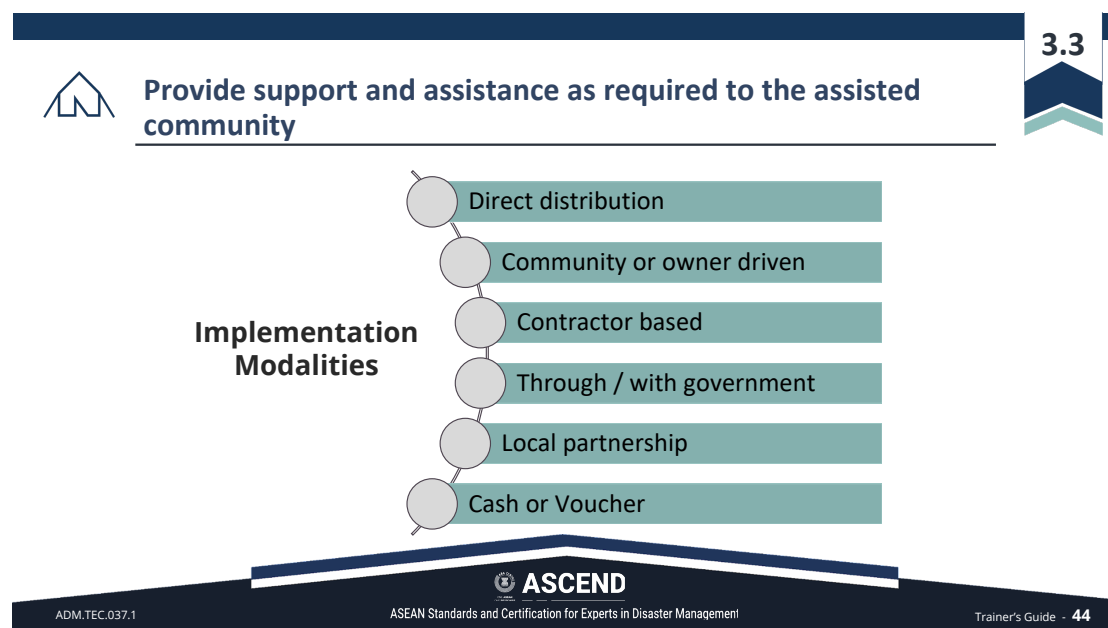
- Bedding
- Clothing
- Cooking facilities and equipment
- Hygiene kits
- Clean up tools

5. Construction NFIs

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

6. Cash

Image 44: Slide 44



Slide No. 44

Trainer Notes

Trainer explains Implementation of Modalities:

1. Direct distribution

Direct distribution of shelter kit, tarps and other NFIs are applicable in the first days following the disaster. This is to ensure all affected families can live in a safe place and 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

This should be the paramount of recovery in every area. By respecting the community coping mechanism and their personal recovery pathways, the role of shelter agencies is to provide support on their owner-driven recovery.

3. Contractor based

Contractor still can be a partner to assist the community, but it should be limited and agreed under thorough observations. Contractor as a profit-oriented institution always wants to work fast and, in many cases, 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 mode of work. Therefore, contractor can be an option in these 2 cases:

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

4. Through / with government

This also can be a solution to deliver assistance. This modality is generally between governments as Government-to-Government assistance. For shelter agencies it is good for partnering with the government. If there is a gap in the assistance the shelter agency might support the community.

5. Local partnership

It is encouraged to have local partners in the field. This organisation knows the affected area and the community. They can work well as community mobilisers and communicate well with the local government. But in many cases, they do not have sufficient skills and experience in shelter, therefore shelter officers can provide support to local partnership on their activities.

6. Cash or Voucher

Cash and vouchers are modality which 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. The role of shelter officer is to ensure there will be sufficient technical assistance to help them how to build back safer.

Image 45: Slide 45

Provide support and assistance as required to the assisted community

3.3

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.



Slide No. **45**

Trainer Notes

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



Image 46: Slide 46

Slide No. **46**

**Trainer
Notes**

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



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