

1st Edition

**LEARNER'S  
GUIDE**



**TECHNICAL COMPETENCY UNIT**



**ADM.TEC  
038.1**

Provide Shelter and Settlement  
Assistance Equitably Based on Need



**ASCEND**

ASEAN Standards and Certification  
for Experts in Disaster Management

## ASEAN Standards and Certification for Experts in Disaster Management

# PROVIDE SHELTER AND SETTLEMENT ASSISTANCE EQUITABLY BASED ON NEED

ADM.TEC.038.1

## 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.

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For inquiries, please contact:

### The AHA Centre

Graha BNPB, 13th floor Jl. Raya Pramuka Kav. 38 East Jakarta 13120 Indonesia  
Phone: +62 21 21012278 Fax: +62 21 21012287 Email: [info@ahacentre.org](mailto:info@ahacentre.org)

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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

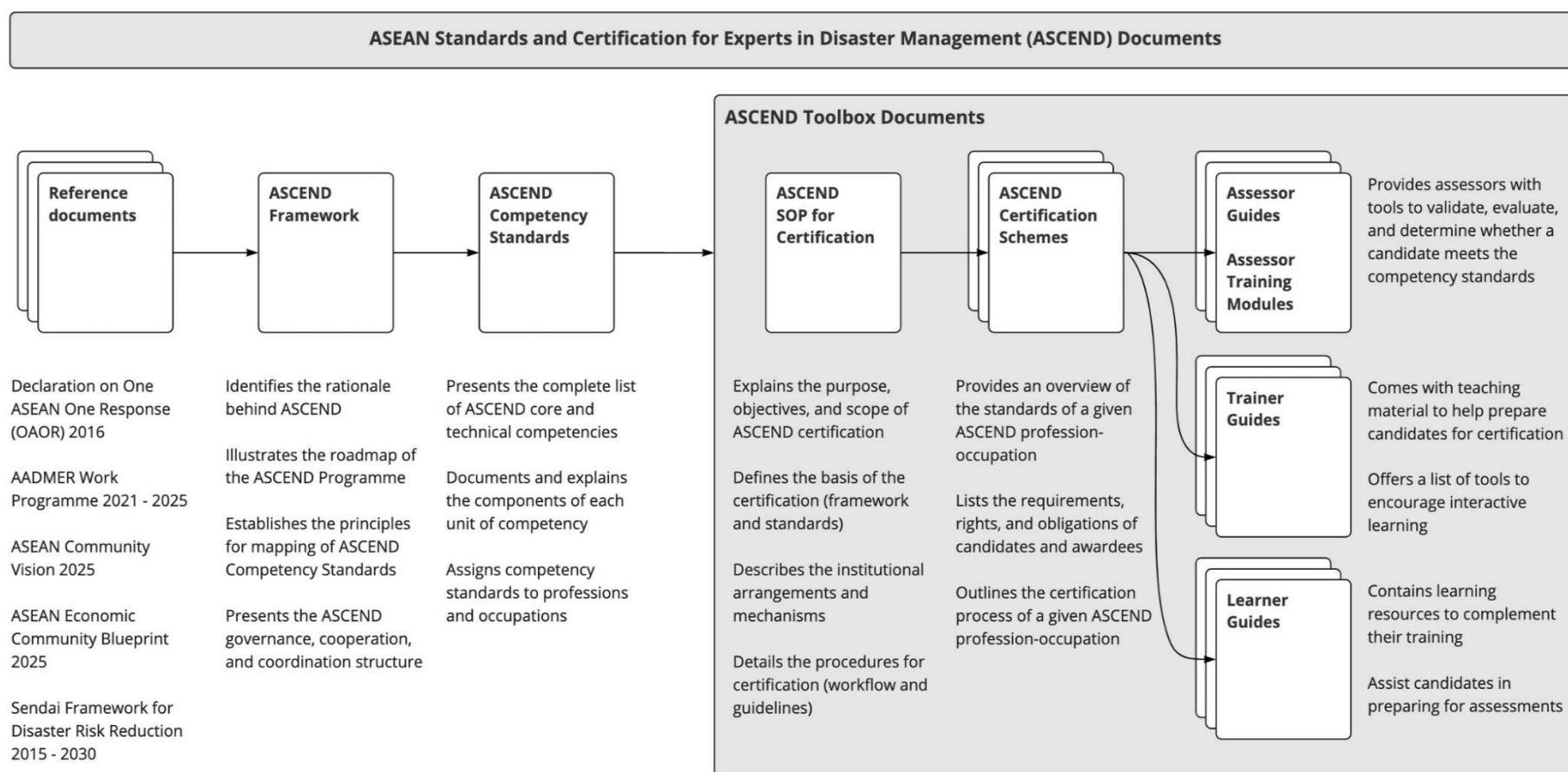
A set of technical requirements must exist before it is possible to implement the ASCEND programme in participating ASEAN Member States. The first requirement is the ASCEND Competency Standards, containing forty-three (43) regionally recognised core and technical competencies in selected disaster management 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 that trainers may use to encourage interactive learning. Learner Guides assist candidates preparing for ASCEND certification in their chosen disaster management profession and occupation. It contains learning resources and complementary readings that can help prepare them to undergo the required assessment.

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

*Figure 1: Overview of ASCEND Toolbox Documents*







# Learner's Guide

# Introduction for

# Candidates



**ASCEND**

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

## Competency-based Learning and Assessment

**Competency** is the attitude and ability to use or apply one's experience, knowledge, and skills-sets to perform critical job functions in a defined work setting.

*Table 1: Competency areas and descriptions*

Competency area	Description
<b>Experience</b>	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.
<b>Knowledge</b>	Refers to what the candidate needs to know to make informed decisions on how to perform the work effectively.
<b>Skills</b>	Refers to the ability of the candidate to apply knowledge to complete occupational tasks and produce work outcomes or results at the standard required.
<b>Attitudes</b>	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
<b>Unit title</b>	Describes the critical work function to be performed in an occupation
<b>Unit number</b>	<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"> <li>ADM.<b>COR</b>.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.</li> <li>ADM.<b>TEC</b>.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.</li> </ul>
<b>Unit description</b>	Provides information about the critical work function covered by the unit.
<b>Elements</b>	Presents the occupational tasks required to perform the critical work function in the unit.
<b>Performance criteria</b>	Lists the expected outcomes or results from the occupational tasks to perform and the standard required.

**3.3**

## Unit descriptor

**Unit title : Provide Shelter and Settlement Assistance Equitably Based on Need**

**Unit number : ADM.TEC.038.1**

**Unit description:** This unit deals with the knowledge, skills, and abilities required to participate effectively in a shelter programme's ongoing monitoring and adaption.

### Element 1.

#### **Participate in assessments and evaluations**

##### **Performance Criteria**

- 1.1 Participate in field assessments as required to determine immediate and future shelter and settlement needs of the affected community
- 1.2 Assist in shelter programme evaluations as required
- 1.3 Contribute to team analysis of changing shelter needs

### Element 2.

#### **Undertake all shelter activities in line with humanitarian standards and principles**

##### **Performance Criteria**

- 2.1 Prioritise the needs of the most vulnerable, addressing cross-cutting issues in all programme activities.
- 2.2 Implement all staff code of conduct, protection, safety, and security procedures.
- 2.3 Conduct shelter activities in line with all relevant humanitarian shelter standards and principles

### Element 3.

#### **Monitor shelter activities**

##### **Performance Criteria**

- 3.1 Undertake regular MEAL (monitoring, evaluation, accountancy, and learning) activities as directed.
- 3.2 Accurately record disaggregated data on all programme activities.
- 3.3 Report on any issues of concern to the Shelter Coordinator



# Glossary of Terms and List of Abbreviations



**ASCEND**



## 4.1

# Glossary of Terms and List of Abbreviations

*Table 3: Terminology and Description*

Terminology	Description
<b>Shelter</b>	A place giving temporary protection from bad weather or danger
<b>Capacity</b>	The combination of all the strengths, attributes and resources available within a community, society or organisation that can be used to achieve agreed goals
<b>Cash-based interventions</b>	The use of cash, electronic money transfers, or vouchers provides disaster-affected individuals with support for their flexible recovery priorities.
<b>Conditional cash</b>	The provision of cash, based upon completing specific tasks by the beneficiary, for example, after completing one specific stage of a house reconstruction, has been completed according to design.
<b>Continual assessment</b>	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.
<b>Core shelters/ one-room shelters</b>	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.
<b>Cross-cutting issues</b>	Critical themes overarching into all humanitarian aid activities
<b>Detailed assessment</b>	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
<b>Dignity</b>	The quality or state of being worthy of esteem or respect.

<b>Disaster</b>	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
<b>Disaster mitigation</b>	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.
<b>Disaster preparedness</b>	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.
<b>Disaster risk reduction</b>	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.
<b>Displaced populations</b>	Populations that leave their homes in groups, usually due to a sudden impact, such as an earthquake or a flood, threat or conflict
<b>Early warning system</b>	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
<b>Economic recovery</b>	Strengthening and expansion of new and existing enterprises, together with the creation of jobs
<b>EMMA</b>	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.
<b>Emergency Shelter</b>	Short-term shelter provides lifesaving support, the most basic shelter support provided immediately after the disaster.
<b>Environment</b>	The physical, chemical and biological elements and processes that affect the lives and livelihoods of populations
<b>Hazard</b>	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

<b>Human vulnerability</b>	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
<b>Information management</b>	The management which involving coordination, delivery of relief assistance, beneficiary involvement, marketing and external relations, monitoring and evaluation
<b>Land tenure</b>	The means by which individuals make arrangements for how long they can reside or use a plot of land and under what circumstances
<b>Livelihood</b>	Comprises the capabilities, assets (including both material and social resources) and activities required for a means of living
<b>Market-based approach</b>	Interventions that target markets, and local economies, to make improvements in access to shelter for disaster-affected populations
<b>Most vulnerable groups</b>	Those groups considered at the greatest risk and consequently the most dependent on assistance
<b>Non-displaced population</b>	Populations that remain with their homes, or home cities, following the impact of a disaster
<b>Non-Food Items (NFI)</b>	Items other than food. Typically include essential household items such as blankets, plastic sheeting, containers for water, cooking items, etc.
<b>Progressive shelter</b>	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.
<b>Psychosocial</b>	The combination of psychological and social but also implies that the effect of social processes are sometimes mediated through psychological understanding
<b>Rapid assessment</b>	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.
<b>Rapid onset disaster</b>	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
<b>Retrofitting</b>	See seismic retrofitting

<b>Safety</b>	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.
<b>Security of tenure</b>	The arrangements by which occupants feel secure or have protection according to formal or customary law in the place where they live.
<b>Seismic retrofitting</b>	Modification of existing structures to make them more resistant to seismic activity, ground motion, or soil failure due to earthquakes
<b>Slow onset disaster</b>	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
<b>Stakeholder</b>	individual or group that has an interest in any decision or activity of an organisation
<b>Structural vulnerability</b>	Structural or physical vulnerability is the extent to which a structure is likely to be damaged or disrupted by a hazard event.
<b>Temporary shelter</b>	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.
<b>Transitional settlement</b>	The processes by which populations affected and displaced by conflict or natural disasters achieve settlement throughout their displacement before beginning transitional reconstruction
<b>Transitional shelter</b>	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.
<b>Voucher</b>	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
<b>4C steps</b>	Count, Check, Change, and Communicate
<b>ALNAP</b>	Active Learning Network for Accountability and Performance
<b>CRS</b>	Catholic Relief Services
<b>DRR</b>	Disaster Risk Reduction
<b>HIV/AIDS</b>	Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome
<b>IFRC</b>	International Federation of Red Cross and Red Crescent Societies
<b>M&amp;E</b>	Monitoring and Evaluation
<b>MEAL</b>	Monitoring, Evaluation, Accountability and Learning
<b>NFI</b>	Non-Food Item
<b>NGO</b>	Non-Governmental Organisation
<b>PMER</b>	Planning, Monitoring, Evaluation and Reporting
<b>ProFrame</b>	Prototype Framework
<b>RENA</b>	Rapid Emergency Needs Assessment
<b>SADD</b>	Sex, Age and Disability Disaggregation
<b>UNHCR</b>	United Nations High Commissioner for Refugees



# Unit Readings and Activities



**ASCEND**

**5.1**

## **Element 1. Participate in assessments and evaluations**

### **Participate in field assessments as required to determine immediate and future shelter and settlement needs of the affected community**

#### **A. Introduction**

Field assessment is one of the tasks that involve the participation of a shelter officer. A shelter officer must be quick and mindful in observing events in the field. Later, the work from the field assessment will be the basis for determining strategies and actions for shelter management.

#### **B. Ability to assess preliminary damage and other shelter issues**

Before the deeper field assessment commences, the shelter team must conduct a preliminary damage assessment and evaluate other shelter issues. It needs to have a work plan as a basis to conduct a field assessment. To summarise, these are activities to assess preliminary damage and other shelter issues

##### **1. Visual Observation**

##### **2. Survey / Interview**

- Limit the interview not longer than 30-45 minutes
- Be interactive: Using graphic responses is preferred
- Ask simple questions

##### **3. Gather secondary data**

Potential sources of secondary data:

- Academic institutions: university and departmental libraries, technical schools
- NGOs: some NGOs maintain libraries; most keep copies of their own products
- Government: ministerial and district libraries; national archives
- Individuals: professors, researchers, long-term consultants, etc.

#### 4. Review and analysis

- Area affected
- What information exists about problems that affect persons in this region?
- What do we know about the distribution of the leading problems? E.g., what are the influences and inter-relationships between gender, age, ethnicity, location of residence, family structure, educational status, etc.?
- What do we know about external factors affecting the problems? E.g., social norms, religion, economics?

Also, the shelter officer can use the Rapid Emergency Needs Assessment Guideline tablet to assess preliminary damage and other shelter issues. (Reference: RENA Format English Guidelines 7 May 06)

### C. Provision of assessment tools and methods

Below are the assessment tools and methods that might help the field assessment. The assessment team must be adaptive in using these tools and methods to adjust in a given situation.

#### 1. Daily Calendar

- Identify trends by comparing current daily schedules with previous ones
- Try asking the participant to describe their typical activity in a day with a detailed amount of time

#### 2. Historical Timeline

- Form a group discussion with diverse members to get a broader perspective on local history.
- Assist the group in recalling the past events
- Dig the group stories, the cause-effect relationship between the events and the community
- Encourage every member to be involved in the story
- The aim is to understand the main events affecting the community in the area.

#### 3. Proportional Piling

- Form a group discussion. It is suggested to break down issues and needs of the groups.
- Estimate quantities and proportions for people who are not familiar with quantifying data.



Seasonal Calendar. Decide the period of the seasonal calendar (ideally established for 18 months)

- Reflect on events occurring during the year
- Write down in a table of events and months
- Identify useful tools in rural environments where production varies throughout the year

#### **4. PairWise Ranking**

- Ask the community to define needs in order of priority
- Verify the consistency of the answer
- List the issues in a matrix in which the heading of column 1 is identical to row 1; column 2 is identical to row 2, and so on.
- Determine the relative importance by asking the participant to determine their preference (Example: Do you prefer issue 1 or issue 2?)
- Write it down the preference in the matrix
- The more the frequency of the issue is selected, the more important it is compared to another issue listed.

#### **5. Stakeholder Analysis**

- Identify the affected people and groups in a specific environment
- Define who does what, when, how, where and why
- Identify individual interests
- Understand power relations
- Define the need for assistance
- Understand operational strengths and opportunities.

#### **6. Why-why tree**

- Decide what issue to be assessed
- Use a tree analogy; the main problem is the tree
- Break down the causes into roots from the tree
- Try to think from a big picture to a more minor detail from an issue
- The aim is to define better objectives and decide on a better approach or problem-solving strategy

#### **7. Capacity of people organisations**

Conduct a semi-structured interview. Use guiding topics such as:

- History of the people's organisation.
- When and why was it formed.
- Number of active and passive members.
- Membership trend (increasing or decreasing?).

- Meeting attendance
- Decision-making processes.
- Are its committees functioning?
- Does the group have a community development plan?
- What has the group contributed to the community so far?

### **D. Summary**

- The Shelter Officer should actively participate in the field assessment since, as a person deployed in the field, he/she has to know the real context and situation. Thus, information gathered in the field will be meaningful for relevant responses to the needs.
- Prior to the field assessment, the Shelter Officer should prepare the assessment tools and gather as many facts as possible from reliable sources regarding the affected area.

## **Assist in shelter programme evaluations as required**

### **A. Introduction**

Evaluations are needed to determine the relevance and fulfillment of objectives, developmental efficiency, effectiveness, impact and sustainability. It is important to identify the criteria and standards for every evaluation to be on track with its goals to assist in shelter programme evaluations. Then, the Shelter Officer could support by providing evaluation tools.

## B. Evaluation Criteria

*Table 5: Evaluation Criteria, Source: IFRC PMER Pocket Guide (2012)*

No.	Evaluation Criteria	Explanation
1.	IFRC standards and policies	Upholds the policies and guidelines of the International Red Cross and Red Crescent Movement
2.	Relevance and appropriateness	They suit the needs and priorities of the target group and compliments work of other actors
3.	Efficiency	Cost-effective and timely
4.	Effectiveness	Likely to achieve its intended, immediate results
5.	Coverage	Includes (or excludes) population groups and the differential impact.
6.	Impact	Affects positive and negative changes on stakeholders, directly or indirectly, intended or unintended.
7.	Coherence	Consistent with relevant policies (e.g. humanitarian, security, trade, military and development), and take adequate account of humanitarian and human rights considerations.
8.	Sustainability and connectedness	The benefits of work are likely to continue once the role is completed

## C. Evaluation Standards

*Table 6: Evaluation Standards, Source: IFRC PMER Pocket Guide (2012)*

No.	Evaluation Standards	Explanation
1.	Utility	Must be useful and used.
2.	Feasibility	Must be realistic, diplomatic, and managed in a sensible, cost-effective manner.
3.	Ethics and legality	They are conducted ethically and legally, with particular regard for the welfare of those involved in and affected by the evaluation.

No.	Evaluation Standards	Explanation
4.	Impartiality and independence	Provide a comprehensive and unbiased assessment that considers all stakeholders' views. With external evaluations, evaluators should not be involved or have a vested interest in evaluating the intervention.
5.	Transparency	Evaluation activities should reflect an attitude of openness and transparency.
6.	Accuracy	Technical accurate, providing sufficient information about the data collection, analysis, and interpretation methods so that its worth or merit can be determined.
7.	Participation	When feasible and appropriate, stakeholders should be consulted and meaningfully involved in the evaluation process.
8.	Collaboration	Collaboration between operating partners in the evaluation process improves the legitimacy and utility of the evaluation.

## D. Provision of Evaluation tools

ALNAP Evaluation of Humanitarian Action Guide introduced three evaluation tools for desk review:

1. **Rubric:** a scoring tool used to assess a document against a set of criteria in a consistent way.
2. **Structured review forms:** forms where the reviewer can note key aspects of a document for later follow-up.
3. **Content analysis:** analysis of textual information in a standardised way that allows evaluators to make inferences about the information.

From the tools mentioned above, a shelter officer is suggested to use structured review forms for a shelter management context. The structured review forms could be used to evaluate a group's work progress. The other uses and formats could be adjusted as per project needs.

Below is the suggested template of this Toolbox:

**Table 7:** Suggested Template of Structured Review Forms

No.	Date	Activity Description	Sectoral Coordination Feedback	Inter-sectoral Coordination Feedback

## E. Summary

- A shelter officer should be present and active in giving their insight during programme evaluations. A shelter officer can provide more perspective and relevant context based on field experience when deployed in the field.
- Prior to the evaluation, the Shelter Coordinator should review the work done in the field and compare the achievement with the shelter strategy. It will help the PMER officer in digging information using the evaluation tools.

## Contribute to team analysis of changing shelter needs

### A. Introduction

A shelter officer can contribute to team analysis by providing data gathering and documentation, providing analysis assessment results, and advising on changing shelter needs.

### B. Data Gathering and Documentation

Data is a vital element in assessments. Data becomes valuable when it is meaningful, relevant, and acceptable for a particular purpose. A shelter officer conducts data gathering based on the Shelter Coordinator's direction. The following considerations are essential in assessment data collection.

1. Accurate
2. Eliminates bias
3. Ethical
4. Provided in the exact time when needed
5. The collecting method and the people who have access

### C. Provision of the analysis assessment result

An analysis is a process of synthesising information from different sources to be able to answer questions such as:

- What are the main problems in terms of shelter?
- Who is/are affected?
- What types of settlement and shelter options do people currently use and prefer for the future?
- Where are the most badly affected geographical areas or communities?
- What are the shelter and reconstruction intentions of the affected population, including any intentions to change shelter options, resulting in another displacement to a different geographic location?
- What are the capacities of the local population, other stakeholders, infrastructure, supply chain and market actors, etc.?
- What are the key barriers to the affected population preventing them from taking charge and initiating their own shelter and reconstruction response?
- What type of shelter assistance is available from other sources?
- Is there a need to intervene, and if so, which locations and interventions are appropriate?

### **D. Advising on changing shelter needs**

Even though the shelter officer's role in a shelter team is considered less experienced, the whole process of shelter management is a continuous learning. Regardless of the position, every shelter team member is expected to be involved in the team analysis. Most of the time, the inexperienced views might represent public opinion. A shelter officer will primarily be involved in the field. Working near the community and getting involved directly will sharpen the sensitivity of the community's needs. Hence, the shelter officer's advice shall broaden the view and contribute to the shelter programme stacking. A shelter officer can also contribute by ensuring compliance with the criteria of shelter and settlement needs.

### **E. Summary**



- During programme implementation, the new finding regarding the actual needs must be addressed; otherwise, some beneficiaries might not have sufficient support.
- Understanding the data gathering process and its analysis is essential for the shelter officer. The finding of unaddressed needs must be communicated as soon as possible to the Shelter Coordinator.
- In communicating the new finding, Shelter Officer needs to build up the context, gather and analyse the data and people in the field, which can be a source of verification.

**5.2**

## **Element 2. Undertake all shelter activities in line with humanitarian standards and principles**

### **Prioritise the needs of the most vulnerable, addressing cross-cutting issues in all programme activities**

#### **A. Introduction**

Vulnerable people are often positioned as least known in the community. Their needs and rights are sometimes missed due to communication issues, lack of approach, physical limitations, social system, livelihood options, and other related matters. Simultaneously, these groups are considered at greater risk, needing more attention due to their dependency on assistance.

#### **B. Identify all cross-cutting Issues**

As mentioned in Humanitarian Shelter Guidelines, there are cross-cutting shelter issues such as:

##### **1. Gender**

The effects of disaster between men and women are different. Women and children are 14 times more likely to die than men during a disaster. The common gender issues in shelters are:

- a. Less participation of minority gender groups

This begins in the preparedness consultation phase. As a result, the needs of minority gender groups in the community are less likely to be heard.

b. Harassment

Harassment could happen to any gender. This could happen due to lack of private spaces and distance to essential services.

c. Violence

d. Social pressures and disruption of livelihood opportunities might cause a struggle resulting in violence due to stressful life.

e. Tenure and formal ownership

Local culture may favour certain gender in regulating rights and duties.

## 2. Elderly people

Due to isolation, older adults are groups of vulnerable people whose vulnerabilities might increase. The common issue regarding elderly people in shelter are:

a. Language barrier

Unable to communicate with elderly persons due to local language constraints

b. Physical weakness

As people get older, there is degradation in physical ability and speed of movement. There are also more prone to sickness due to climate changes, unhealthy environment, and stress.

c. Memory limitation

The elderly might struggle in accepting new information and guidance.

d. Accessibility

The designed shelter does not suit the needs of older adults or aged groups.

## 3. Disabled People

Due to disasters and conflict, there might be a result of more disabled people. The common disabled people issue in shelter are:

a. Communication

Some people with communication disabilities (deaf, mute) make it hard for them to communicate. Speech-impaired interpreter assistance might be needed to bridge the conversation between disabled people and the larger community to express themselves.

b. Physical and mental disabilities

People with physical and mental disabilities are at high risk of violence, theft and exploitation. They are also often excluded from the programme and struggle in self-recover due to their



disabilities. Access to specialised facilities and support structures may be limited.

c. Accessibility

As a result of being secluded, their needs are not channeled well. Shelters and communal services are unable to be accessed.

d. Increased cost

Due to making accessible shelters for disabled people, it might cause increase in cost.

#### 4. Children's rights

Children's views and experiences do not get much attention to be considered for emergency assessment and planning. Yet, children and youngsters are also prone to the harmful impact of vulnerability in certain situations.

The common children's rights issues in shelter are:

a. Lack of attention

Lack of structures in place to cope with a large increase in the number of orphaned children within a community. Orphaned children do not get attention, resulting in a limited access to safe shelter, exclusion from participating in shelter activities, and the distribution of NFI kits, food and water, leading to other problems like disease and malnutrition.

b. Education

Education is often discontinued. Children face difficulty accessing school and education programmes.

c. Psychological

Children are prone to face post-disaster trauma and exploitation such as kidnapping and sexual abuse pressure to join gangs.

#### 5. HIV / AIDS

It is not a secret that HIV/AIDS has a negative stigma in society. People with HIV/ AIDS may receive discrimination and social exclusion in their community.

#### 6. Psychosocial support

Affected people might need guidance in implementing the disaster response. This is where the role of the humanitarian team takes place. However, there could also be some issues in psychosocial support, such as:

a. Community potential

The emergency responders might lack an understanding of the potential community and individual psychosocial impacts of a disaster. The team might assume the community is not capable

enough, resulting in exclusion from shelter construction activities and stigmatisation to those who suffer psychosocial symptoms.

b. Community dependency

Trauma may lead the community to struggle in recovery. The community could be dependent on external psychosocial support aid.

## 7. Environment

After explaining direct human-related issues, another cross-cutting issue is the environment. The environment needs protection and management to prevent degradation conditions and self-recovery natural systems. Environment-related issues could be:

a. Low awareness of the environmental issue

When a community operates in a survival mode, without considering the effect on the environment, it might lead to pollution, contamination, and erosion.

b. Overuse resource

Timber is a vital resource that can be used as raw materials for a temporary shelter, firewood, fuel for cooking and heating. Like the theory of supply and demand, as the need for resources increases, availability in remote communities can decrease. Overuse and long-term damage to primary forests may occur for timber supply.

## 8. Disaster Risk Reduction (DRR)

The idea of DRR includes minimising exposure to hazards, reducing the vulnerability of people and property, wise management of land and the environment, and improving preparedness for adverse events.

Therefore, these concepts are needed to be integrated:

- Disaster mitigation
- Early warning systems
- Disaster preparedness
- Resilience
- Recovery and/or Rehabilitation

## C. Ensure all cross-cutting Issues are addressed

The shelter team should not see the issues as barriers, instead see them as connecting dots that will result to a positive force for improving the programme. Ensure that the issues above are addressed well, with solutions provided for each issue.

Below are listed things to be considered as guidance in accommodating the cross-cutting issues.

1. **Design:** The Shelter Officer should check that the design should have components that every person with disabilities and vulnerable people can access as ordinary people do.
2. **Materials:** The material should be ensured that it will not affect the dweller's health and should be environment friendly.
3. **Methodology:** The shelter officer must ensure the activities address needs, mainly to the most vulnerable.
4. **Participation and ownership:** All people with all circumstances can participate in the implementation process. Shelter officers have to check the method so that there will be no hindrance for vulnerable people in their participation.

## D. Summary

- It is essential to be consistent in prioritising the needs of the most vulnerable as there are always challenges due to limited time on programme implementation, since the most vulnerable often have a different time frame from the common people.
- To ensure the needs can be fulfilled, the shelter officer needs to address them in activities with assurance that those needs are covered in cross-cutting issues as in the earliest possible time.

## Implement staff code of conduct, protection, safety, and security procedures

### A. Introduction

A team's vision, mission, principles, and values (including Shelter Team) are written in the Code of Conduct. It serves as a moral compass to guide every person involved and be reminded about the purposes of the humanitarian act that put protection, safety, and security as utmost priority.

### B. Shelter staff code of conduct

These humanitarian principles and values by the Red Cross Code of Conduct, are based around ten core principles:

1. The humanitarian imperative comes first.
2. Aid is given regardless of the recipients' race, creed, or nationality and without adverse distinction of any kind. Aid priorities are calculated based on need alone.
3. Aid will not be used to further a particular political or religious standpoint.
4. We shall endeavour not to act as instruments of government foreign policy.
5. We shall respect culture and custom.
6. We shall attempt to build disaster response on local capacities.
7. Ways shall be found to involve programme beneficiaries in the management of relief aid.
8. Relief aid must strive to reduce future vulnerabilities to disaster and meet basic needs.
9. We hold ourselves accountable to those we seek to assist and those from whom we accept resources.
10. We shall recognise disaster victims as dignified human beings, not hopeless objects in our information, publicity, and advertising activities.

Source: Code of Conduct for the International Red Cross and Red Crescent Movement and NGOs in Disaster Relief

## **C. Protection, safety, and security procedures**

As stated on point number 1 from the Code of Conduct, humanitarian imperative comes first. Therefore, protection, safety, and security are non-negotiable.

Being safe from further risk depends on two principles:

- Being sufficiently distant from any hazard
- Having a shelter which design and materials can resist hazards

General considerations for securing a shelter facility may include working together with the security sector to develop, implement and periodically review a police security plan, which may involve:

- Provide shelter layout map and emergency evacuation plan and put in a strategic location.
- Button-activated alarm systems to directly inform an emergency.
- Direct emergency phone line to the humanitarian team.

- Regular meetings with other related sectors to discuss security issues.
- Provide adequate lighting
- Locate shelter home distant from public kitchen
- Regular fire safety checks.

## **D. Summary**

- Being deployed as humanitarian personnel, a shelter officer needs to abide by the code of conduct and be an example to the shelter team and the people in the field.
- Working in a disaster or conflict setting, there are always risks. Therefore, the shelter officer has to follow safety and security procedures in every situation.
- A shelter officer should have a regular personal check and reflect that they will abide by the code and not put others at risk.

## **Conduct shelter activities in line with all relevant humanitarian shelter standards and principles**

### **A. Introduction**

Ensure to conduct shelter activities in line with all relevant humanitarian shelter standards and principles. Consult with the Shelter Coordinator if there are problems in understanding the explanations or guidance from the shelter standards.

### **B. Brief explanations of shelter standards as references**

Shelter standards are existing guidelines that might be useful in executing actions or as a thinking corridor in programme decision-making. Sometimes, shelter standards also provide a template to help the humanitarian team deal with administrative work.

The writing of this toolbox itself referred to prominent existing shelter standards such as Shelter Cluster, IFRC, UNHCR, Sphere, and CRS, combined with experts' experiences in handling shelter projects throughout the years. Below are the key features of assessment data, which remain updated in recovery plans.

### **C. Ensure all shelter activities are in line with all relevant humanitarian shelter standards and principle**

Shelter Officer needs to ensure all shelter activities are relevant to standards and principles as follows:

- Beneficiaries receive the assistance because of their rights to recover. The shelter agency is giving support to help them build back safer.
- The most vulnerable should be prioritised since they cannot perform equally as common people do—more access and support to help them be equal with their neighbours.
- Every beneficiary has their preference in their shelter or house recovery. It is not for the shelter agency to dictate the type and design of their house. The contribution of the Shelter agency is to ensure safety and pursue sustainability.
- Every area where the beneficiary lives is unique with its resources and challenges. Therefore, the Shelter Officer needs to be creative in proposing solutions that help the beneficiaries participate in the shelter programme.

### **D. Summary**

- Humanitarian shelter standards should guide every activity in the shelter programming.
- Shelter officers need to regularly check the activities to ensure all are relevant to the standard.
- Shelter officers need to be creative to ensure that standards and principles are upheld. At the same time, the programme can be implemented according to the method and within the time frame.

**5.3****Element 3. Monitor shelter activities****3.1 Undertake regular MEAL activities as directed****A. Introduction**

Monitoring shelter is another important process in the shelter programme. It needs good social skills to engage with the community, team and other relevant sectors. It requires an ability to view work progress and reflect objectively.

**B. Standards for Monitoring and Evaluation in Emergencies**

These are Standards for Monitoring and Evaluation in Emergencies by CRS:

1. Early monitoring systems are simple, user-oriented, and flexible to accommodate change in context and activities.  
To do this, these 4C steps can be followed:
  - Count progress toward outputs;
  - Check the appropriateness and effectiveness of the response;
  - Change the answer as needed based on findings; and
  - Communicate progress and results to stakeholders
2. Monitor the response's relevance, effectiveness and quality to increasing accountability to the people we serve.
  - Do real-time evaluations (6 to 8 weeks after an emergency response begins)
  - Ask community members to give feedback
  - Guide those who do not know how to give feedback by providing information and encouraging the feedback process's importance.
  - Check community members who did not participate to ensure they are also aware of giving feedback when needed.
  - Give responses to the community feedback
3. Create a formal M&E system for the overall response as soon as the situation stabilises
  - A shelter officer might support drafting a format for the M&E framework to be used by the shelter coordinator/manager.

- Some organisations suggest developing a results framework and ProFrame (a prototype framework) for the overall emergency response strategy from the earliest stages of the response. Results will inform all donors to ensure consistency in indicators and monitoring requirements.

## C. Monitoring and Evaluating Activities

Monitoring and evaluating can be done in many ways using various tools. Below is a list of tools from Shelter Cluster that might be used on a shelter programme.

*Table 8: Monitoring and Evaluating Tools*

	Qualitative	Quantitative
<b>Informal</b>	One-on-one unstructured interviews	Measurement of happiness or contentment through observation of participation
	Passing discussions	
	Monitoring media	
	Newsletters and articles	Random spot surveys
<b>Formal</b>	Desk review of programme documents	Regular measurement regimes for weight, size, quantity, quality, cost, speed of delivery or assembly
	Structured interviews	Closed question surveys and questionnaires
	Group discussions	Checklists
	Open question surveys and questionnaires	Spreadsheets and databases
	Beneficiary feedback mechanisms	Regular reports
	Photographs and video interviews	Random checks
	Feedback workshops	Audits



Conduct monitoring and evaluation based on devices as directed by the Shelter Coordinator. Monitoring commonly utilises more formal and quantitative tools and less informal qualitative tools. Evaluation uses the result of monitoring to produce a more qualitative result.

## **D. Learning Events**

Based on the activities conducted, learn whether the activities accommodate appropriate assistance to the community. Set focus on improving the response.

The activities can be done by:

1. Reflection event
2. Real-time evaluation
3. After action review
4. Final Evaluation

## **E. Summary**

- The Shelter Officer should take the MEAL activities as an opportunity to improve the shelter implementation. The presence of MEAL officers and the tools will guide the learning process to find new information for improvement.
- To have a productive MEAL activity, the shelter officer needs to deliberately record every information pertinent to the shelter evaluation and quality improvement.

## **3.2 Accurately record disaggregated data on all programme activities**

### **A. Introduction**

Disaggregated data are broken down according to a certain category. Data can be collected using quantitative methods (surveys, distribution lists, clinic records, and census samples) and qualitative methods (such as key informant interviews, focus group interviews, and one-on-one in-depth interviews). Disaggregated data is essential for analytical purposes.

## B. Disaggregated data collection, clarification on data need to record and collection system

To disaggregate people, the socio-demographic characteristic is used. One of the socio-demographic characteristic sets is sex, age and disability disaggregation (SADD). Sex & gender nowadays do not identify with binary options; hence they can be disaggregated as:

- Male
- Female
- Other / Blanks (to be filled) / Prefer not to state

The Sphere Project guidelines suggest dividing the categories into two groups, children and adults.

Children = 0-5, 6-12, and 13-17

Adult = in ten-year age brackets, e.g. 50-59, 60-69, and then a separate category for 80. The table for age disaggregation, as suggested, is summarised below:

*Table 9: Age Disaggregation Summary*

AGE									
0-5	6-12	13-17	18-29	30-39	40-49	50-59	60-69	70-79	80+

Disability is disaggregated into six domains:

- Walking
- Visual
- Hearing
- Cognition
- Self-care
- Communication

Collecting SADD in a humanitarian situation is necessary to provide a true understanding of who is affected by a disaster, how they are affected, what their needs are, and what resources they can and cannot access.

Therefore, the Shelter Officer should record the disaggregated data mentioned in the following assistance:

- Build back safer training
- Shelter and housing assistance

- Builders who are working in the area
- Homeowners who build their houses
- People who lost their land
- People who rent their accommodation in the area or outside the affected area
- People who live in a communal shelter
- People who are at risk that they are not able to receive shelter assistance

### **C. Summary**

- Disaggregated data is important to check whether the beneficiaries benefit from the programme or have challenges receiving assistance.
- The Shelter Officer can use the standard on disaggregated data to investigate which beneficiaries have challenges receiving support and analysis to help them.

## **3.3 Report on any issues of concern to the Shelter Coordinator**

### **A. Introduction**

Unsolved shelter issues could be complex. The Shelter Coordinator has limited ability to witness and acknowledge issues. As a shelter officer, it might be needed to support reporting any issues of concern to the Shelter Coordinator.

### **B. Key Elements of Good Reporting**

IFRC suggests good reporting which consists of 7 key elements shown in the following points:

#### **1. Identify reporting needs/audience**

Reports should be prepared for a specific purpose/audience (refers to Shelter Coordinator, in this context). This informs the appropriate content, format and timing for the report.

#### **2. Determine reporting frequency**

Ensure when the information is needed and set realistic reporting deadlines regarding the time, resources, and capacity required to produce and distribute reports.

**3. Roles and responsibilities**

Specifically, identify and address the people who will be or are currently in charge.

**4. Appropriate format**

Reporting formats should be appropriate for the intended user(s).

**5. Complete**

Reporting should provide sufficient information for its intended use, and it is especially important to follow any reporting requirements.

**6. Consistent**

Reporting should adopt units and formats that allow comparison over time, tracking progress against indicators, targets, and other agreed-upon milestones.

**7. Simple and user-friendly**

The language and report format should be clear, concise, and easy to understand.

## C. Reporting Mechanism

The Shelter Coordinator is the Shelter Officer's leader. Hence, for any issues of concern, the officer reports to the Shelter Coordinator. It is suggested to make a simple report following key elements mentioned before. Hence, it will be beneficial for the report to be examined and used to support further MEAL activities or other requirements. A report is needed as physical proof since verbal information delivery might not be effective.

Below are listed steps for reporting mechanism:

1. Reflect daily activity
2. Identify the issues
3. Write down in a report
4. Ensure to fulfill the essential elements
5. Inform Shelter Coordinator
6. In case of emergency, directly report to Shelter Coordinator
7. Emergency: Hazards, natural disasters, crimes, and any other emergencies.

## D. Summary

- As the Shelter Coordinator directs the Shelter Officer, regular or incidental reports should be provided to the Coordinator.
- Shelter Officer should ensure accuracy in the complete facts given to the Coordinator with a simple presentation that everyone should understand.



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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.

<b>Instructions</b> Please tick (✓) the box if your answer is yes	<b>Questions</b>
<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 assessors 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 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

CRS. (2012). *Monitoring, Evaluation, Accountability and Learning in Emergencies*. Accessible [here](#)

European Union. (2005). *Community Damage Assessment and Demand Analysis*. Accessible [here](#)

*Humanitarian Shelter Guidelines*. Accessible [here](#)

ICRC. (1994). *Code of Conduct for the International Red Cross and Red Crescent Movement and Non-Governmental Organisations (NGOs) in Disaster Relief*. Accessible [here](#)

ICRC. (2008). *Guidelines for Assessment in Emergencies*. Accessible [here](#)

IFRC. (2008). *VCA training guide Classroom training and learning-by-doing*. Accessible [here](#)

IFRC. (2012). *PMER (planning, monitoring, evaluation, reporting) Pocket guide*. Accessible [here](#)



## Learning Resources

Benelli, P., Mazurana, D., & Walker, P. (2012). *Using sex and age disaggregated data to improve humanitarian response in emergencies*. *Gender & Development*, 20(2): 219-232.

IFRC. (2006). *RENA Format English Guidelines*. Accessible [here](#)

Dyan Mazurana, Prisca Benelli, Huma Gupta, Peter Walker. (2011). *Sex and age matter: Improving humanitarian response in emergencies*. CARE International, Feinstein International Center, Tufts University, United Nations Office for the Coordination of Humanitarian Affairs (OCHA). Accessible [here](#)

UN Women. (2012). *Security Strategies and Features in Shelter Facilities*. Accessible [here](#)





# Training Evaluation Sheet



**ASCEND**



## Training Evaluation Sheet

**Name of Training**

**Competency unit title and number**

**ADM.TEC.038.1 Provide Shelter and Settlement Assistance Equitably Based on Need**

**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?**

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**Other comments and feedback:**

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---

**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

**THE AHA CENTRE**

Graha BNPB, 13<sup>th</sup> Floor | Jl. Pramuka Kav. 38 Jakarta-13120 | INDONESIA

[f @ahacentre](#)

[t @AHACentre](#)

[i @ahacentre](#)

[v AHA Centre](#)