TRAINER'S GUIDE

TECHNICAL COMPETENCY UNIT

ADM.TEC 036.1

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

ASCEND

ASEAN Standards and Certification for Experts in Disaster Management

ASEAN Standards and Certification for Experts in Disaster Management

COORDINATE SHELTER AND SETTLEMENT PLANNING AND ACTIVITIES AND IT'S ALL RELEVANT STAKEHOLDERS
ADM.TEC.036.1

Trainer's Guide

ONE **ASEAN**
ONE **RESPONSE**

Project Sponsors:

ASEAN-KOREA COOPERATION FUND

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The ASCEND Programme and Toolbox Development:

Overview

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.
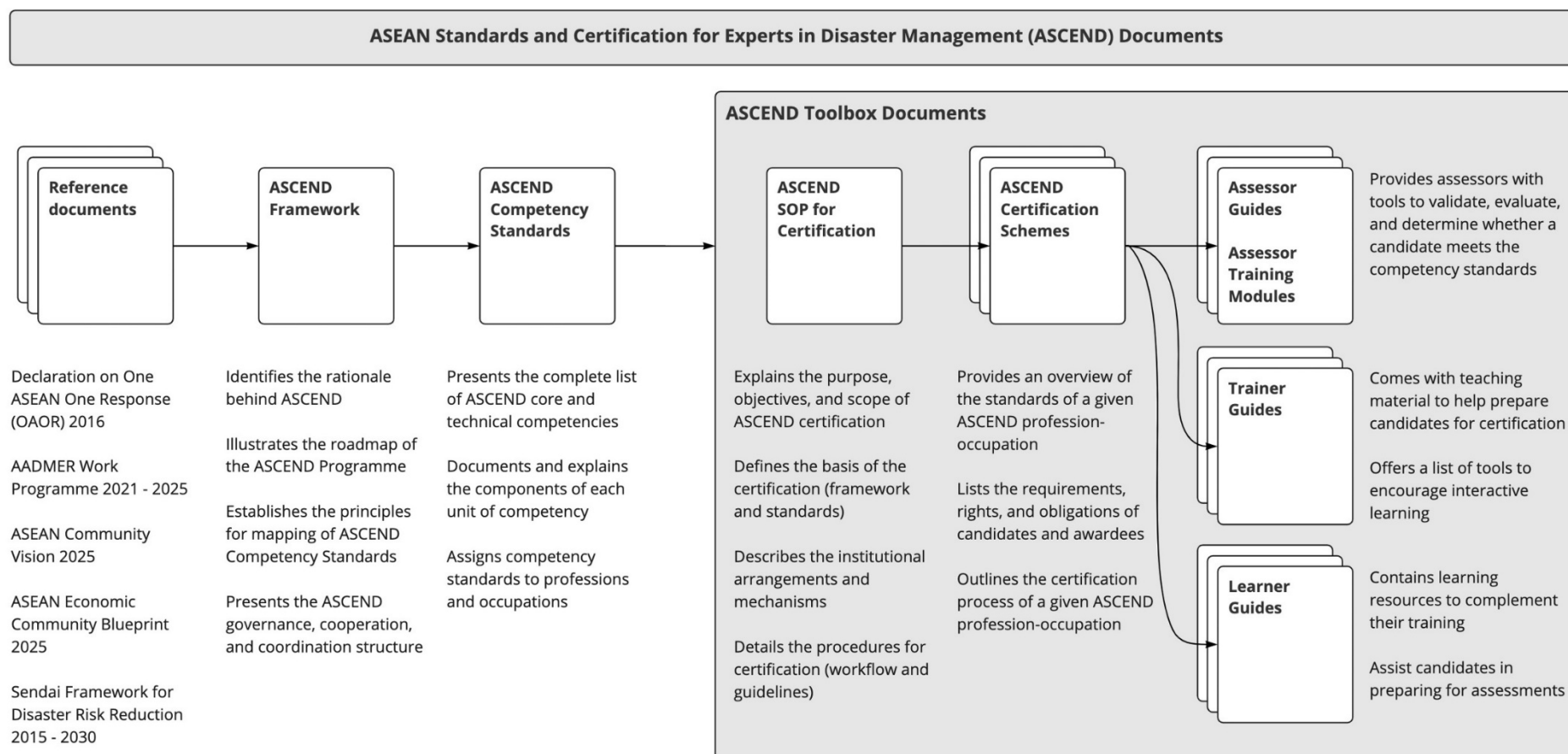
1.4 The ASCEND Toolbox

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.

ASEAN Standards and Certification for Experts in Disaster Management (ASCEND) Documents

Reference documents

ASCEND Framework

ASCEND Competency Standards

ASCEND Toolbox Documents

ASCEND SOP for Certification

ASCEND Certification Schemes

Assessor Guides

Assessor Training Modules

Trainer Guides

Learner Guides

Declaration on One ASEAN One Response (OAOR) 2016

AADMER Work Programme 2021 - 2025

ASEAN Community Vision 2025

ASEAN Economic Community Blueprint 2025

Sendai Framework for Disaster Risk Reduction 2015 - 2030

Identifies the rationale behind ASCEND

Illustrates the roadmap of the ASCEND Programme

Establishes the principles for mapping of ASCEND Competency Standards

Presents the ASCEND governance, cooperation, and coordination structure

Presents the complete list of ASCEND core and technical competencies

Documents and explains the components of each unit of competency

Assigns competency standards to professions and occupations

Explains the purpose, objectives, and scope of ASCEND certification

Defines the basis of the certification (framework and standards)

Describes the institutional arrangements and mechanisms

Details the procedures for certification (workflow and guidelines)

Provides an overview of the standards of a given ASCEND profession-occupation

Lists the requirements, rights, and obligations of candidates and awardees

Outlines the certification process of a given ASCEND profession-occupation

Provides assessors with tools to validate, evaluate, and determine whether a candidate meets the competency standards

Comes with teaching material to help prepare candidates for certification

Offers a list of tools to encourage interactive learning

Contains learning resources to complement their training

Assist candidates in preparing for assessments

Competency-based Training (CBT):
Introduction for Trainers

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

3.1 | Competency standards

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

3.2 | ASCEND Competency Standards

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

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

The ASCEND Competency Standards and its derivative Toolbox documents will be reviewed and updated every five (5) years to ensure it reflects changes

in the disaster management profession and remains relevant. The Toolbox documents may also serve as a reference for ASEAN Member States' seeking to develop and implement national-level competency-based certification processes based on their respective capacities and needs. Table 2 describes its main components.

Table 2:   *Components of the ASCEND Competency Standards*

Component	Description
Unit title	Describes the critical work function to be performed in an occupation.
Unit number	A coding system to organise the units of competency. It also indicates the types of competency standards. • ADM.**COR**.000.0 are core competencies. These are general professional knowledge and skills related to international humanitarian principles and disaster management standards, including ASEAN mechanisms and procedures. • ADM.**TEC**.000.0 are technical competencies. These are specific knowledge and skills needed to perform effectively in work areas under their chosen disaster management profession and occupation.
Unit description	Provides information about the critical work function covered by the unit.
Elements	Presents the occupational tasks required to perform the critical work function in the unit.
Performance criteria	Lists the expected outcomes or results from the occupational tasks to perform and the standard required.
Unit variables	Advises on how to interpret the scope and context of this unit of competence.
Assessment guide	Outlines the evidence to gather and evaluate to determine whether the candidate is competent in the unit.
Linkages to other units	Explains the connection of the competency standard to other units of competency.

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

3.3 | Unit of Competency

Unit title : **Coordinate Shelter and Settlement Planning and Activities and It's All Relevant Stakeholders**

Unit number : ADM.TEC.036.1

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

ELEMENT AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE

Element 1.

Engage beneficiaries in all stages of the shelter programme

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

1.2 Include beneficiaries in all stages of the programmes design and implementation.

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

Unit Variables

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.

This unit applies to designing and planning a project, with a wide range of issues related to shelter and settlement planning and may include:

International humanitarian standards related to shelter include, but not limited to:

- 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.

Relevant Stakeholders may include:

- The directly and indirectly affected community
- Government departments and agencies
- Donors
- UN Agencies,
- INGOs
- NGOs,

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

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

2.2 Participate in analysis and planning of joint needs assessments.

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

- CBOs
- Private Sector actors,
- Faith-Based Organisations (FBOs),
- Tertiary institutes
- Military, etc.
- Suppliers of goods and services

Linkage with other sectors may include**:**

- Rapid assessment
- Emergency Operation Centre, including Information Management
- Humanitarian Logistics
- WASH
- Livelihoods
- Education
- Protection
- Camp Coordination and Camp Management

Relevant programme support services may include:

- Finance
- Administration
- Human resources
- Communications
- Logistic and transport

Element 3.
Coordinate the shelter team in line with other response sectors

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

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

3.3 Coordinate shelter programme activities with the work of other agencies

Assessment Guide

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

- Ability to engage beneficiaries in programme design and implementation
- Ability to identify key stakeholders in a given humanitarian context
- Ability to build professional relationships and coordinate effectively

Linkages to other Units

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

Critical Aspects of Assessment

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

- Demonstrated ability to identify key shelter stakeholders
- Demonstrated ability to identify geographically relevant stakeholders from multiple sectors
- Demonstrated ability to coordinate effectively
- Demonstrated understanding of the connections between shelter and other sectors

Context of Assessment

This unit may be assessed on/off the job.

- Assessment should include practical demonstration of coordinating in an emergency setting either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge
- Assessment should include practical demonstration of ability to communicate effectively in complex technical issues across culture and class.

Resource Implications

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

Assessment Methods

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

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

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

Key Competencies	Level	Examples
Collecting, organising, and analysing information	3	Beneficiary feedback mechanisms
Setting aside irrelevant data	3	Coordinating with multiple actors
Planning and organising activities	3	Collaborate with support services
Working with others and in teams	3	Coordinating with all stakeholders
Using mathematical ideas and techniques	2	Analysing data from feedback mechanisms
Solving problems	3	Work out how best to coordinate multiple stakeholders
Using technology	2	Using tools for feedback

Preparing for Training Sessions:

Equipment, Material, and Tools

4.1 Onsite training

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

Checklist Tick box (✔) when completed	Training resource requirements Equipment and material
☐	Secure a computer (desktop or laptop) installed with the latest Windows Operating Systems and Microsoft Office Apps (Word, PowerPoint, Excel).
☐	Gain access to a stable internet connection and printer, if needed.
☐	Reserve a conducive training facility with a dedicated workspace (large desk and chair with back support), projector, and black/whiteboards.
☐	Obtain a copy of the Trainee Guide, including PowerPoint (PPT) presentation and presenter notes. Test if the PPT presentation is working before sessions.
☐	Request a list of confirmed attendees (candidates) and their contact details.
☐	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).
☐	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
☐	Secure a computer (desktop or laptop) installed with the latest Windows Operating Systems and Microsoft Office Apps (Word, PowerPoint, Excel).
☐	Gain access to a stable internet connection.
☐	Purchase a licensed video conferencing account, if needed (e.g., Zoom Meetings, Webex).
☐	Reserve a dedicated workspace (large desk and chair with back support).
☐	Obtain a copy of the Trainee Guide, including PowerPoint (PPT) presentation and presenter notes. Test if the PPT presentation is working before sessions.
☐	Request a list of confirmed attendees (candidates) and their contact details.
☐	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/
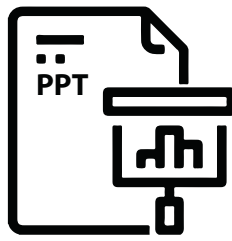
PowerPoint Slides and Presenter Notes

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
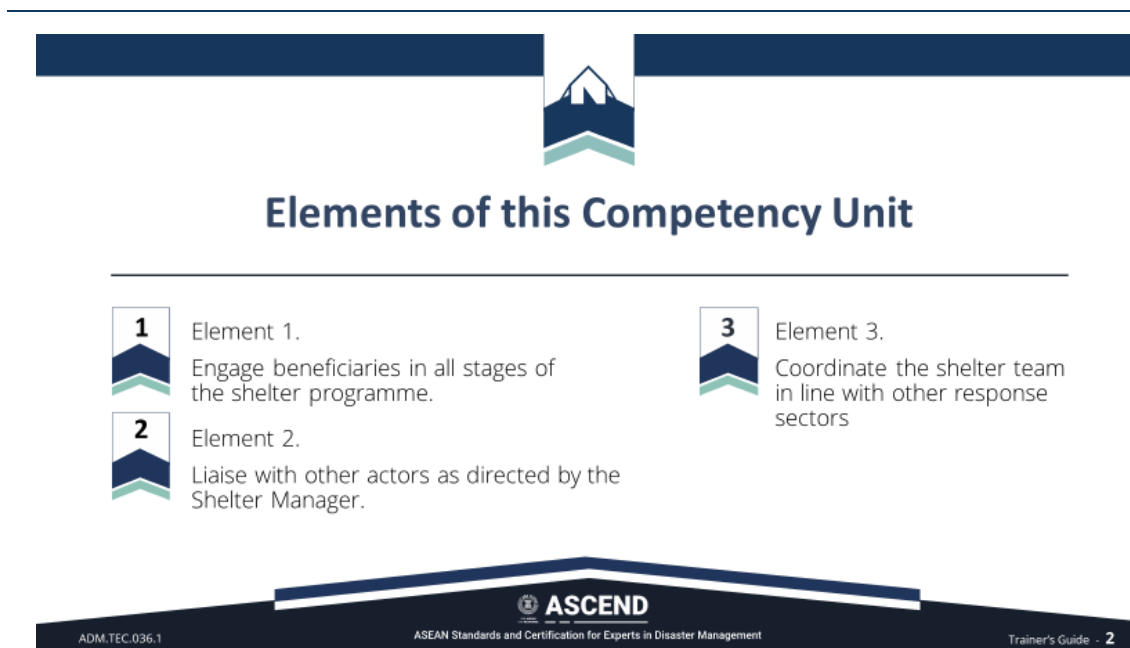
Slide No.	1
Trainer Notes	Trainer welcomes students to class.

Elements of this Competency Unit

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

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

3 Element 3.
Coordinate the shelter team in line with other response sectors

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Slide No.	**2**

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

- Each Element comprises a number of Performance Criteria which will be identified throughout the class and explained in detail

- Participants can obtain more detail from their Learner's Guide

- At times the course presents advice and information about various protocols. Still, where their workplace requirements differ from what is presented, workplace practices, standards, policies, and procedures must be observed.

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Image 3:   *Slide 3*

Slide No.	3
Trainer Notes	Trainer identifies for participants the Performance Criteria for this Element, as listed on the slide.

1.1

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

Identify the most vulnerable in the programme area

The way to to identify vulnerable person in the programme area

1. • Analyse how the **impacts of an emergency** might cause individuals to be vulnerable
2. • Develop and implement a **process to identify the number of vulnerable persons** and places where they might be
3. • Identify and prioritise **vulnerable persons using databases** from service providers
4. • Provide a **system** that allows vulnerable persons and their carers to **voluntarily register before an emergency**
5. • Identify **contact points with vulnerable persons** before an emergency
6. • Assess the number of individuals who **might be vulnerable** to different emergencies
7. • Assess the number of vulnerable persons who might **benefit from particular types of support**
8. • Assess the number of vulnerable persons who have **prepared for an emergency and the types of preparations** they have made
9. • Recognise that not all vulnerable persons will **require assistance**

![ASCEND]
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Slide No.	**4**

Trainer Notes	Trainer mention ways to identify vulnerable person in the programme area
	As a Shelter Coordinator, select Shelter Officer with good communication skills to engage with the most vulnerable in the programme area.
	Class Activity – Study Case
	Trainer gives a study case, and participants shall elaborate detailed and practical ways (mention the methods, tools and equipment used, other actors or sectors involved) to identify the vulnerable person

	1.1

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

Coordination ensure list of beneficiary needs are available to be adopted on the planning

1. Plan and design
- Identify scope and objective
- Engage with stakeholders
- Define information needs
- Logistics
- Design methodology
- Design tools for data collection
- Organize analysis

2. Implement
- Secondary data review
- Collect primary data

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Slide No.	**5**

Trainer Notes	Trainer explains needs assessment list:

1. Plan and design

- **Identify scope and objective**
  Defining the scope and objectives necessary for the first step of needs assessment. Most needs assessment will seek the answer to the following questions:
  - Who are most in need?
  - What are the primary needs?
  - Where is need most severe?

- **Engage with stakeholders**
  Stakeholder mapping can take place to identify which organisations may have information to feed into the needs assessment or those that may want to take part.

- **Define information needs**
  It should be carried out in coordination with any organisations involved in the assessment and any potential decision-makers the assessment is designed to inform. It may include any target groups for which specific information is required and any additional key information that is needed to inform decision-makers. Some examples of information need for health needs assessments are:

 - What health resources are currently available in crisis-affected areas?

    o Are mortality and morbidity rates affected by the crisis? If so, are they impacted evenly across the crisis-affected area or are some locations or groups more affected than others?

    o Do minority groups have equal access to health facilities?

- **Logistics**
- **Design methodology**
- **Design tools for data collection**
- **Organise analysis**

2. Implement
- **Secondary data review**
- **Collect primary data**
  - o Enumerator training
  - o Data collection
  - o Enumerator debriefing
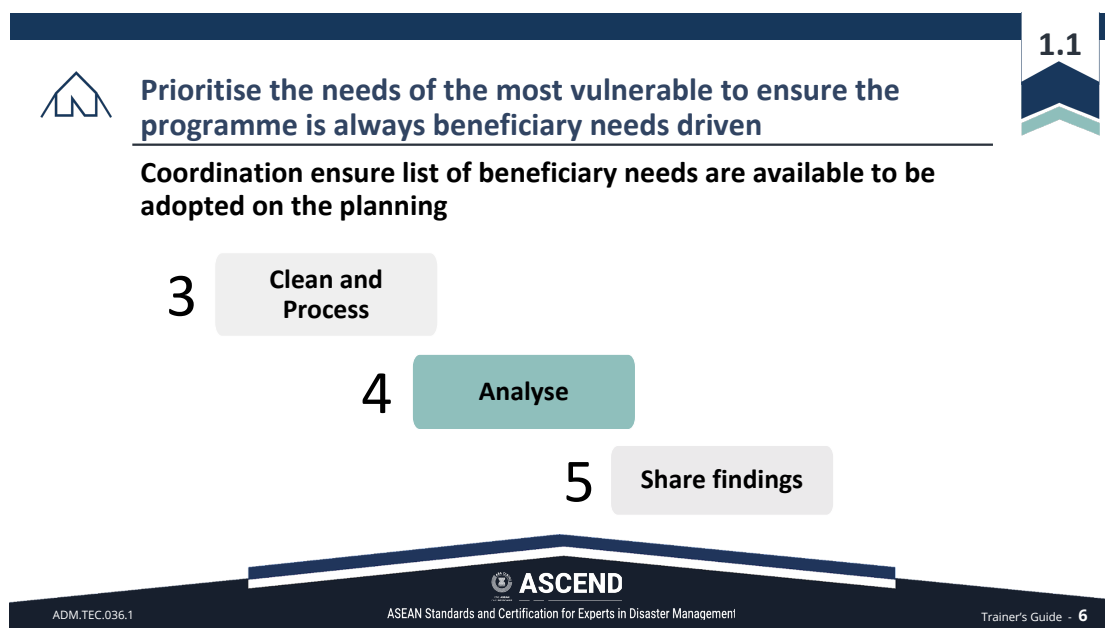
Slide No.	**6**

Trainer Notes	Trainer explains analyse needs assessment.

3. Clean and process
- Data entry
- Data cleaning
- Data processing

4. Analyse
- Preparatory analysis
- Descriptive analysis
- Interpretive analysis
- Anticipatory analysis
- Validation

5. Share findings
- Assessment report
- Dissemination

1.1

⌂ **Prioritise the needs of the most vulnerable to ensure the programme is always beneficiary needs driven**

Coordination ensure list of beneficiary needs are available to be adopted on the planning

List of essential needs for beneficiaries that should be coordinated with other sectors:

- Sleeping, thermal comfort and personal clothing
- Water storage, food preparation and storage, eating and drinking
- Lighting
- Cooking, boiling water and heating, including fuel or energy
- Hygiene, including menstrual hygiene or incontinence items
- Protection from vectors; for example, mosquito
- Fire and smoke safety

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Slide No.	**7**

Trainer Notes	**Class Activity – Quiz Each Other** Trainer forms participants into groups of 2-4 person(s). Participants quizzes each other on what are the probable lists out essential needs for beneficiaries and name the sectors that need to be coordinated with. Trainer could continue activity by listing out essential needs for beneficiaries that should be coordinated with other sectors.

1.1

⌂ **Prioritise the needs of the most vulnerable to ensure the programme is always beneficiary needs driven**

Planning the shelter assistance should be ensured as follows:

The temporary shelter should be designed according to thermal comfort	The shelter should have sufficient windows or provision of solar light bulbs	Access to water points should be provided

The shelter should have a kitchen	Fire safety should be incorporated in the design

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Slide No.	**8**

| **Trainer Notes** | Trainer explains the needs that should be ensured in a shelter as listed on the slide.

For instance, on planning the shelter assistance should be ensured as follows:

1. The temporary shelter should be designed according to thermal comfort. If it is too hot inside the shelter or too cold no one can live in it. Therefore, the shelter should use appropriate material which is suitable according to the climate.

2. To ensure there is sufficient water, access to water points should be provided. The water could be provided by WASH sector which is invited to work in the community. Also, there should be access for the most vulnerable groups and people with disabilities to use the service.

3. To ensure there is enough lighting, the shelter should have sufficient windows or provision of solar light bulbs as additional assistance.

4. Designing a kitchen whether it is individual or communal should be incorporated in the design since there is always a need for cooking.

5. On designing the shelter, fire safety should be incorporated in the design. Therefore, in the design should be ensured the fire will not spread easily. |

1.1

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

Summary

- Shelter assistance should be designed based on the needs of the beneficiaries. Moreover, additional features for access that the most vulnerable survivors need should also be provided.

- There is a possibility that a shelter agency alone could not provide all essential needs; therefore, through coordination, other sectors and actors could help in providing water, electricity, and other services

ASCEND

ADM.TEC.036.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **9**

Slide No.	9
Trainer Notes	Trainer provides a recap of the Element asking questions to check participants understanding and responding to questions from participants, as required.

1.2

Slide 10 content:

Include beneficiaries in all stages of the programmes design and implementation

Consultation with the beneficiaries also the most vulnerable on program planning to ensure their needs are covered

- **Type of consultations** that can be carried out, including:
  1. **Meetings** → community meetings, stakeholder workshops, personal meetings.
  2. **Individual** → phone calls.
  3. **Surveys** → face-to-face, hard copy, online or SMS. Then hold meetings to verify and share findings.
  4. **Involve in** rights mapping, land use mapping, participatory rural appraisal **(PRA)** type exercises, social and environmental impact assessments **(SEIA)**, etc.

ASCEND

ADM.TEC.036.1 | ASEAN Standards and Certification for Experts in Disaster Management | Trainer's Guide - **10**

Slide No.	10

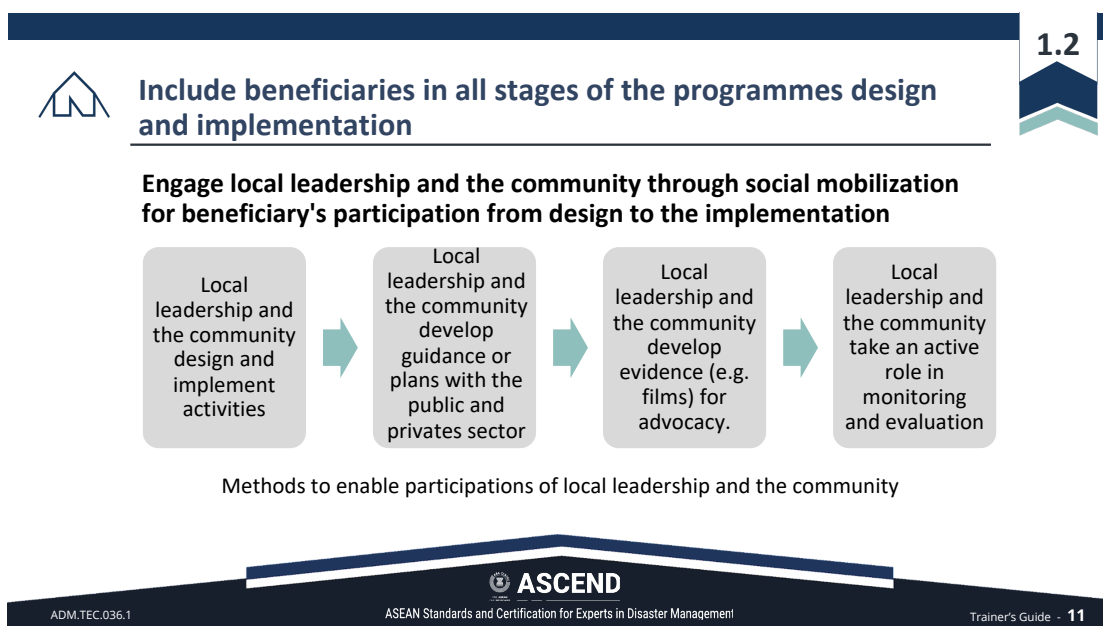| **Trainer Notes**	Trainer mentions type of consultations.
	Consultation can help to understand beneficiaries' opinion about the programme, needs, capacities, and concerns. Then, it is crucial to address their feedback after conducting the consultation.
	Class Activity – Discussion
	Trainer guides participants to have a discussion regarding:
	• Strength and weaknesses of mentioned type of consultations in slide
	• Application (suitable time to apply) of mentioned type of consultations in slide
	• Other type of consultations that have not been mentioned

1.2

⌂ **Include beneficiaries in all stages of the programmes design and implementation**

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

| Local leadership and the community design and implement activities | → | Local leadership and the community develop guidance or plans with the public and privates sector | → | Local leadership and the community develop evidence (e.g. films) for advocacy. | → | Local leadership and the community take an active role in monitoring and evaluation |

Methods to enable participations of local leadership and the community

ASCEND

ADM.TEC.036.1 — ASEAN Standards and Certification for Experts in Disaster Management — Trainer's Guide - **11**

Slide No.	**11**

Trainer Notes	Trainer mentions methods to enable participations of local leadership and the community
	The participants of local leadership shall be balance in terms of gender. Women must be empowered and supported to be involved in local leadership. In some cases, the involvement of women could accelerate the programme implementation because women's nature into detailed matters.
	Class Activity –Discussion Trainer guides participants to have a discussion regarding: What needs to be prepared to conduct the methods to enable participations of local leadership and the community

1.2

Include beneficiaries in all stages of the programmes design and implementation

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

Questions to check the local leadership and the community are agree on how program can be designed and implemented	Will they agree that their neighbours that are listed as one of the most vulnerable get more support which will enable the most vulnerable to participate in the shelter assistance
	How will they make the best use of this assistance
	What will be their plan to support their neighbours who do not have sufficient money
	What will be the best solution to achieve build back safer and completed house or shelter
	Would they be willing to cooperate and learn from the shelter team on technical matters
	What kind of house or shelter they want to build and what are their ideas to save the cost

ASCEND

ADM.TEC.036.1 — ASEAN Standards and Certification for Experts in Disaster Management — Trainer's Guide - **12**

Slide No.	**12**

Trainer Notes	Trainer lists out questions to check the local leadership and the community are agree on how program can be designed and implemented:

1. Will they agree that their neighbours that are listed as one of the most vulnerable get more support which will enable the most vulnerable to participate in the shelter assistance.

2. As shelter assistance will be a support to their self-recover, how will they make the best use of this assistance.

3. Not all beneficiaries can afford to pay builders, what will be their plan to support their neighbours who do not have sufficient money.

4. The shelter assistance from the shelter agency is limited in terms of financial, time and technical assistance. Therefore, what will be the best solution to achieve build back safer and completed house or shelter.

5. The technical assistance will be limited, would they be willing to cooperate and learn from the shelter team on technical matters.

6. The building material would not be cheap, what kind of house or shelter they want to build and what are their ideas to save the cost.

Include beneficiaries in all stages of the programmes design and implementation

1.2

Summary

- As the shelter assistance concept encourages the self-recover process, beneficiaries, including the most vulnerable, must participate in planning and implementation.

- Based on the findings from the needs assessment, further consultation with the local leadership and the whole community will deliver relevant technical assistance.

- Social mobilisation is essential during planning and implementation to ensure local leadership, the community, and the most vulnerable are on the same page and cooperate

ASCEND

ADM.TEC.036.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **13**

Slide No.	13
Trainer Notes	Trainer provides a recap of the Element asking questions to check participants understanding and responding to questions from participants, as required.

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

1.3

The capacity of the community to find their potential for program implementation

- Shared vision
- Sense of community
- Participation
- Leadership
- Communication
- Resources, knowledge, and skills
- Ongoing learning

ASCEND

ADM.TEC.036.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **14**

Slide No.	14

| **Trainer Notes** | Trainer points out 7 categories of community capacity. |

Class Activity – Group Work
Trainer forms participants into group of 4 person(s).
Trainer asks the groups to make questions to explore community capacity based on the categories shown in the slide and then share their works to the class.

Trainer could give more guiding questions as listed below if not mentioned yet during the Group Work.

Shared vision
- Does the community have a vision for the future?
- Is the vision "do-able" – can we realistically achieve it?
- Is the vision painted in enough detail so that we can imagine our community in the future? Does it point to a path for action?
- Does the vision include a statement about how community members want to work together, and about the values that need to be shared in order for them to work together effectively?
- Was the vision created through dialogue and consensus decision making with people from all walks of life?
- Is the vision widely shared throughout our community? Do community members feel ownership of the vision?
- Is the vision inspiring and motivating? Do we tell people about it, and do we all interpret and describe it in a consistent manner?

Sense of community

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

Participation

- Do community members have a primary voice in activities aimed at improving their health and well-being? Is the power to name issues, shape solutions, make decisions, carry out the solutions and evaluate the results shared?
- Are there forums and other mechanisms for community members to identify problems and actively participate in addressing them?
- Do community members feel their contribution matters? Does it matter?
- Are community members able to participate in a variety of ways?
- Are barriers to participation (e.g. meeting times, transportation, baby-sitting, past hurts, and fear) recognised, and are efforts made to overcome them?
- Do we carefully consider and negotiate at each step of the way, the appropriate level of community member participation?
- Are there some segments of the community that have too much power, and others that have too little in shaping the future?

Leadership

Do our leaders:
- Work hard to create an environment in which all voices can be heard?
- Encourage, support, and facilitate others to tackle tough issues?
- Facilitate community consensus-building and collaboration?
- Act as role models?
- Foster the development of new leaders?

- Share leadership with others when it is most appropriate?

Do we:
- Support our leaders?
- Choose leaders in an open and fair way?
- Work with leaders in consensus-building and collaboration, and in solving conflicts?
- Acknowledge and create opportunities for different kinds of leadership?
- Support the development and emergence of new leaders, both formal and informal?

Communication

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

Resources, knowledge, and skills

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

Ongoing learning

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

1.3

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

Training for social mobilizers from the community that they may be able to plan and monitor the programme implementation

The Training Process for Improves Performance:

1. A training program is developed by proceeding from problem identification, through needs assessment, training, and evaluation,
2. The key of a training program includes needs assessment, course work, learning tasks, and practical application.
3. Facilitators should introduce new information to trainees through course work or lectures.
4. Practical experiences and application give the trainees the opportunity to apply the knowledge and skills learned in a real-life or simulated situation

ASCEND

ADM.TEC.036.1 · ASEAN Standards and Certification for Experts in Disaster Management · Trainer's Guide - **15**

Slide No.	15

Trainer Notes	Trainer explains training program.
	A training program includes schedule of activities with training goals, learning objectives, subject areas, methods, trainers, trainees (in this context is social mobilisers), methods of assessment, and locations.
	Class Activity – Internet Research
	Trainer asks participants to search for training programme in a shelter programme and summarise the activity. Participants also point out the lesson learnt from the training programme that they can apply on the future shelter programme

1.3

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

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

The process to form transition committee in community, including:

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

ASCEND

ADM.TEC.036.1 — ASEAN Standards and Certification for Experts in Disaster Management — Trainer's Guide - **16**

Slide No.	16

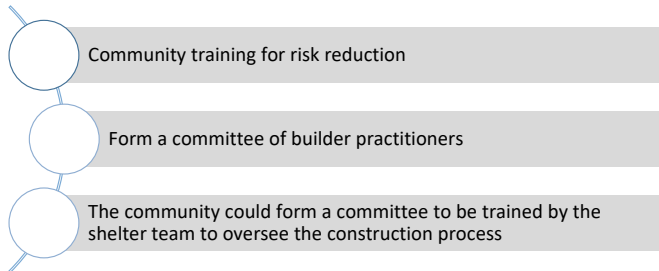| **Trainer Notes**	Trainer explains the process to form transition committee in community.
	Before starting the transition committee forming in community, the community shall have a strong understanding that committee is a helpful, even essential, vehicle for bringing together key stakeholders to develop needed transition services and programmes.
	Class Activity – Discussion
	Trainer asks participants to elaborate ideas and how to form a reliable transition committee.
	Explain the methods, tools used in the process and actors involved in the activity.

Slide No.	17

Trainer Notes	Trainer explains each initiative that should be delivered through training to build their capacity:
	1. Community training for risk reduction such as strengthening the house or shelter with retrofitting with a community-based approach.
	2. Form a committee of builder practitioners to maintain their commitment on building back safer.
	3. During the programme implementation, the community could form a committee to be trained by the shelter team to oversee the construction process. In the future this group of people might retain their awareness of robust structure.

1.3

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

Summary

- Affected people have the capacity to recover. It is important to bring them to understand their capacity. Moreover, as a community, their capacity could be stronger to complement the shelter agency support.

- The issue of non-performing shelter programmes, the activities were done with the absence of social mobilisation. Hence social mobilisers should be formed and trained so that they can participate in planning and monitoring.

- Since the shelter assistance is limited, there should be a group of beneficiaries acting as a committee for handover to maintain good rebuilding practices and improve resilience and risk reduction initiatives

ASCEND

ADM.TEC.036.1	ASEAN Standards and Certification for Experts in Disaster Management	Trainer's Guide - **18**

Slide No.	**18**

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

Element 2

Liaise with other actors as directed by the Shelter Manager

Performance Criteria

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

- **2.2** Participate in analysis and planning of joint needs assessments

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

ASCEND

ADM.TEC.036.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **19**

Slide No.	19
Trainer Notes	Trainer identifies for participants the Performance Criteria for this Element, as listed on the slide.

2.1

Coordinate through the Shelter Cluster and other coordination mechanisms as directed

Role of Coordinator in Shelter Cluster

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

ASCEND

ADM.TEC.036.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **20**

Slide No.	20

| **Trainer Notes** | Trainer identifies the role of Coordinator in Shelter Cluster.

The Shelter Coordination team's aim is to contribute to effective provision of emergency shelter and NFIs through timely and efficient coordination of partners in the Shelter Cluster, and to support the host government in its humanitarian role.

Class Activity – Guest Speaker
Trainer could reach out for an experienced Shelter Coordinator to give a sharing session regarding his/her experience with understanding and implementing the role as a Shelter Coordinator |

2.1

Coordinate through the Shelter Cluster and other coordination mechanisms as directed

Understanding on all coordination mechanism

Mechanisms for coordination include:

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

ASCEND

ADM.TEC.036.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **21**

Slide No.	21

Trainer Notes	Trainer identifies the coordination mechanisms.
	Class Activity – Sharing Session
	Trainer forms the participant in pairs.
	Trainer guides participants to share their experiences in implementing coordination mechanism in a shelter project

2.1

⌂ **Coordinate through the Shelter Cluster and other coordination mechanisms as directed**

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

5W + 1H	Coordination Group Chats	Use common language	Ensure attendees at the coordination meeting or briefing
Appoint representatives	Always make conclusion	Follow up for coordination	Consult with Shelter Manager

ASCEND

ADM.TEC.036.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **22**

Slide No.	**22**

Trainer Notes	Trainer explains approaches to ensure the deliverance of effective coordination.

Every meeting should have a presentation of analysed 5W on Who Works Where What and how, update on recovery policy and opportunity to share concern and ideas.

- Make coordination group chats and set rules to regulate the groups to avoid disintegrated information.
- Use common language so that coordination will be well understood by everyone involved in.
- Ensure that cluster, stakeholders, partners, program services and supports related to the coordination attend the coordination meeting or briefing.
- If it is possible, set a requirement of minimum 2 representatives from each cluster, stakeholders, partners, program services and supports group.
- Conclude the result or important points from coordination meetings in the end of session.
- Follow up for coordination related unclear questions by coordination participants.
- Consult with Shelter Manager to develop a better method to ensure the coordination is well received.

Class Activity – Quiz
Trainer asks participants to mention out local, national and international actors (minimal 1 for each actor) which involved in coordination

2.1

Coordinate through the Shelter Cluster and other coordination mechanisms as directed

Summary

- Directed by a Shelter Manager, the Shelter Coordinator based in the field has to ensure the shelter strategy can be carried out properly, including active participation in the coordination.

- To have an effective role in the coordination, the Shelter Coordinator should understand coordination mechanisms, whether Shelter Cluster or other, to obtain the best use of the system on collaborating with other actors.

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

ASCEND

| ADM.TEC.036.1 | ASEAN Standards and Certification for Experts in Disaster Management | Trainer's Guide - **23** |

Slide No.	23
Trainer Notes	Trainer provides a recap of the Element asking questions to check participants understanding and responding to questions from participants, as required.

2.2

Participate in analysis and planning of joint needs assessments

Joint assessments

Joint assessment is **a series of activities** which normally includes – **consultation between programme and technical staff, joint training, joint missions** (with other partners), and **joint discussion on results**.

Joint assessments occur **when data collection, processing and analysis form one single process among agencies within and between clusters/sectors, and lead to the production of a single report**

ASCEND

ADM.TEC.036.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **24**

Slide No.	24

Trainer Notes	Trainer explains about joint assessments.
	Class Activity – Internet Research
	Trainer asks participants to search for joint assessments in a shelter programme and summarise the activity. Participants also point out the lesson learnt from the joint assessments that they can apply on the future shelter programme.

2.2

Participate in analysis and planning of joint needs assessments

Key actions for joint assessments

1. Agree on collaborative arrangements when conducting a joint assessment
2. Jointly design and plan the assessment
3. Jointly collect, analyse and interpret assessment data
4. Ensure the clearing of assessment results and a shared communication strategy

ASCEND

ADM.TEC.036.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **25**

Slide No.	**25**

Trainer Notes	Trainer explains about key actions to conduct for joint assessments.

1. Agree on collaborative arrangements when conducting a joint assessment
   Ensure that roles and responsibilities are clear and agreed among those who are involved in the joint assessment.
2. Jointly design and plan the assessment
   Cluster coordinator should lead and ensure agreement with their members on determining sectoral indicators to be measured and data collection methodologies to be used.
3. Jointly collect, analyse and interpret assessment data
   Cluster coordinators should lead and ensure agreement with their members for cleaning, analysing and interpreting assessment data, so assessors could collect data in a satisfying manner based on the shelter needs.
4. Ensure the clearing of assessment results and a shared communication strategy
   • Before the assessment report is distributed, ensure the report has been verified and agreed by all members who are involved in the joint assessment.
   • The report findings are unnegotiable and remain strictly confidential before it is cleared by assessment team.
   • Communicate the results by pointing out significant gaps or limitations in the assessment data.
   • When possible, translate the assessment into common or local language for more in-depth analysis and transparency purpose.

2.2

Participate in analysis and planning of joint needs assessments

Contribution during joint assessments

Phase 1 (the first 72 hours)	Phase 2 (the first and second weeks)
● Assisting Humanitarian Coordinator in appointing an assessment focal point	● Assisting Humanitarian Coordinator in undertaking MIRA ● Requesting additional assessment support ● Filling up Humanitarian Dashboard using key humanitarian indicators ● Conducting sectoral analysis

ASCEND

ADM.TEC.036.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **26**

Slide No.	26

Trainer Notes	Trainer explains about contributions that a Shelter Coordinator might contribute during joint assessments.

1. Phase 1 (the first 72 hours)
   This is when initial assessment is being conducted.
2. Phase 2 (the first and second weeks)
   This is when Multi Cluster/Sector Initial Rapid Assessment (MIRA) is needed.

2.2

Participate in analysis and planning of joint needs assessments

Contribution during joint assessments

Phase 3 (the third and fourth weeks)	Phase 4 (fifth week onwards)
● Involvement of assessments and joint sectoral analysis ● Analysing data into an agreed standard ● Coordinating design and implementation of primary data collection through joint assessment ● Coordinating and consolidating on-going information collection systems ● Ensuring assessment data is in accordance with Humanitarian Dashboard ● Analysing humanitarian situation (shelter implementation progress to be specific)	● Ensuring the integration of assessment and implementation ● Addressing the suitable recovery needs and actions needed based on assessment data and situation assessment result

ASCEND

ADM.TEC.036.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **27**

Slide No.	27

| Trainer Notes | Trainer explains about contributions that a Shelter Coordinator might contribute during joint assessments.
3. Phase 3 (the third and fourth weeks)
This is the continuation phase when findings of single cluster/sector assessments compiled into in-depth reports.
4. Phase 4 (fifth week onwards)
This phase is when recovery needs are addressed. |

ASCEND

2.2

Participate in analysis and planning of joint needs assessments

Summary

• As directed by the Shelter Manager, the Shelter Coordinator should contribute to the overall analysis

• The shelter Coordinator can benefit from the guidance on how to conduct joint assessments. This will be the opportunity to incorporate the shelter agency's interests, such as addressing the most vulnerable group in the assessment

ASCEND

| ADM.TEC.036.1 | ASEAN Standards and Certification for Experts in Disaster Management | 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.

2.3

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

Potential relevant stakeholders

Summary of key stakeholders by IFRC :

1. Communities (beneficiaries)
2. Donors
3. Project/programme management
4. Project/programme staff
5. The IFRC Secretariat and National Societies
6. Partners (bilateral or local)
7. Government and local authorities

ASCEND

ADM.TEC.036.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **29**

Slide No.	**29**

Trainer Notes	Trainer mentions possible key stakeholders in a shelter programme
	Class Activity – Guest Speaker
	Trainer could reach out for an experienced Shelter Coordinator to give a sharing session regarding his/her experience in developing communicating skills and strategies to approach and build a good relationship with key stakeholders.
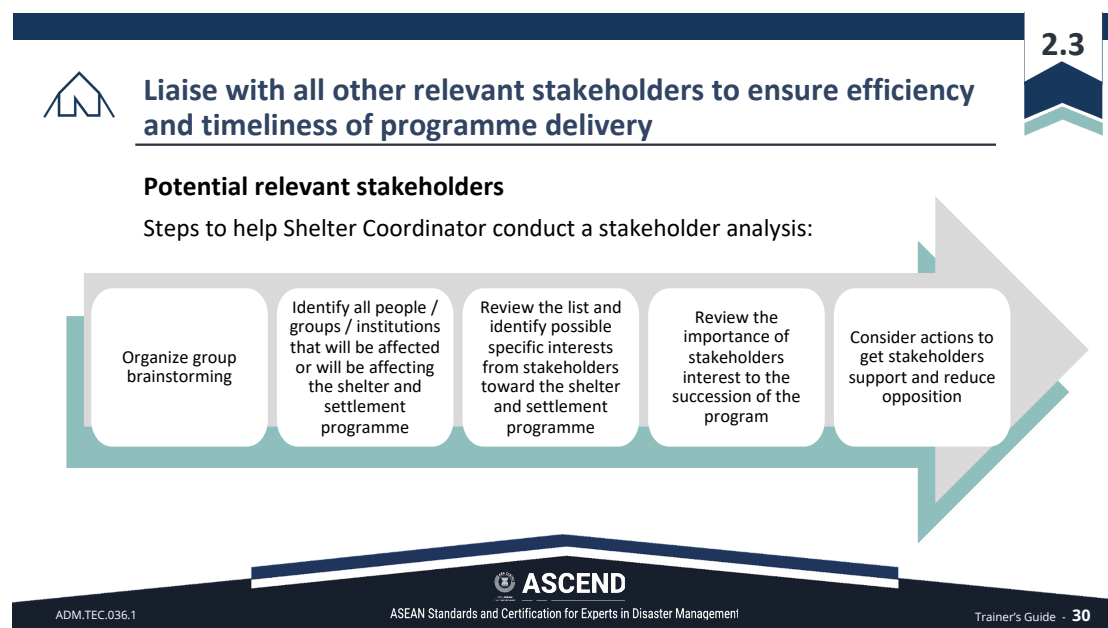
Slide No.	**30**

Trainer Notes	Trainer defines steps to conduct a stakeholder analysis

1. Organise group brainstorming, involve Shelter Officer to assist in the brainstorming

2. Identify all people / groups / institutions that will be affected or will be affecting the shelter and settlement programme.

3. Review the list and identify possible specific interests from stakeholders toward the shelter and settlement programme.

   Consider issues like:

   • Project benefits for stakeholders
   • Changes that stakeholder will make in case of changes in the middle of the programme
   • Activities that may cause dispute for the stakeholders

4. Review the importance of stakeholder's interest to the succession of the program.

   Consider issues like:

   • Stakeholders' role and involvement
   • Impact of activities agreed by stakeholders for the stakeholders
   • Reaction towards stakeholder's negative responses to a programme

Make codes to help summarise the assessment, for example
A: Extremely important
B: Fairly Important
C: Not Very Important

5. Consider actions to get stakeholders support and reduce opposition.

Consider issues like:

- What approach suits the stakeholder's style?
- What kind of information they will need?
- How important is stakeholder's involvement through the planning process?
- Are there any possible parties that might influence the stakeholder's decision?
- Are there any other procedural or technical obstacles that might influence the stakeholder's decision?

ASCEND

2.3

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

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

1. Pre-positioning of stocks and engagement of local authorities
2. Successful partnerships
3. The engagement of the community
4. Speed of the response
5. Early decisions related to settlement planning and disaster risk reduction

ASCEND

ADM.TEC.036.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **31**

Slide No.	**31**

Trainer Notes	Trainer mentions succession factors of efficiency and timely deliverance of assistances.
	These are lesson learnt from various disaster event:
	1. Pre-positioning of stocks and engagement of local authorities
	    Learning from Tropical Storm Kai-Tak in Philippines in 2018, the shelter kits and tents were drawn from stocks pre-positioned in the country, leading to a cost-effective and timely delivery.
	
	2. Successful partnerships
	    In Sri Lanka floods and landslide 2017, successful partnership between community-based organisations ensured lower administrative costs and higher accountability to affected populations. Community-based organisations with prior recovery experience, helps to understanding of the social context, demographic data, and get lists of local service provider effective and efficiently. Community contracts have a lower turnaround time in the lead organisation's procurement system, which allowed quicker implementation, critical to the timeliness of the emergency assistance.
	
	3. The engagement of the community
	    Hurricane Maria in Dominica 2017-2018 the organisation invested a considerable amount of internal funds into the deployment of an experienced team from the headquarters and other countries. After three weeks, a core programme management team was in place for the whole project duration.

4. Speed of the response

Proactive response to importation challenges ensured timeliness of the intervention as it was implemented in Kenya while facing 2018 floods. Another case, although it is not in disaster context, but we can learn from shelter management in Iraq 2016-2017 conflict. Tents and WASH facilities were set up in the emergency sites before the first arrival of families fleeing from Mosul, which resulted positive. However, this project relied on partners for the funding and installation of WASH facilities. Since different agencies had different timelines, it caused delay.

5. Early decisions related to settlement planning and disaster risk reduction

Another lesson from Philippines' Tropical Storm Kai-Tak, the decision to target a clearly identified geographic area enabled better engagement with the affected communities and increased the timeliness and cost-effectiveness of the intervention.

Class Activity – Case Study - Group Work

Trainer forms participants into group of 4 person(s) (can use the same group as previous activity)

Trainer gives disaster event cases and asks the groups to analyse what are the driving factors that determine the succession or the failure of efficiency and timely delivery of assistance in a shelter project.

2.3

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

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

To ensure efficiency and timeliness of shelter programme delivery, Shelter Coordinator shall:	Coordinate with Shelter Manager
	Involve Shelter Manager in the discussion or meetings with the actors
	Determine the possibility of options and tools to be used in handling a shelter programme
	Confirm the accordance between programme goals, funding instruments, and involved
	Discuss together with all actors regarding alternative plans
	Agree on a common set of metrics for assessing efficiency with all related actors

ASCEND

ADM.TEC.036.1 ASEAN Standards and Certification for Experts in Disaster Management Trainer's Guide - **32**

Slide No.	32

Trainer Notes	Trainer explains steps to ensure efficiency and timeliness of shelter programme delivery
	Addition for point 3,
	3. Determine the possibility of options and tools to be used in handling a shelter programme.
	Consider this issue:
	• Allocation of funding spent
	• How often do grants being modified or extended?
	• How well are the relationships with other related actors?
	• Do the existing coordination mechanism work well?

2.3

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

Summary

- A shelter coordinator should - as many as possible - liaise with relevant stakeholders in the field. Know their interest, plan and method for potential collaboration in the future.

- Partnership and sharing resources should be aimed at speeding up the programme and save operations costs.

- A shelter coordinator should analyse which stakeholders should be engaged for a partnership that fits the shelter strategy

ASCEND

ADM.TEC.036.1	ASEAN Standards and Certification for Experts in Disaster Management	Trainer's Guide - **33**

Slide No.	33
Trainer Notes	Trainer provides a recap of the Element asking questions to check participants understanding and responding to questions from participants, as required.

Element 3

Coordinate the shelter team in line with other response sectors

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Performance Criteria

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

ASCEND

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| **Slide No.** | **34** |

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

ASCEND

3.1

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

All other sectors with their strategy, plan, interest and timeframe

No	Sectors	Strategy, plan, interest and timeframe
1.	**Protection (UNHCR)**	• Participate in Inter-agency assessment to identify protection needs at the onset of disaster • Share the establishment of a protection monitoring mechanism in and out of camps through local partners • Share standard vulnerability criteria among existing partners • Linking monitoring information/reports to service providers for assistance and follow-up • Coordination of protection service providers particularly for family tracing, child protection, women and elderly, chronic diseases e.g. PLHIV, GBV survivors & litigation providers • Development of clear messages on registration policy and assistance package • Analysis and sharing of monitoring information to identify key protection trends

Continue

ASCEND

Slide No.   **35**

Trainer Notes

Trainer identifies all other sectors with their strategy, plan, interest and timeframe

Disaster event could make the affected community become vulnerable and feel disempowered with the condition. Therefore, protection is needed, also to protect them from further crime or unethical actions such as harassment or unconsent data collection for certain interests.

3.1

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

All other sectors with their strategy, plan, interest and timeframe

No	Sectors	Strategy, plan, interest and timeframe
2.	Water, sanitation, and hygiene (UNICEF)	• In close collaboration with the Shelter and NFI and the CCCM sector, coordinate the construction of water points, refuse structures, sanitary structures and drainage structures of IDP families. • In collaboration with the site planner (Emergency Shelter Sector) and the camp residents, liaise with the WASH Sector on the location of accommodation, offices, services, facilities etc. • In collaboration with the Shelter/NFI sector, support in the distribution of water containers (e.g. Jericans and lidded buckets) for water storage and consumption and the standardization of hygiene kits and NFI kits distributed across camps. • Support in the provision of hygiene and sanitation trainings to IDPs

Continue

ASCEND

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Slide No.   **36**

Trainer Notes

Trainer identifies all other sectors with their strategy, plan, interest and timeframe.

In emergency, water, sanitation and hygiene needs to be strengthen to avoid the affected community from disease resulted from unclean environment due to post disaster event.

3.1

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

All other sectors with their strategy, plan, interest and timeframe

No	Sectors	Strategy, plan, interest and timeframe
3.	Camp Coordination and Camp Management (IOM/UNHCR)	• Liaise with appropriate authorities to ensure that suitable sites are identified and that humanitarian agencies have access to these, identify potential sites in collaboration with site planners, WASH engineers and other relevant experts • Form and maintain community and sectoral committees for mobilization and inclusion of IDPs in the assessment of their needs and response mechanisms. • Support an information dissemination service to IDPs to ensure they are informed of return initiatives and services to be provided, and other major events affecting the camp population. • Data collection/update on camp size and population composition (with particular regard to the age, gender and diversity dimension), as well as on provision of services • Where necessary strengthen the capacity of government counterparts and partners in Camp coordination and management though the delivery of trainings

ASCEND

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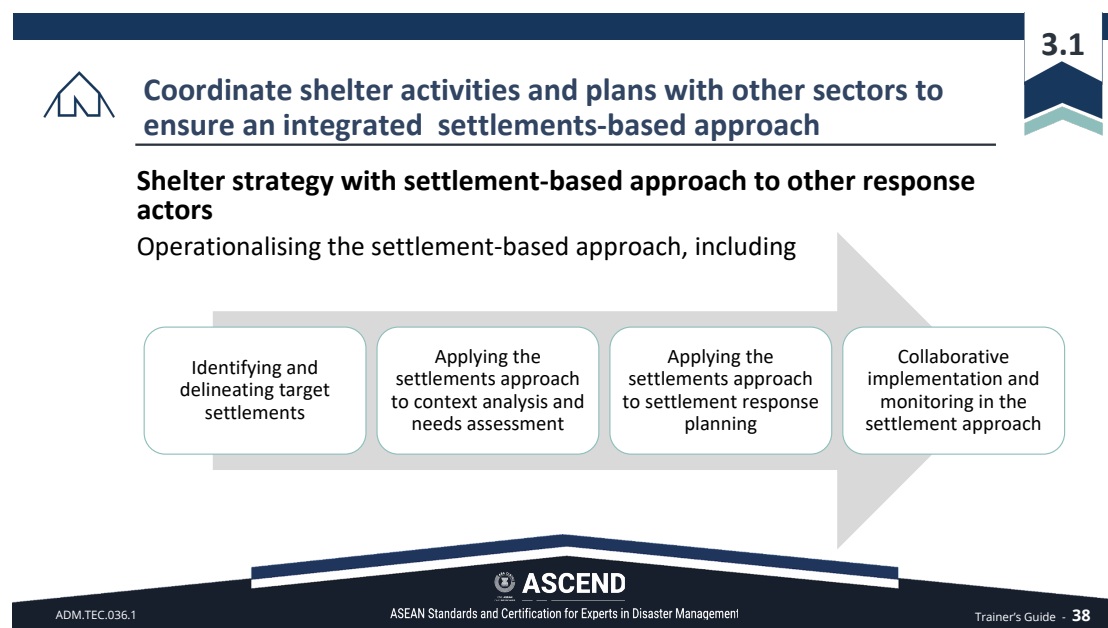

Slide No.   **37**

Trainer Notes

Trainer identifies all other sectors with their strategy, plan, interest and timeframe

The Camp Coordination mostly involves site activity such as shelter location determination and the provision of logistics needed.

Slide No.	38

| **Trainer Notes** | Trainer introduces operationalising the settlement-based approach |

1. Identifying and delineating target settlements

- Work with multisectoral and local stakeholder representatives to determine and prioritise context-appropriate criteria for identifying crisis-affected settlements.

- Locate and select target settlements in agreement with relevant partners and local stakeholders.

- Delineate settlements using participatory mapping techniques with local communities. Consider geographic, political, economic, and community boundaries, noting that these boundaries may not coincide.

- Consider existing boundaries and how they may change as a result of the crisis.

- Ensure targeted assistance does not contribute to social tensions. Consider the impact of focused assistance and support not only within the target settlement, but also on neighbouring areas.

- Ensure continuous community and local stakeholder engagement when identifying, selecting, and delineating target settlements.

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

- Situation and response monitoring systems rely on numerous baseline components, including:

  a. A nuanced understanding of the overall context of the communities in need in the target settlement.

b. Mapping of the various actors, the role they play and services they provide.

c. A multisector understanding of the needs and capacities of (often diverse) affected populations.

- To achieve these, the settlements approach recommends the following research methods:

  a. A review of existing data held by local, national, or international actors.

  b. A variety of data collection methodologies for ground-level assessments to choose the most appropriate method(s) based on the data needs and the context.

  c. An understanding of both demand and supply of services is important to ensure, when developing subsequent response plans, that existing services are strengthened, rather than solely creating new and often temporary support services which may run in parallel to existing service providers.

  d. A great number of tools exist for humanitarian and development actors to understand the specific context of a target settlement.

3. Applying the settlements approach to settlement response planning

- Confirm the scale at which the settlement response plan should be formulated, in consultation with the local institutional stakeholders and implementing partners. Give coverage figures to illustrate outreach.

- Identify an entity to lead the settlement response planning process and periodic collaborative reviews.

- Facilitate a participatory process to jointly reflect on the needs and identify response priorities. Include the most vulnerable populations and consider appropriate standards of support.

- Ensure the settlement response planning process and the plan itself reflects the four core characteristics of the settlements approach, including:

  a. Define a specific geographic area with high needs.

  b. Work multi-sectoral.

  c. Work with multiple stakeholders.

  d. Consider the whole population.

4. Collaborative implementation and monitoring in the settlement approach

- Interventions must consider the different roles, perspectives, and complex relationships between stakeholders in and around the target settlement. Supporting settlement governance structures such as community platforms puts local stakeholders in control of both implementation and monitoring.

- Consideration must be given to how settlement governance structures relate and are impacted by higher level coordination structures, such as clusters. It is important to nurture such linkages as they can also impact implementation and affect monitoring.

- Monitoring is an integral part of the settlement approach and should be done collaboratively

3.1

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

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

Set up institutional framework and settlements working group.

Conduct settlement-based assessment

Conduct settlements-based response planning

Coordination and implementation of response plans

Capacity building of local authorities and other sectors.

ASCEND

ADM.TEC.036.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **39**

Slide No.	39

| **Trainer Notes** | Trainer introduces guidance to coordinate with other response sectors to ensure integrated settlements-based approach

1. Set up institutional framework and settlements working group.
2. Conduct settlement-based assessment → multisectoral assessment focused on most affected neighbourhoods of the city.
3. Conduct settlements-based response planning → it Is based on the assessment findings and on the consultations with local and international actors for short-, mid-, and long-term actions.
4. Coordination and implementation of response plans → use response plans as a basis for the coordination of a settlement based, multi-stakeholder response in the city. Multi-sectoral collaboration requires ongoing discussion and collaboration to meet the community's diverse needs.
5. Capacity building of local authorities and other sectors.

Class Activity – Sharing Session
Trainer forms the participant in pairs.
Trainer guides participants to share their experiences in coordinating with other response sectors to ensure integrated settlements-based approach |

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

Summary

- A shelter coordinator should be able to Identify all other sectors' working areas, including their strategy, plan, interest and timeframe. This is to ensure the plans and activities are fulfilling an integrated settlement-based approach,

- A shelter coordinator should actively present the shelter strategy with a settlement-based approach to other response actors. This will help other actors who are working in the area to find links for collaboration.

- A shelter coordinator should propose a workshop with other sectors in the area to find shelter strategies that might fit in with other sectors (such as WASH and livelihood) to complement each other.

Slide No.	39

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

3.2

Build cooperative relationships and partnerships with other linked sectors and relevant stakeholder

All relevant stakeholders and linked sector who are working within the area

No	Relevant Stakeholders	Description
1.	Host Government	Ministries or central/local government departments responsible for civil emergencies or housing
2.	UN/IOM	Agencies that have a role to manage shelter for example IOM, UN-HABITAT, UNDP and UNEP. Besides, it can be representatives of the humanitarian/resident coordinator or OCHA
3.	NGOs	National and international NGOs that can deliver shelter and NFIs or working in related areas
4.	IFRC	The IFRC or its member National Societies delivering shelter and NFIs
5.	Other Clusters	Partners' activities that can complement the needs of Shelter Cluster, such as Protection, WASH, Camp Coordination and Camp Management or Early Recovery
6.	Donors	Shelter donors, such as DFID, ECHO and USAID
7.	Others	Any other organizations that have interest or involvement in humanitarian shelter

ASCEND

Slide No.	**41**

Trainer Notes	Trainer explains briefly about shelter and settlement relevant stakeholders

Slide No.   **42**

Trainer Notes	Trainer explains strategy to find potential link between stakeholders' interests, beneficiaries and modalities to the shelter and settlement programme

Partners support shelter and settlement programme by:

1. Support the aims, strategy, and coordination activities of the Shelter Cluster.

2. Participate in cluster activities, for example, coordinated assessments and appeals, etc.

3. Exchange assessments, plans, information and progress reports with the cluster.

4. Highlight gaps in coverage they are unable to fill or signal any duplication in delivery which they have observed.

5. Adhere to the principles, standards and guidance agreed by the Shelter Cluster

3.2

Build cooperative relationships and partnerships with other linked sectors and relevant stakeholder

Build cooperative relationships and partnerships to strengthen beneficiary's capacity

Preparation → Contractual conclusion → Establishing working programmes → Implementation (Partners should coordinate regularly) → Monitoring (Conducting a comprehensive monitoring system)

ASCEND

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Slide No.	**43**
Trainer Notes	Trainer explains strategy to build cooperative relationships and partnerships with relevant stakeholders to strengthen beneficiary's capacity

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

1. Preparation

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

2. Contractual Conclusion

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

3. Establishing Working Programmes

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

4. Implementation

In conducting implementation, partners should coordinate regularly to make sure that the program work well.

5. Monitoring

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

3.2

Build cooperative relationships and partnerships with other linked sectors and relevant stakeholder

Summary

- Through coordination, a shelter coordinator should have close contact with relevant stakeholders and linked sectors in the area to share updates and learn from them on overcoming challenges.

- A shelter coordinator should find if they are matched to link to the shelter and settlement programme, such as similarity in the working area, interest and modalities.

- One initiative that can speed up the progress in strengthening the beneficiary's capacity; could be an indicator for building cooperative relationships and partnerships

ADM.TEC.036.1 — ASEAN Standards and Certification for Experts in Disaster Management — Trainer's Guide - **44**

Slide No.	**44**
Trainer Notes	Trainer provides a recap of the Element asking questions to check participants understanding and responding to questions from participants, as required.

Slide No.   **45**

Trainer Notes	**Class Activity – Pre-test Quiz** Trainer asks participants to mention related agencies of a shelter and settlement programme and what are their possible role Trainer mentions out related agencies for a shelter and settlement programme

3.3

Coordinate shelter programme activities with the work of other agencies

Agencies activities to find potential collaboration or strengthening the shelter and settlement programme

No	Agencies	Activities
1.	UNICEF	Promoting, supporting, and ensuring access to education and health services; delivering life-saving supplies; ensuring access to water, sanitation, and hygiene (WASH); protecting children from violence, exploitation, and abuse; supporting adolescents during crises; strengthening disability-inclusive humanitarian action
2.	WFP	Procurement of food, relief items, and operational; emergency stockpiling and pre-positioning; providing cargo transportation; providing telecommunication and IT services; offering air passenger transport; warehousing and handling; engineering support; medical wellness and accommodation services
3.	UN Women	Ensure equality between women and men as partners and beneficiaries of humanitarian action'; promote gender equality and women's empowerment; assist Member States in implementing policies and commitments to gender equality and women's empowerment; promote the voices, agency and capacity of women's civil society organizations and national women's machineries; provide coordination and leadership, technical expertise, capacity-building, and evidence-based response and advocacy

Continue

ASCEND

Slide No.	**46**

Trainer Notes	Trainer mentions out Agencies activities to find potential collaboration or strengthening the shelter and settlement programme

3.3

Coordinate shelter programme activities with the work of other agencies

Agencies activities to find potential collaboration or strengthening the shelter and settlement programme

No	Agencies	Activities
4.	Save the children	Support Education Clusters to lead on child participation and child safeguarding; use the CLA role to expand space for civil society; resource capacity development to facilitate a transition to local civil society leadership; contribute to coherence by fulfilling CLA accountabilities; ensure multi-year planning and programming responds to children's priorities and includes local civil society; define Save the Children's CLA accountabilities; develop an Action Plan to fulfil defined accountabilities predictably and consistently; collaboratively apply the redefined accountabilities and document their impact
5.	IOM	Providing emergency shelter and non-food items; managing and coordinating in camps and camp-like settings water, sanitation and hygiene promotion; transportation assistance; health and psychosocial support; information management; engaged in disaster risk reduction; early recovery livelihood activities and community resilience building; ensure that gender specificities, the environment, humanitarian principles, and protection concerns are taken into account

Continue

ASCEND

Slide No.	**47**

Trainer Notes	Trainer mentions out Agencies activities to find potential collaboration or strengthening the shelter and settlement programme
	Class Activity – Internet Research - Group Work With the same groups as before, Trainer asks the groups to search for in country / local shelter agencies and their role / activities

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3.3

Coordinate shelter programme activities with the work of other agencies

Agencies activities to find potential collaboration or strengthening the shelter and settlement programme

No	Agencies	Activities
4.	OCHA	Ensure that the humanitarian system functions efficiently and in support of the Humanitarian Coordinator's leadership; provides guidance and support to the Humanitarian Coordinator and Humanitarian Country Team and facilitates inter-cluster coordination; ensure coordination between clusters at all phases of the response, including needs assessments, joint planning, and monitoring and evaluation
5.	FAO	Boost local food production and enhance nutrition; support livestock owners and fishing communities; contribute to environmental rehabilitation and disaster risk reduction; cash-based transfers; coordination, food security information and analysis
6.	UNDP	Responsible for operational activities for natural disaster mitigation, prevention, and preparedness. Meanwhile, in emergency, UNDP Resident Coordinators coordinate relief and rehabilitation efforts at the national level UNDP.

Continue

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Slide No. **48**

Trainer Notes   Trainer mentions out Agencies activities to find potential collaboration or strengthening the shelter and settlement programme

3.3

Coordinate shelter programme activities with the work of other agencies

Agencies activities to find potential collaboration or strengthening the shelter and settlement programme

No	Agencies	Activities
9.	UNHCR	- Global Cluster Lead Responsibilities - Cluster Lead Responsibilities - Operational Activities ❑ Participatory assessment ❑ Community-based approaches ❑ Age, gender, and diversity mainstreaming ❑ Address risks or vulnerabilities among IDPs and affected populations which are specifically caused or exacerbated by the natural disaster ❑ Partnership with other agencies

ASCEND

ADM.TEC.036.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **49**

Slide No.	**49**

Trainer Notes	Trainer mentions out Agencies activities to find potential collaboration or strengthening the shelter and settlement programme

Image 50: *Slide 50*

3.3

🏠 **Coordinate shelter programme activities with the work of other agencies**

Shelter and settlement programme activities to implement joint activities with other agencies

Shelter interventions must always be integrated by water and sanitation facilities.	It should also be coordinated with other sectors such as food security to ensure that people have the means to live at the site

ASCEND

ADM.TEC.036.1 — ASEAN Standards and Certification for Experts in Disaster Management — Trainer's Guide - **50**

Slide No.	**50**
Trainer Notes	Trainer mentions out the needs of joint activities between Shelter and settlement programme and other agencies.

3.3

Coordinate shelter programme activities with the work of other agencies

Summary

- The Shelter Coordinator should identify other agencies' work, target, modality, and timeframe from the coordination mechanism.

- The shelter Coordinator should be able to analyse other actors' plans to find potential collaboration or strengthen the shelter and settlement programme.

- The shelter Coordinator should be proactive to propose joint activities to implement the shelter and settlement programme with other agencies.

ASCEND

| ADM.TEC.036.1 | ASEAN Standards and Certification for Experts in Disaster Management | Trainer's Guide - **51** |

Slide No.	51
Trainer Notes	Trainer provides a recap of the Element asking questions to check participants understanding and responding to questions from participants, as required.

Slide No.	52
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.

ASCEND

ASEAN Standards and Certification for Experts in Disaster Management

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