**TRAINER'S GUIDE**

TECHNICAL COMPETENCY UNIT

# ADM.TEC
# 035.1

## Provide Technical Guidance to the Shelter and Settlement Programme Team

**ASCEND**

AHA CENTRE
asean
ONE ASEAN
ONE RESPONSE

ASEAN Standards and Certification
for Experts in Disaster Management

## ASEAN Standards and Certification for Experts in Disaster Management

# PROVIDE TECHNICAL GUIDANCE TO THE SHELTER AND SETTLEMENT PROGRAMME TEAM
## ADM.TEC.035.1

Trainer's Guide

ONE **ASEAN**
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**Project Sponsors:**

ASEAN–KOREA COOPERATION FUND

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

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

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

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

General information on ASEAN appears online at the ASEAN Website: www.asean.org

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# The ASCEND Programme and Toolbox Development:

# Overview

**ASCEND**

## 1.1 The ASCEND Programme

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

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

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

## 1.2 The objectives of ASCEND

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

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

## 1.3 Advantages and benefits of an ASCEND certification

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

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

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

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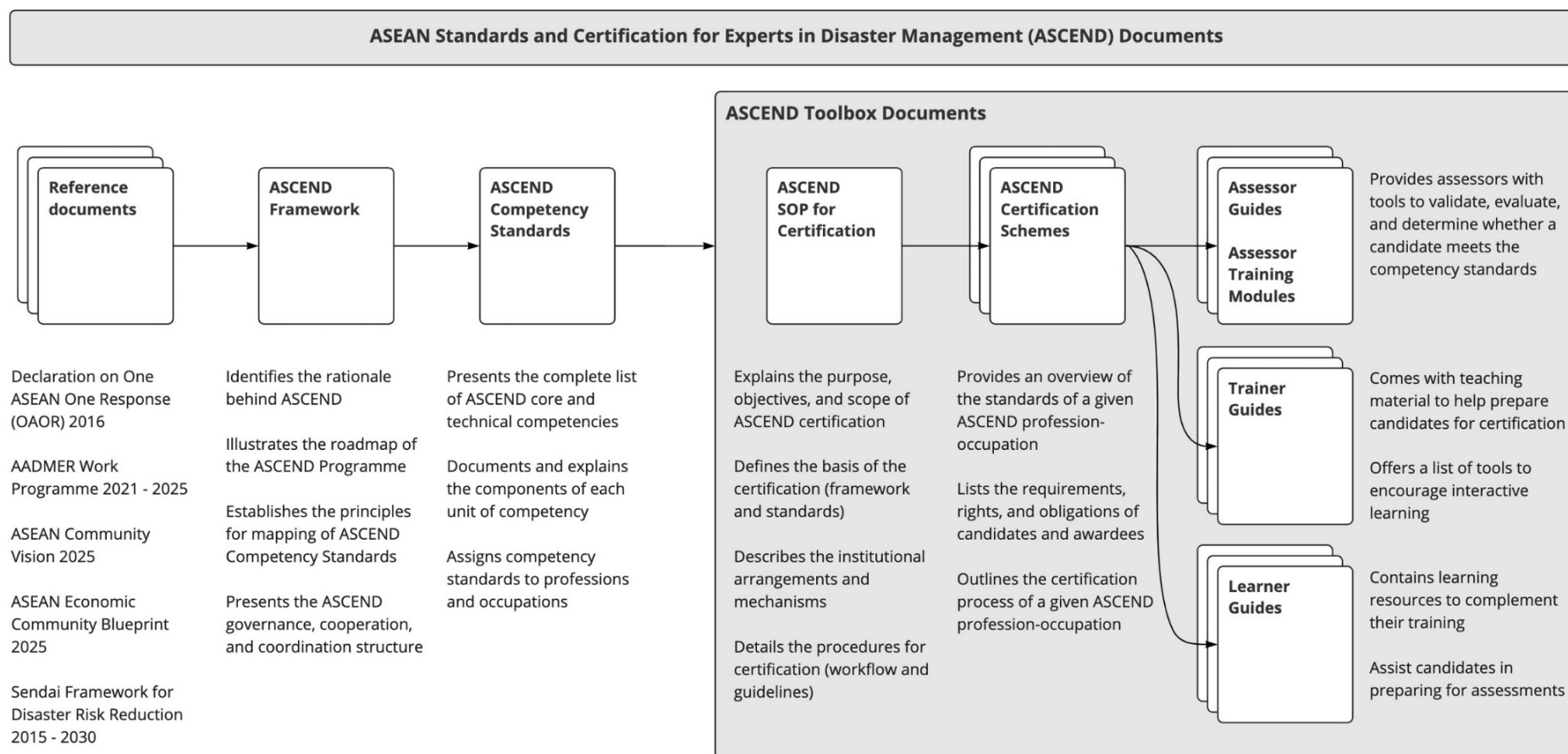
## 1.4 | The ASCEND Toolbox

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

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

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

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

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

**ASCEND Toolbox Documents**

**Reference documents**

**ASCEND Framework**

**ASCEND Competency Standards**

**ASCEND SOP for Certification**

**ASCEND Certification Schemes**

**Assessor Guides**

**Assessor Training Modules**

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

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

**Trainer Guides**

Comes with teaching material to help prepare candidates for certification

Offers a list of tools to encourage interactive learning

**Learner Guides**

Contains learning resources to complement their training

Assist candidates in preparing for assessments

# Competency-based Training (CBT): Introduction for Trainers

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*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.<br><br>• 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.<br><br>• 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** : **Provide Technical Guidance to the Shelter and Settlement Programme Team**

**Unit number** : ADM.TEC.035.1

**Unit description :** This unit deals with skills and abilities needed to coordinate a shelter team as they implement a range of programme activities.

| ELEMENT AND PERFORMANCE CRITERIA | UNIT VARIABLE AND ASSESSMENT GUIDE |
|---|---|
| **Element 1.**<br>**Coordinate daily field operations of the shelter programme**<br><br>1.1 Implement programme plans in accordance with agreed shelter strategy<br>1.2 Supervise shelter programme staff to ensure tasks are carried out safely, effectively and efficiently<br>1.3 Coordinate the use and ongoing improvement of project management tools and methods<br>1.4 Ensure cross cutting issues are mainstreamed into all aspects of the shelter programme | **Unit Variables**<br><br>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.<br><br>This unit applies to designing and planning a project, with a wide range of issues related to shelter and settlement planning and may include:<br><br>International humanitarian standards related to shelter including, but not limited to:<br><br>• Sphere standards<br>• Relevant IFRC and UNHCR guidelines<br>• Relevant Global Shelter Cluster guidelines<br>• other guidelines from various institutions, such as IOM, CRS, Care, Habitat for Humanity, UN Habitat, UNDP, Oxfam GB, RedR, Practical Action, Build Change, USAID.<br><br>**Programme management tools** may include:<br><br>• Gantt charts<br>• Budgets<br>• Log-frames<br>• Organograms<br>• Project management software<br><br>**MEAL framework** may include a range of Monitoring, Evaluation and Learning capture tools. |

## Element 2.
### Provide regular reports on field activities to shelter and other service sector managers

2.1 Produce regular shelter programme progress reports and situational updates as required.

2.2 Administer contracts to local suppliers, local suppliers, subcontractors, and implementing partners

## Element 3.
### Monitor shelter programme activities

3.1 Coordinate the implementation of shelter programme MEAL framework

3.2 Undertake appropriate assessments to track supply and cost of common shelter materials and services

3.3 Assess changing beneficiary needs to ensure the appropriateness of ongoing shelter programme

**Cross-cutting issues** may include**:**

- Gender
- DRR
- Environment
- Child protection
- The elderly
- Inclusivity and ensuring access for people living with a disability
- Special needs of those living with chronic transmittable diseases, such as HIV/Aids.

## Assessment Guide

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

- Ability to manage technical staff
- Ability to manage shelter budgets and construction planning
- Ability to write detailed, technically accurate and legible reports

## Linkages to other Units

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

## Critical Aspects of Assessment

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

- Demonstrated ability to communicate verbally and write technical concepts
- Demonstrated ability to use a range of common monitoring tools and procedures
- Demonstrated understanding of cross-cutting issues in shelter

## Context of Assessment

This unit may be assessed on/off the job.

- Assessment should include practical demonstration of managing projects and staff 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 complex technical ideas in written reports in ways that are clear simple and easily read by non-technical people

## Resource Implications

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

## Assessment Methods

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

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

## Key Competencies in this Unit

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

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

**Preparing for Training Sessions:**

# Equipment, Material, and Tools

# 4.1 Onsite training

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

| Checklist<br>Tick box (✔)<br>when completed | Training resource requirements<br>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<br>Tick box (✔)<br>when completed | Training resource requirements<br>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 useful when planning and delivering the training. Trainers need to register and create their accounts before they can use 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.<br>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.<br>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).<br>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.<br>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.<br>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.<br>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.<br>https://www.surveymonkey.com/ |
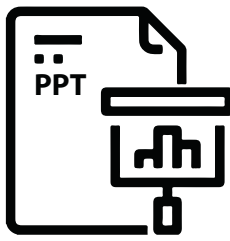
# PowerPoint Slides and Presenter Notes

# 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

**Trainer's**
Guide

**Technical Competency Unit**

## ADM.TEC.035.1

Provide Technical Guidance to the Shelter and
Settlement Programme Team

**ASCEND**
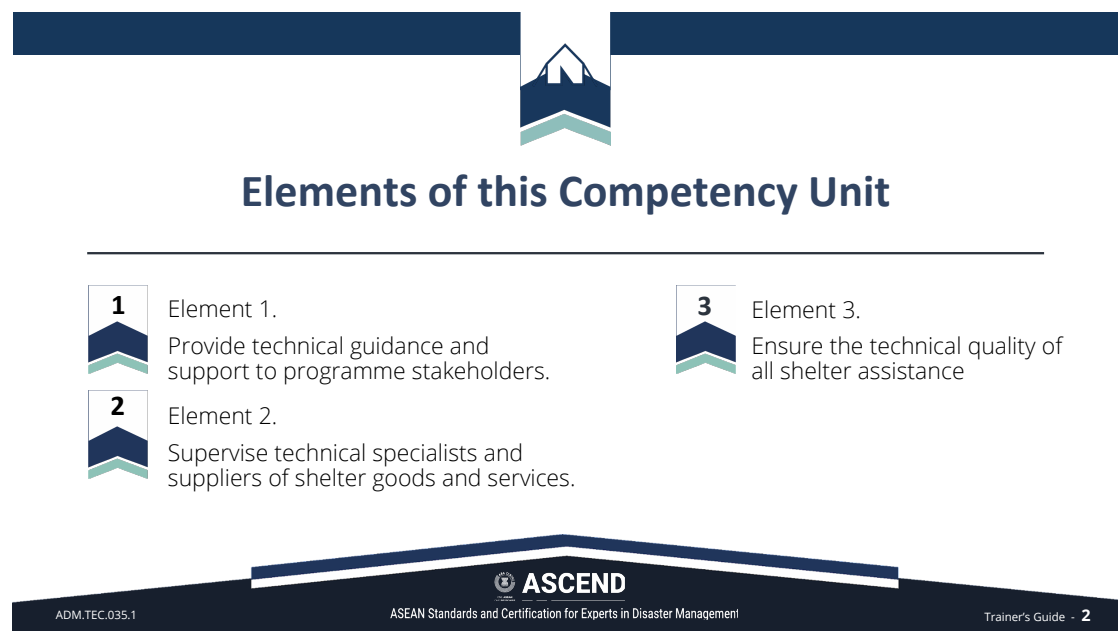
ADM.TEC.035.1 | ASEAN Standards and Certification for Experts in Disaster Management | Trainer's Guide - **1**

| Slide No. | 1 |
|---|---|
| **Trainer Notes** | Trainer welcomes students to class. |

*Image 2:* *Slide 2*

## Elements of this Competency Unit

**1** Element 1.
Provide technical guidance and support to programme stakeholders.

**3** Element 3.
Ensure the technical quality of all shelter assistance

**2** Element 2.
Supervise technical specialists and suppliers of shelter goods and services.

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| ADM.TEC.035.1 | ASEAN Standards and Certification for Experts in Disaster Management | Trainer's Guide - **2** |
|---|---|---|

| **Slide No.** | **2** |
|---|---|

| **Trainer Notes** | Trainer advises participants this Unit comprises three Elements, as listed on the slide explaining: |
|---|---|
| | • Each Element comprises a number of Performance Criteria which will be identified throughout the class and explained in detail |
| | • Participants can obtain more detail from their Learner's Guide |
| | • At times the course presents advice and information about various protocols. Still, where their workplace requirements differ from what is presented, workplace practices, standards, policies, and procedures must be observed. |
| | . |

*Image 3:*  *Slide 3*

**Element 1**

# Provide technical guidance and support to programme stakeholders

**Performance Criteria**

- **1.1** Provide technical guidance to technical units to ensure compliance
- **1.2** Organize training programmes for shelter staff and partners
- **1.3** Provide guidance in simple technical and/or non-technical language to programme stakeholders
- **1.4** Assist developing specifications for engineering goods and services

**ASCEND**

| ADM.TEC.035.1 | ASEAN Standards and Certification for Experts in Disaster Management | Trainer's Guide - **3** |
|---|---|---|

| **Slide No.** | **3** |
|---|---|

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

**1.1**



Provide technical guidance to technical units to ensure compliance

**Combination of interventions to provide technical units**

- Construction materials
- Tools
- Cash or vouchers
- Training
- Guidelines / materials / mass communication
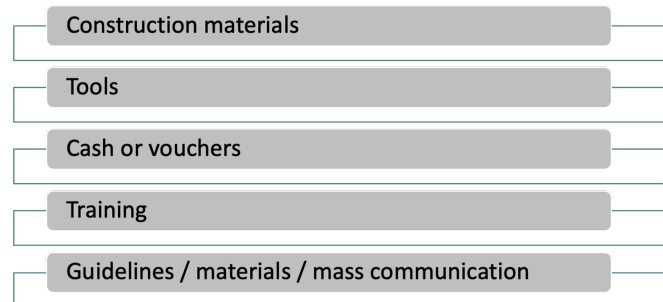
ASCEND

ADM.TEC.035.1 — ASEAN Standards and Certification for Experts in Disaster Management — Trainer's Guide - **4**

| | |
|---|---|
| **Slide No.** | **4** |

| | |
|---|---|
| **Trainer Notes** | Trainer identifies items that needed to make a combination of interventions to provide technical units.<br><br>Those combinations could create two interconnected areas of intervention that have been identified: shelter technical units and settlement technical units.<br><br>The 17 intervention types identified are:<br>• Household items<br>• Construction items<br>• Tools<br>• Emergency shelter<br>• Transitional shelter/ T-shelter<br>• Support for host families<br>• Rental support<br>• Core housing/ progressive housing<br>• Guidelines/materials/mass communications<br>• Housing Repairs and retrofitting<br>• Cash/ vouchers<br>• Loans<br>• Advocacy/ legal<br>• Site planning<br>• Infrastructure<br>• Training<br>• Structural assessment |

*Image 5:* *Slide 5*

**1.1**

🏠 **Provide technical guidance to technical units to ensure compliance**

**Core components of humanitarian interventions**

| Material Assistance |
|---|

| Financial Assistance |
|---|

| Technical Assistance |
|---|

ASCEND

ADM.TEC.035.1     ASEAN Standards and Certification for Experts in Disaster Management     Trainer's Guide - **5**

| Slide No. | **5** |
|---|---|

| **Trainer Notes** | Trainer identifies core components of humanitarian interventions<br><br>• Material assistance: includes construction materials, tools, debris clearance and reuse<br>• Financial assistance: Cash or vouchers, which can be used for the purchase of construction materials, equipment or labour payment<br>• Technical assistance: includes, training and coaching through guidelines / mass communication and construction supervision and monitoring<br><br>**Class Activity – In Pairs**<br>Trainer form participants in pairs and assign the pairs to either Material, Financial or Technical Assistance.<br>In groups, participant work together to list out preparation needed to deliver the assistance assigned. |

**1.1**

🏠 **Provide technical guidance to technical units to ensure compliance**

**Shelter technical standards of living space**

- **A minimum of 3.5m² of covered living space per person in tropical or warm climates**, excluding cooking or kitchen facilities (it is assumed that cooking will be done outside).

- **Minimum height of 2m at the highest point**.

- **Minimum of 4.5m² to 5.5m² of covered living space per person in cold climates**, including kitchen facilities as more time will be spent inside the shelter (cooking, eating and livelihoods).

- **2m ceiling to reduce heated space**.

**ASCEND**

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| Slide No. | **6** |
|---|---|

| **Trainer Notes** | Trainer explains Shelter Technical Standards |
|---|---|
| | The aim of the fulfilment of shelter technical standards is to assure the affected people's freedom and comfort in moving and doing activities in the space provided. |
| | **Class Activity – Internet Research** |
| | Trainer guides participants to conduct internet research for a shelter project and analyse if the shelters built for the project complied with the technical standards. |

*Image 7:* *Slide 7*

---

**1.1**



⌂ **Provide technical guidance to technical units to ensure compliance**

**Shelter Main Design and Evaluation Criteria Considerations**

| Technology, Construction and Materials | |
|---|---|
| material /system selection | assembling / deconstruction |
| structural performance | withstanding movements |
| production | service systems integration |
| storage | durability |
| transportation | ease of cleaning |
| construction on site | |

(Continue)

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**Slide No.** **7**

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**Trainer Notes**

Trainer explains Shelter Main Design and Evaluation Criteria Considerations

Which also includes:

A cold climate where cold weather is accompanied by long periods of rain (3 to 5 months) requires people to stay inside. In particular, people with special needs will need heated enclosed spaces. Shelters sufficient to withstand cold conditions must be of a high standard and complex and expensive to construct. The following should be considered:
  • Structural stability (to withstand rain and wind loads)
  • Protect walls, roofs, doors and windows from the wind
  • Kitchens and sanitary facilities are protected and heated
  • Provision for heating.

| Slide No. | 8 |
|---|---|

| Trainer Notes | Trainer explains Shelter Main Design and Evaluation Criteria Considerations |
|---|---|
| | In addition to ecological aspects, the shelter's location shall be selected carefully. Ensure the land is safe from upcoming hazard due to disaster event continuation. Clear the area so it is safe from wild animals and plant. Select the area which is closed with current housing so it will reduce the environmental disruption by having to open new land access. |
| | Safety is the imperative principle in the humanitarian programme. However, budget is also cannot be neglected because the resource is limited and rely on donation. Wise budgeting is necessary constructing or retrofitting the shelter. |

**1.1**

**Provide technical guidance to technical units to ensure compliance**

**Shelter Main Design and Evaluation Criteria Considerations**

| Building Physics | |
| --- | --- |
| indoor climatic comfort | sound performance |
| indoor air quality | fire performance |
| healthy environment | lighting performance |
| thermal performance | air tightness of the external envelope |
| water tightness and moisture performance | tightness of joints |

(Continue)

**ASCEND**

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| Slide No. | 9 |
| --- | --- |

| **Trainer Notes** | Trainer explains Shelter Main Design and Evaluation Criteria Considerations<br><br>In emergency situation, the criteria of building physics as mentioned in slide might not be able to be accommodated well. Discuss and agreed on the most prioritised criteria in the shelter team in making the shelter. |
| --- | --- |

| 1.1 |
| --- |

**Provide technical guidance to technical units to ensure compliance**

**Shelter Main Design and Evaluation Criteria Considerations**

| Spatial Organizations | |
| --- | --- |
| users spatial requirements | user behavior/room interaction |
| privacy requirements | disabled and elderly user requirements |
| flexibility | |
| **Sociology** | |
| sociological requirements | psychological-sociological post disaster effects |
| visual communication | security |
| **Aesthetics** | |
| aesthetic requirements and cultural appropriate | |

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| Slide No. | **10** |
| --- | --- |

| **Trainer Notes** | Trainer explains Shelter Main Design and Evaluation Criteria Considerations |
| --- | --- |

Aesthetic requirements might come as the least to be considerate in shelter main design. Another most important aspect that sometimes missed out from the considerations is the cultural appropriate aspects. Shelter team shall respect the local cultural requirement so it will not violate the culture appropriateness in the community. If the culture norms created cross purposes with the shelter safety design, tried to open dialog with the local respective figure.

**Class Activity – Study Case – Group Work**
Trainer forms participants into groups (amount of group member is free up to the Trainer, adjust with the workload).
Trainer gives participant a shelter study case
Trainer ask the groups to make a shelter technical guidance considering the design and evaluation criteria.
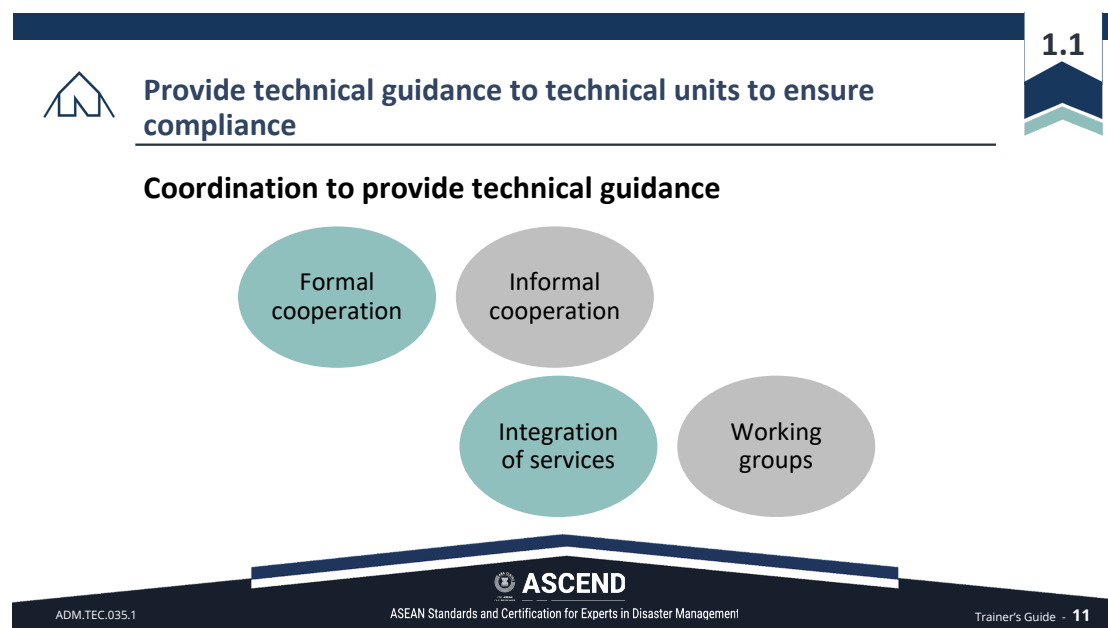
| Slide No. | 11 |
|---|---|

| **Trainer Notes** | Trainer explains Coordination to provide technical guidance |
|---|---|
| | Coordination in order to shape the relationship between specialists and shelter team in order to produce guidelines for particular technical units and can be achieved through the following measures: |
| | • Formal cooperation between independent services, usually via a shared framework and/or systematic referrals (signposting between services) including standardised procedures; |
| | • Informal cooperation between independent services; without frameworks to ensure institutional cooperation, personal cooperation between guidance practitioners and validation provider staff plays an important role; |
| | • Integration of services; a single organisation usually provides validation and guidance, offering guidance at each stage of the practice. |
| | • Working groups which consist of shelter experts assigned by their shelter agencies to work as a strategic group to develop technical guidance. This working group also conducts consultation with vulnerable groups to ensure inclusiveness. |

**1.1**

**Provide technical guidance to technical units to ensure compliance**

**Summary**

- Humanitarian intervention types are developed from a combination of core components of supporting independent shelter restoration, such as material assistance, financial assistance and technical assistance.

- The design of the shelter should be designed and modified for the occupants to suit their individual needs.

- Coordination with independent services and a strategic group of shelter experts are needed to provide technical guidance.

**ASCEND**

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| Slide No. | 12 |
|---|---|
| **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**

⌂ **Organize training programmes for shelter staff and partners**

**Some of the issues generally have no sufficient knowledge on the humanitarian shelter concepts as the following:**

1. Self-recovery vs organization led recovery
2. Humanitarian approach vs profit-oriented approaches
3. Community participation vs turn-key project
4. Prioritizing the most vulnerable vs optimizing the resources
5. Prioritization on locally available material vs imported material and technology

ASCEND

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| Slide No. | **13** |
| --- | --- |

| Trainer Notes | **Class Activity – Create Paperwork** <br> Trainer asks participants to create analysis on issues as mentioned in the slides. <br> Participants are also required to give solutions to overcome the possible effects. <br><br> Trainer could continue by explaining specific issues that generally have no sufficient knowledge on the humanitarian shelter concepts <br><br> ● Self-recovery vs organisation led recovery. <br>      ○ Self-recovery is the common approach endorsed by shelter agencies on supporting the affected people. Humanitarian shelter agencies believe that communities to some extent still have their capacity to rebuild. The presence of shelter agencies is to strengthen the affected people's initiatives with technical assistance and/or support by provision of some of the material. <br><br>      ○ People with no humanitarian background prefer to use the organisation led recovery concept, that the organisation and donor already have a design and will implement the shelter program which method based on their experience without consultative planning with the beneficiaries. <br><br> ● Humanitarian approach vs profit-oriented approaches |

- Humanitarian approaches are always based on beneficiaries' rights. It is their right to have their own recovery pathways. It takes time for a series of consultations to select the best option of their shelter recovery.

- On the other hand, profit oriented approaches are trying to reduce timeframe as increase of the fixed cost means reduce the profit. Therefore, profit oriented approaches will diminish people participation which actually is essential for sustainable recovery.

● Community participation vs turn-key project
  - Those who have no experience in humanitarian work will see that community participation is slowing the pace of implementation. The consultation processes might delay the progress.

  - On the contrary, the profit-oriented approach prefers turn-key projects. The output is similar i.e. shelter or house are built but actually the impact which is sustainability will not be achieved.

● Prioritising the most vulnerable vs optimising the resources.
  - Due to their condition, the most vulnerable groups and people with disabilities have no equal access to receive shelter assistance. Therefore, assisting them needs more time and resources.

  - From a non-humanitarian perspective, optimising resources is more productive and more efficient. This approach could make the most vulnerable and people with disabilities left behind.

● Prioritisation on locally available material vs imported material and technology
  - Shelter intervention also intended to have an impact on sustainability, environment friendly and local economic recovery. Therefore, prioritising the use of local available material is essential.

  - From a profit-oriented perspective, imported material and technology can deliver faster recovery even if it has less impact on sustainability and local recovery.

*Image 14:* *Slide 14*



**1.2**

**Organize training programmes for shelter staff and partners**

**Training** is essential to rebuild more safely and to avoid transferring risks to beneficiaries.

Integrated training programs should be included where possible and deemed necessary, involving **workshops, practical training, skills development, and resource** and **information services**

**ASCEND**

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| Slide No. | **14** |
|---|---|
| **Trainer Notes** | Trainer explains briefly about training programme |
| | For a more fruitful trainings, shelter team shall make a forum or discussion regarding the trainings that could possibly be useful in the project implementation. Shelter Officers are advised to be proactive since the programme are also for them. |

**1.2**

Organize training programmes for shelter staff and partners

**Trainings conducted when**

Technical staff are hired.

Non-technical staff with special assignments are designated.

New equipment, materials, or processes are introduced.

Procedures are updated or revised.

Exercises show that employee performance must be improved.

ASCEND

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| Slide No. | 15 |
|---|---|

| **Trainer Notes** | Trainer introduces the conditions when trainings are needed. In addition: |
|---|---|

1. Emergency information such as checklists and evacuation maps should be provided.
2. Evacuation maps should be posted in strategic locations.
3. The information needs of customers and others who visit the facility should be considered.

The training package needs to be contextualised, and this may include:
- Awareness of handling and disposal of hazardous materials. For instance, handling asbestos roofing debris.
- Training on material reuse and safe recycling
- Training on build back safer construction for owner-driven driven construction
- Training of Trainers for relevant shelter assistance such as retrofitting and cash and voucher assistance.
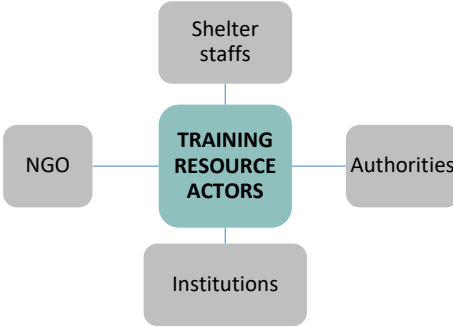
**1.2**

**Organize training programmes for shelter staff and partners**

Shelter staffs

NGO

**TRAINING RESOURCE ACTORS**

Authorities

Institutions

**Specialist training may include:**
· City planning
· HLP (Housing, Land and Property)
· Technical damage assessment
· Participatory approaches to safe shelter and housing
· Shelter and settlement implementation guidelines and standards guidelines and standards
· Repair, retrofitting and reconstruction
· Safe handling and disposal of hazardous materials
· Safe reuse and recycling of materials

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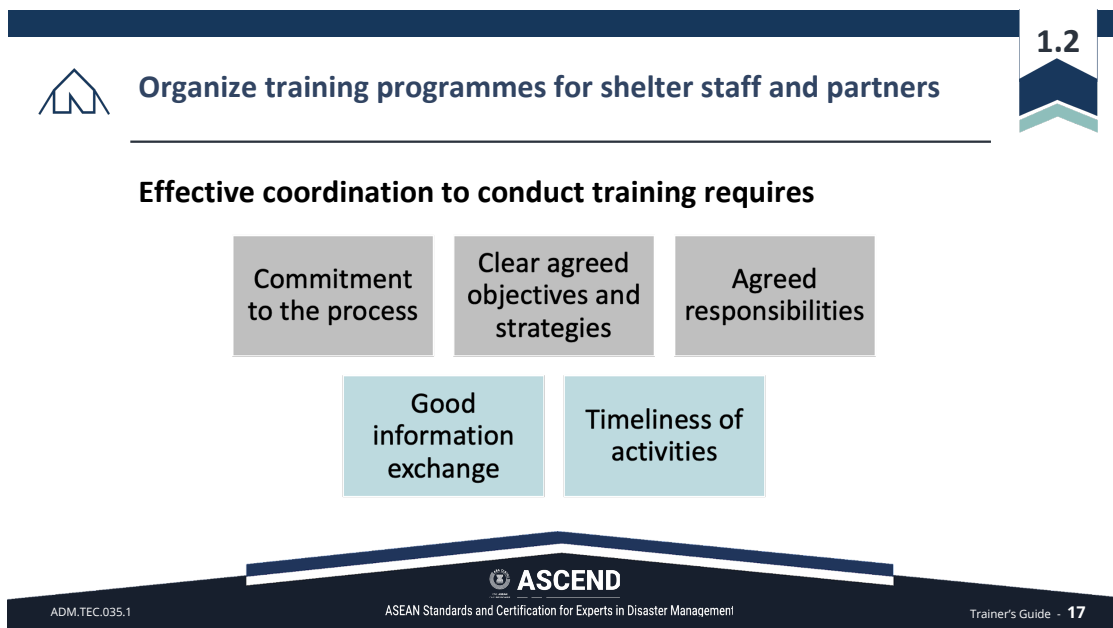| Slide No. | 16 |
|---|---|

| **Trainer Notes** | Trainer explains briefly about training programme. |
|---|---|
| | Regardless a disaster event, training programmes are advised to be regular activities held by and for the shelter team, as part of disaster preparedness event. For a special case like pandemics, online trainings could be a solution. Communicate and consult with the training resources actors for the preparation, training materials, methods and technical procedures. |
| | **Class Activity – Internet Research**<br>Trainer asks participants to search for shelter training programmes to broaden the participants references |

ASCEND

1.2

**Organize training programmes for shelter staff and partners**

**Effective coordination to conduct training requires**

| Commitment to the process | Clear agreed objectives and strategies | Agreed responsibilities |
| --- | --- | --- |

| Good information exchange | Timeliness of activities |
| --- | --- |

ASCEND

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| Slide No. | **17** |
| --- | --- |

| **Trainer Notes** | Trainer explains briefly about effective coordination to conduct training |
| --- | --- |
| | **Class Activity – Guest Speaker** |
| | Trainer could reach out for an experienced Shelter Coordinator to give a sharing session regarding his/her experience in conducting effective coordination to conduct a training programme. |

**1.2**

### Organize training programmes for shelter staff and partners

| Coordination tools to conduct training for staffs and partners | |
|---|---|
| Meetings | Social media and communication apps |
| Maps | Shared databases |
| Websites | Shared assessment, monitoring and |
| Mailing groups | evaluation tools |
| Working groups | Shared simulations, trainings, or planning |

**ASCEND**

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| **Slide No.** | **18** |
|---|---|

| **Trainer Notes** | Trainer explains briefly about effective coordination to conduct training<br><br>**Class Activity – Discussion**<br>Trainer guides participants to have a discussion regarding.<br><ul><li>Coordination tools used to conduct trainings</li><li>Challenges on coordination to conduct trainings</li><li>Coordination strategy to conduct trainings</li></ul> |

**1.2**

### Organize training programmes for shelter staff and partners

**Summary**

- Identifying specific issues needs to be addressed among staff and partners to ensure the shelter project is in accordance with the needs and helps organise good training programmes.

- Integrated training programmes should be included where possible and deemed necessary, involving workshops, practical training, skills development, and resource and information services.

- Effective coordination and utilisation of coordination tools play an important role in the success of training programmes

**ASCEND**

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| Slide No. | 19 |
|---|---|
| **Trainer Notes** | Trainer provides a recap of the Element asking questions to check participants understanding and responding to questions from participants, as required. |

**1.3**



△ Provide guidance in simple technical and/or non-technical language to programme stakeholders

### Stakeholders, Capacities, and Conditions

| Stakeholders | Capacity and conditions |
|---|---|
| Local, State and Federal<br><br>Government Agencies and Officials | **Capacities**<br>Have the authorities on planning and policy of response and recovery including managing the largest portion of the budget to support the affected people.<br>**Conditions**<br>Government staff in affected areas might have insufficient capacity on handling the recovery management. |

(Continue)

△ ASCEND

ADM.TEC.035.1     ASEAN Standards and Certification for Experts in Disaster Management     Trainer's Guide - **20**

| Slide No. | 20 |
|---|---|
| **Trainer Notes** | Trainer introduces stakeholders and their capacities and conditions. |

**1.3**

Provide guidance in simple technical and/or non-technical language to programme stakeholders

## Stakeholders, Capacities, and Conditions

| Stakeholders | Capacity and conditions |
|---|---|
| Affected people | **Capacities**<br>● Even if it is limited, their responsibility to take care of their life and their family is a source of recovery.<br>● They can work as a community to provide social support on peer groups, information on vulnerable groups and community initiatives for preparedness.<br>● Local resources to government and shelter agencies for recovery programmes<br>**Conditions**<br>● Loss of family members, livelihood and land will affect their work performances.<br>● They might have no experience in house repair or construction.<br>● They have no sufficient savings to finance the rebuilding of their houses. |

(Continue)

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|---|---|---|

| **Slide No.** | **21** |
|---|---|

| **Trainer Notes** | Trainer introduces stakeholders and their capacities and conditions. |
|---|---|

**1.3**

**Provide guidance in simple technical and/or non-technical language to programme stakeholders**

**Stakeholders, Capacities, and Conditions**

| Stakeholders | Capacity and conditions |
|---|---|
| Media | **Capacities**<br>● Disseminating information on preparedness, recovery and mitigation which could encourage volunteerism and philanthropism.<br>● Advocacy for the need for improvements in the disaster recovery done by the government and shelter agencies.<br>**Conditions**<br>● Might have insufficient knowledge on humanitarian shelter assistance which is mainly in an owner-driven recovery setting.<br>● Some of the media have political or business agenda which might send biased information. |

(Continue)

**ASCEND**

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| Slide No. | 22 |
|---|---|
| **Trainer Notes** | Trainer introduces stakeholders and their capacities and conditions. |

**1.3**

### Provide guidance in simple technical and/or non-technical language to programme stakeholders

**Stakeholders, Capacities, and Conditions**

| Stakeholders | Capacity and conditions |
|---|---|
| **Business and Corporations** | **Capacities**<br>● Identifying alternative suppliers and transportation services<br>● Encouraging employees to develop a home disaster preparedness kit<br>● Through the Corporate Social Responsibility programme can support shelter programmes.<br>**Conditions**<br>Might have insufficient knowledge on humanitarian shelter assistance which is mainly in an owner-driven recovery setting. |

(Continue)

**ASCEND**

| | |
|---|---|
| **Slide No.** | **23** |

| | |
|---|---|
| **Trainer Notes** | Trainer introduces stakeholders and their capacities and conditions. |

**1.3**



Provide guidance in simple technical and/or non-technical language to programme stakeholders

**Stakeholders, Capacities, and Conditions**

| Stakeholders | Capacity and conditions |
|---|---|
| University and Research Institutions | **Capacities**<br>● Providing policy advice to practitioners<br>● Conducting research to identify problems or gaps in literature<br>● Post-disaster data collection and analysis<br>● Generating research reports or monographs<br>● Teaching, training and mentoring future emergency management professionals<br>**Conditions**<br>Some of the scholars have no sufficient field experience. |

(Continue)

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| Slide No. | 24 |
|---|---|
| **Trainer Notes** | Trainer introduces stakeholders and their capacities and conditions. |

*Image 25: Slide 25*

**1.3**

Provide guidance in simple technical and/or non-technical language to programme stakeholders

## Stakeholders, Capacities, and Conditions

| Stakeholders | Capacity and conditions |
|---|---|
| **Non-profit Agencies and Emergent Community Organizations** | **Capacities** <br> The experienced agencies and personnel have field experience and continuously developing their technical skills, drawing public and media attention, coordination across stakeholders and resource and funding management. <br> **Conditions** <br> Shelter agencies have high turnover staff therefore it is difficult to retain their good and experienced staff. |

(Continue)

**ASCEND**

ADM.TEC.035.1      ASEAN Standards and Certification for Experts in Disaster Management      Trainer's Guide - **25**

| | |
|---|---|
| **Slide No.** | **25** |
| **Trainer Notes** | Trainer introduces stakeholders and their capacities and conditions. |

**1.3**



Provide guidance in simple technical and/or non-technical language to programme stakeholders

**Stakeholders, Capacities, and Conditions**

| Stakeholders | Capacity and conditions |
|---|---|
| Contractors | **Capacities**<br>Good contractor has equipment and experienced technical people for debris management, repair or reconstruction and project management for houses and infrastructure.<br>**Conditions**<br>Most of the contractors are profit oriented companies therefore working in a humanitarian setting could be a challenging task. |

(Continue)

**ASCEND**

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| Slide No. | 26 |
|---|---|

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**Trainer Notes**

Trainer introduces stakeholders and their capacities and conditions.

**Class Activity – Group Work**

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

Trainer asks the groups to make communication strategy and approach needed for every stakeholder mentioned so their capacities and longing conditions could be maximised to support the shelter program.

**1.3**

△ **Provide guidance in simple technical and/or non-technical language to programme stakeholders**

**Stakeholders, Capacities, and Conditions**

| Stakeholders | Capacity and conditions |
| --- | --- |
| Associations and collaborative partnerships | **Capacities**<br>● Formulation of policy recommendations<br>● Identification of specific problems<br>● Identification of improved actions or processes<br>**Conditions**<br>Often created on an ad-hoc basis |

ASCEND

| ADM.TEC.035.1 | ASEAN Standards and Certification for Experts in Disaster Management | Trainer's Guide - **27** |

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**Slide No.**     **27**

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**Trainer Notes**

Trainer introduces stakeholders and their capacities and conditions.

**Class Activity – Group Work**

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

Trainer asks the groups to make communication strategy and approach needed for every stakeholder mentioned so their capacities and longing conditions could be maximised to support the shelter program.

| Slide No. | 28 |
|---|---|

| Trainer Notes | Trainer mentions guidance for shelter programme stakeholders. |
|---|---|
| | ● Guidance of effective Shelter and Settlement Programme, the guidance should consist as follows: |
| | ○ Type of shelter assistance. It should be clear on the type of shelter assistance and its limitations which the beneficiaries would understand what they can expect. It means if the assistance is temporary shelter, they cannot expect for permanent house rebuilding. |
| | ○ Modality. This is to inform the beneficiaries and all service providers on modality will be used on the assistance. For instance, if the modality is cash-based assistance, the guidance should mention detailed steps which beneficiaries need to work with the service providers and access support from the shelter agency. |
| | ○ Access to support. The information should cover how to contact the related personnel in the shelter agency for all information regarding the assistance including to report a complaint. |
| | ● Guidance on practical construction for common people |

○ The information package should consist of principles to build a shelter or a house properly. It should not cover detailed construction, only pointers that common people can memorise.

○ The guidance should encourage the homeowners to consult with the shelter agency's personnel whether engineer or trained builder prior to construction.

○ The sample of the guidance can be seen as the poster which used to guide the homeowner to rebuild their houses with '7 principles to build a safer house' which was used in Central Sulawesi Indonesia following the 2018 earthquake.

That guidance should disseminate widely to all stakeholders mainly to the beneficiaries. The Shelter Coordinator should ensure that everyone receives the message in the guidelines and that message is easy to understand. The dissemination can be done through the following:

● Post the poster at public places such as markets, local government offices, and community meeting centres.

● Send through electronic communication such as local radio, mobile text or WhatsApp

**Class Activity – Guest Speaker**
Trainer could reach out for an experienced Shelter Coordinator to give a sharing session regarding his/her experience in providing guidance for shelter programme stakeholders.

**1.3**



**Provide guidance in simple technical and/or non-technical language to programme stakeholders**

**Summary**

- Programme stakeholders, including the beneficiaries, have capacities that could contribute to the success of the programme. Hence, the Shelter Coordinator should have the ability to recognise and understand the potential and the condition before further approach.

- Programme stakeholders also need to be equipped with guidance from the shelter team to be well equipped with sufficient knowledge, skills, and resources to fit into the programme

**ASCEND**

ADM.TEC.035.1      ASEAN Standards and Certification for Experts in Disaster Management      Trainer's Guide - **29**

| **Slide No.** | **29** |
|---|---|
| **Trainer Notes** | Trainer provides a recap of the Element asking questions to check participants understanding and responding to questions from participants, as required. |

**1.4**



### Assist developing specifications for engineering goods and services

**Key principles of the provision on engineering goods and services which is needed in shelter programming**

**1. Building material or engineering goods should be**

- ○ Not containing hazardous material which is harmful to health.

- ○ Not harmful to the environment due to pollution to water, soil and air.

- ○ If using timber or bamboo it has to be ensured that it is harvested following its season and to ensure its sustainability.

- ○ In the recovery programme, the usage of salvage material should be maximised.

- ○ Prioritisation of locally available material.

(Continue)

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| Slide No. | 30 |
|---|---|

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| Trainer Notes | Trainer could continue the class by presenting the key principles as mentioned in slide |
|---|---|
| | The main ideas of the provision on engineering goods and services are safe and sustainable. |

**1.4**

### Assist developing specifications for engineering goods and services

**Key principles of the provision on engineering goods and services which is needed in shelter programming**

**2. Engineering tools should be**

○ Prioritisation to tools which are locally available.

○ If the tools are brought from other areas, it should be easy to operate with minimum training for the local people.

○ The material should be suitable for field conditions such as in rural areas with minimum electricity consumption.

○ Easy for maintenance where spare parts can be provided locally

(Continue)

ASCEND

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| Slide No. | 31 |
|-----------|-----|

| **Trainer Notes** | Trainer could continue the class by presenting the key principles as mentioned in slide. |
|-----------|-----|
| | Since the utilisation of local material and tools are being centred for the programme implementation, ensure all the shelter team have been familiarised with the local tools and materials to avoid confusion while guiding the community in participating in the shelter programme. |

**1.4**

**Assist developing specifications for engineering goods and services**

**Key principles of the provision on engineering goods and services which is needed in shelter programming**

**3. Provision of engineering services, that engineering service providers should have the following:**

○ Respect to beneficiaries because of their rights.

○ Abide with the humanitarian standard, norms and organization values.

○ Professionalism and integrity across all personnel in the organization.

○ Can offer solutions in order the most vulnerable groups and people with disabilities can be served

(Continue)

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| Slide No. | 32 |
|---|---|

| **Trainer Notes** | Trainer could continue the class by presenting the key indicators as mentioned in slide |
|---|---|
| | Before the engineering service providers interacting or engaging the affected community directly, ensure they have joined the coordination meeting so they would provide services with the manners as mentioned in slide. |
| | **Class Activity – Discussion** Trainer asks the participants to share their experiences regarding the provision on engineering goods and services in shelter programme. |

**1.4**

## Assist developing specifications for engineering goods and services

**Through coordination assist developing specifications of engineering goods and services**

1. List out all **building material or engineering goods and tools**, also **engineering services** that are needed across the affected area.
   - The goods that will be used for shelter assistance will depend on the type of shelter and housing assistance. Shelter coordinator and all team members should share their plan to identify what kind of goods that will be used on the implementation.
   - same with the above on identifying the engineering services.
2. List out all **vendors and service providers** who can deliver their goods and services across affected areas.
3. List out all **specifications** which are **approved by the engineering association and government** which apply in the country.

(Continue)

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| **Slide No.** | **33** |
|---|---|

| **Trainer Notes** | Trainer explains steps to coordination in assist developing specifications of engineering goods and services.<br><br>The specification which developed by collective measures can create more power in which market and stakeholders can support. This can be developed by coordination among Shelter Coordinators from various agencies who are dedicated and have concern on safer and sustainable recovery. |
|---|---|

**1.4**

### Assist developing specifications for engineering goods and services

**Through coordination assist developing specifications of engineering goods and services**

4. Identify **conditions in the field** that need for consideration which could **lead to modification** of the specification or modification of goods and services. As a disaster affected area there will be possibility of modification of goods or services, therefore the Shelter Coordinator needs to ensure safety and robust structure. Below are the possible modifications:
   ○ In order to maximize the use of local material, the engineering goods need to combine with the local material. In this case approved specifications might not be available.
   ○ Business processes should be adapted due to field conditions.

4. List all **agreed specifications for engineering goods and services.** The agreed specification will help every stakeholders achieve build back safer despite local conditions which were affected by the disaster.

(Continue)

**ASCEND**

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| Slide No. | 34 |
|---|---|

| Trainer Notes | Trainer explains steps to coordination in assist developing specifications of engineering goods and services.<br><br>**Class Activity – Guest Speaker**<br>Trainer could reach out for an experienced Shelter Coordinator to give a sharing session regarding his/her experience in coordination assisting in developing specifications of engineering goods and services. |

**1.4**

**Assist developing specifications for engineering goods and services**

**Summary**

- In understanding engineering goods and services needed in response and recovery, they should meet certain criteria that can strengthen owner-driven recovery and build back safer.

- In developing engineering goods and services specifications, key principles should be upheld as guidance to deliver safe and sustainable assistance.

- On developing specifications, the Shelter Coordinator should coordinate with other shelter agencies' key personnel

ASCEND

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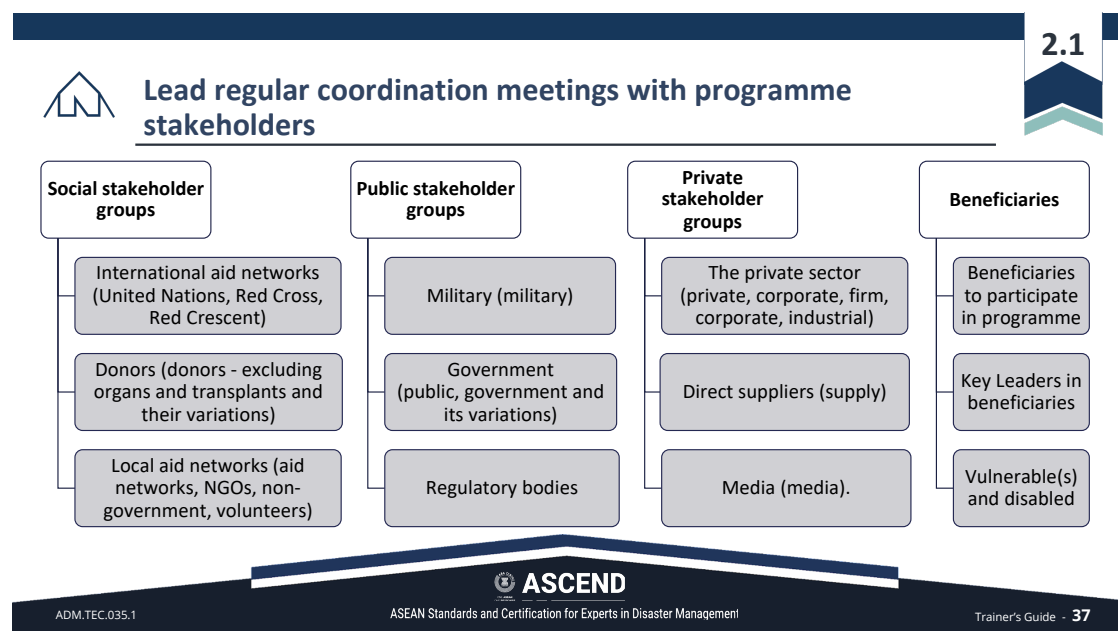| Slide No. | 35 |
|---|---|
| **Trainer Notes** | Trainer provides a recap of the Element asking questions to check participants understanding and responding to questions from participants, as required. |

**Element 2**

## Supervise technical specialists and suppliers of shelter goods and services

**Performance Criteria**

- **2.1** Lead regular coordination meetings with programme stakeholders
- **2.2** Assist in the procurement and contracting of all required materials, equipment tools and services
- **2.3** Supervise technical specialists as required

**ASCEND**

| ADM.TEC.035.1 | ASEAN Standards and Certification for Experts in Disaster Management | Trainer's Guide - **36** |
|---|---|---|

| **Slide No.** | **36** |
|---|---|

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

| Slide No. | 37 |
|-----------|-----|

| Trainer Notes | Trainer mentions stakeholder groupings. |
|-----------|-----|
| | **Class Activity – Study Case** |
| | Trainer provides a shelter project and participants are asked to identify the stakeholders involved in the projects |

**2.1**

Lead regular coordination meetings with programme stakeholders

**Potential benefits for stakeholders from the coordination meeting:**

Receive feedback on-field progress implementation

Confirmation or even correction on the type of assistance which is currently being implemented

Information on needs which are not being addressed and areas which still have small external support or no external support

Learn from other actors' experiences

Place that agencies can meet others for collaboration or potential implementing partners

**ASCEND**

ADM.TEC.035.1     ASEAN Standards and Certification for Experts in Disaster Management     Trainer's Guide - **38**

| **Slide No.** | **38** |
|---|---|

| **Trainer Notes** | Trainer mentions potential benefits for stakeholders from the coordination meeting. |
|---|---|
| | In a disaster recovery setting it is difficult to conduct fruitful meetings since everyone is busy on their field implementation. This is a huge challenge for Shelter Coordinator to make every stakeholder interested to share the update and lessons learned. Therefore, the potential benefits as mentioned in the slide could be break down in detailed but then proposed in simple and clear deliverance in order to attract the stakeholders to join the coordination meeting. |

**2.1**



### Lead regular coordination meetings with programme stakeholders

**Quick guide to a fruitful meeting:**

▪ Design a meeting which can be done in 90 minutes maximum.

▪ The meeting would have agenda

▪ Shelter Coordinator should select which agency will do the presentation and help them to present.

▪ Shelter Coordinator should invite the shelter agencies and other sectors related to shelter programmes such as WASH, cash working groups etc

**ASCEND**

ADM.TEC.035.1     ASEAN Standards and Certification for Experts in Disaster Management     Trainer's Guide - **39**

| Slide No. | 39 |
|---|---|

| **Trainer Notes** | Trainer mentions quick guide to a fruitful meeting. |
|---|---|

**Shelter Coordination meeting agenda shall cover:**
- Update on policy for disaster recovery from the government.
- Update on 5W status by the Information Management team.
- Lessons learned on a particular topic which is a common issue to all and by a shelter agency how they manage the situation.
- Sharing information on possible sharing resources based on working area or other similarity.
- Recommendation from SAG or TWIGs and development of recovery messages that can be used by all shelter agencies.

*Image 40:* *Slide 40*



**2.1**

Lead regular coordination meetings with programme stakeholders

**Coordination meetings**

| | | |
|---|---|---|
| Coordination meetings are used to s**hare information,** including information about the Shelter Cluster and how it works. | Coordination meetings should also **provide time and space for informal networks**. | Meetings will most often be early in the response but **take place weekly or less frequently** while the response is in progress |

ASCEND

ADM.TEC.035.1     ASEAN Standards and Certification for Experts in Disaster Management     Trainer's Guide **- 40**

| | |
|---|---|
| **Slide No.** | **40** |

| | |
|---|---|
| **Trainer Notes** | Trainer explains coordination meetings. |
| | **In addition,** |
| | Consistency is the key to having a successful coordination meeting. Every stakeholder should agree on the meeting period such as weekly or biweekly and the Shelter Coordinator has to stick with it. |
| | The Shelter Coordinator should maintain the quality of the meeting as the most reliable meeting for having updates, solving common problems and a place to advocate concerns. Whether the meeting will be conducted in-person or through an online platform the regular meeting should be done regularly. Change of meeting time can be done and informed far before the cancellation otherwise any abrupt disruption will have consequences on trust and enthusiasm |
| | **Class Activity – Discussion** |
| | Trainer guides participants to have a discussion regarding coordination meetings, based on the participants experience. |

**2.1**



**Lead regular coordination meetings with programme stakeholders**

**Summary**

- Stakeholders in a shelter project have diverse backgrounds and capacities. If the coordination can be conducted properly, various potential supports might be able to be provided to benefit affected people.

- The shelter Coordinator has to ensure that the coordination meetings would be fruitful and benefit shelter agencies. Therefore, it should be prepared and conducted consistently in time and quality.

- Programme stakeholders will find the coordination meeting beneficial if they find a reliable source of information and a group of experts to share aid and address the common concern

**ASCEND**

| ADM.TEC.035.1 | ASEAN Standards and Certification for Experts in Disaster Management | Trainer's Guide - **41** |

| Slide No. | 41 |
| --- | --- |
| **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**

🏠 **Assist in the procurement and contracting of all required materials, equipment tools and services**

| Materials | Equipment | Services |
|---|---|---|
| All of those must be selected based on the **most available locally** and the **most culturally appropriate** | Any other equipment which are not mentioned can be used in **accordance with the needs,** since every working area has their own tools which **relate to the building material** that can be used to build their temporary shelter or their houses | Consider other services which might be unique as needed according to **local practices** to ensure the programme can be implemented according to the plan<br><br>For cash based assistance: Local banks, cooperatives, post-office. |

**ASCEND**

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| Slide No. | **42** |
|---|---|

| **Trainer Notes** | Trainer mentions examples of Materials, Equipment and Services<br><br>For Materials:<br>● Tarpaulin<br>● Wood and timber such as wooden planks and wooden beams.<br>● Bamboo<br>● Hay for roofing<br>● Zinc roofing<br>● Steel rebar<br>● Cement<br>● Brick<br>● Concrete block<br>● Stabilized earth cement block<br>● and many more depending on the working area and the beneficiaries<br><br>For Equipment selection:<br>● Hand saw<br>● Shovel<br>● Hoe<br>● Machete<br>● Tin snips<br>● Claw hammer<br><br>For Services Selection:<br>● Supply chain for construction material provision: transportation providers |
|---|---|

- Field operation support: telecommunication (including internet) providers.
- Health and emergency support: Medical evacuation and insurance.
- For HLP support; Lawyers
- Engineering services.

**2.2**

⌂ **Assist in the procurement and contracting of all required materials, equipment tools and services**

**Steps that Shelter Coordinator to self-check on compliance of the process:**

Analyse the method statement → Consult with the Shelter Manager → Consult with the Procurement Department

⌂ **ASCEND**
ADM.TEC.035.1     ASEAN Standards and Certification for Experts in Disaster Management     Trainer's Guide - **43**

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|---|---|
| **Slide No.** | **43** |

| | |
|---|---|
| **Trainer Notes** | Trainer mentions steps to conduct self-check on compliance of the process. |

- Analyse the method statement

    o In the method statement there is stated the strategy on shelter implementation therefore information which material to procure or type of work can be contracted can be the basis of procurement plan.

    o Project time frame also can be found at the method statement, it will be the basis to set the time for procuring and contracting.

- Consult with the Shelter Manager

    o Shelter Coordinator should consult the procurement plan with the Shelter Manager to fit the shelter plan with the field context.

    o Depending on organisation policy, generally Shelter Manager has to approve the procurement plan and contracting plan which is proposed by the Shelter Coordinator.

- Consult with the Procurement Department

  - o The procurement department has the responsibility to facilitate the process since they know the system, policy and organisation regulation.

  - o The procurement department has to study the request for procuring and contracting as requested by the Shelter Manager.

  - o As the procurement department fully understands the request, they will lead the process. The Shelter Coordinator role is to ensure that the procurement department will fulfil the need of the field activities. This part will be discussed in the following sections.

**2.2**



**Assist in the procurement and contracting of all required materials, equipment tools and services**

**Assist in the procurement and contracting by:**

- Participate effectively in the preparation of tender documents;
- Participate in the bid evaluation committee and conduct evaluations objectively;
- Provide the information and documents requested;
- Acting as the owner of the procurement contracts;
- Provide the necessary feedback to the procurement department focal point;
- Carry out contract closing activities in collaboration.

**ASCEND**

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| Slide No. | **44** |
|---|---|

| **Trainer Notes** | Trainer defines strategies in assisting the procurement and contracting as a Shelter Coordinator |
|---|---|

While procurement department is working on the procurement process the Shelter Coordinator has the role as the following:

- Participate effectively in the preparation of tender documents by providing the general specifications, terms of reference and information necessary to establish the evaluation criteria used to evaluate bids;

- Participate in the bid evaluation committee and conduct evaluations objectively based on the evaluation criteria published with the tender documents and general procurement principles;

- Provide the information and documents requested by the procurement department focal point to submit cases to the procurement process review committee and the contracting authority;

- Acting as the owner of the procurement contracts determined based on the program and related administrative activities from the technical aspect and taking actions to implement and manage them systematically in collaboration with the procurement department focal point;

- Provide the necessary feedback to the procurement department focal point in a timely manner to evaluate vendor performance;

- Carry out contract closing activities in collaboration with the procurement department focal point as applicable to close the procurement file with complete records of the entire process

**Class Activity – Guest Speaker**

Trainer could reach out for an experienced Shelter Coordinator to give a sharing session regarding his/her experience in assisting the procurement and contracting as a Shelter Coordinator

**2.2**

### Assist in the procurement and contracting of all required materials, equipment tools and services

#### Summary

- The Shelter Coordinator should understand the field context on which materials, equipment tools and services are needed at specific times. Then with the support of the procurement department focal point, the Shelter Coordinator should plan the procurement strategy to ensure that material, equipment tools and services are available when needed.

- The Shelter Coordinator needs to abide by the organisation policy on the procurement process; therefore, always check the process with the method statement, the Shelter Manager and the procurement department focal point.

- The Shelter Coordinator needs to assist the procurement department focal point to ensure the requested material, tools and services will be available in time and fulfil the expected quantity and quality

**ASCEND**

| ADM.TEC.035.1 | ASEAN Standards and Certification for Experts in Disaster Management | Trainer's Guide - **45** |
|---|---|---|

| **Slide No.** | **45** |
|---|---|

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

**2.3**

⌂ **Supervise technical specialists as required**

The need of technical specialist for advice and supervision in **type of assistance:**

| |
|---|
| · Emergency shelter, temporary shelter and transitional shelter |
| · Housing recovery which has a longer time frame than the shelter assistance mentioned above |
| · Repair and retrofitting |
| · Training |
| · Advocacy and messaging |
| · Housing, Land and Property (HLP) |
| · Disaster Risk Reduction (DRR) |

**ASCEND**

ADM.TEC.035.1     ASEAN Standards and Certification for Experts in Disaster Management     Trainer's Guide - **46**

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| Slide No. | 46 |
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**Trainer Notes**

Trainer introduces technical specialists' role in context of type of assistance. Emergency shelter, temporary shelter and transitional shelter.

– The technical specialist would design, implement and monitor shelter assistance from the early phase of the disaster event.

– The specialist also would suggest and recommend the land provision process since the emergency shelter and temporary shelter could be built on rented or borrowed land.

Housing recovery which has a longer time frame than the shelter assistance mentioned above. Moreover, with owner driven setting the pace of construction will depend on the homeowner preference.

– The specialist would plan housing recovery, working with the homeowners on owner driven recovery settings.

– The specialist should have the ability to ensure build back safer can be achieved through effective oversight and proper training to the builders and the homeowners.

Repair and retrofitting.

– The specialist should be able to provide solutions on repair and retrofitting by suggesting various techniques of retrofitting depending on the available material and capacities in the

– This includes the rehabilitating and upgrading damaged or existing buildings

Training
- The technical specialist would design various types of shelter assistance training from the emergency phase to the recovery.
- The technical specialist would provide build back safer training for masons, carpenter and the homeowner.

Advocacy and messaging
- The technical specialist would deliver a communication package on shelter assistance on every major phase on the programme. This is to ensure the affected people know their rights and how to get the assistance.
- The technical specialist also works with the Shelter Coordinator to bring specific issues which need to be supported by other shelter actors and also other sectors.

Housing, Land and Property (HLP)
- The technical specialist would check the legal status of the working area to ensure that the shelter or houses constructed do not stand on illegal land.
- The technical specialist would support the Shelter Coordinator on addressing affected people who have no right of land but need shelter support.
- The technical specialist would also suggest assistance with housing, land and property issues including legal and tenure support.

Disaster Risk Reduction (DRR)
The technical specialist would support the Shelter Coordinator to ensure that shelter assistance will protect the beneficiaries from future disaster.

**Class Activity – Internet Research**
Trainer asks participants to search for local/in-country technical specialist that could provide support regarding mentioned type of assistance.

**2.3**

### Supervise technical specialists as required

The need of technical specialist for advice and supervision in **type of modality:**

| Cash voucher assistance | Material support |
|---|---|

**ASCEND**

ADM.TEC.035.1 | ASEAN Standards and Certification for Experts in Disaster Management | Trainer's Guide - **47**

| Slide No. | **47** |
|---|---|

| **Trainer Notes** | Trainer introduces technical specialists' role in context of type of modality.

Cash voucher assistance
 – The technical specialist would support the design and conduct market assessment to ensure the shelter assistance using cash based modality can be well implemented.
 – The technical specialist also would connect shelter agency to the service providers such as local banks, cooperatives or post-office.

Material support
 – The technical specialist would provide recommendations on alternative building material that can be used for shelter and housing assistance.
 – The technical specialist also can provide training on using various building materials to be used such as compressed earth stabilised block (CESB), treated bamboo, red brick with rat-trap bond method and many more.

**Class Activity – Internet Research**
Trainer asks participants to search for local/in-country technical specialist that could provide support regarding mentioned type of modality. |

**2.3**

## Supervise technical specialists as required

The need of technical specialist for advice and supervision in **addressing cross cutting issues**

| People with disabilities and vulnerable groups | Environment | Protection |
|---|---|---|

ASCEND

ADM.TEC.035.1          ASEAN Standards and Certification for Experts in Disaster Management          Trainer's Guide - **48**

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| Slide No. | 48 |
|---|---|

| **Trainer Notes** | Trainer introduces technical specialists' role in context of addressing cross cutting issue. |
|---|---|

People with disabilities and vulnerable groups
- The technical specialist would ensure that from the programme design phase all people with disabilities and those who are from vulnerable groups can have the access to shelter assistance.
- The technical specialist could encourage people with disabilities and people from the vulnerable group to participate in the recovery based on their rights.

Environment
- The technical specialist would suggest using construction materials which are environment friendly through connecting to legal sources of material.
- The technical specialist will support the Shelter Coordinator on the campaigning environment friendly recovery which could be disseminated during the coordination meeting. This is also on campaigning to reuse building material.
- The technical specialist could provide recommendation on environmental or village rehabilitation and improvement, including improving settlements or shelters above the surface of flood waters;

Protection

&ndash; The technical specialist would ensure all shelter assistance is compliant with the protection of children and women wherever on the individual shelter or communal space.
&ndash; The technical specialist also could provide campaigns for protection and could be disseminated during coordination meetings.

**Class Activity – Internet Research**

Trainer asks participants to search for local/in-country technical specialist that could provide support regarding advice and supervision in addressing cross cutting issues.

**2.3**

## Supervise technical specialists as required

**Understand scope of work of technical specialist**

- Develop and periodically update an appropriate shelter approach for operations.
- Conduct a comprehensive sectoral needs assessment.
- Contribute to the development of a housing strategy and periodically review it.
- Provide shelter responses developed in line with the Master Planning Principles.
- Review, identify and monitor shelter programs and initiate responses to address gaps in collaboration and coordination.
- When planning shelter solutions, ensure that consideration is given to standards in other relevant sectors.

(Continue)

**ASCEND**

ADM.TEC.035.1     ASEAN Standards and Certification for Experts in Disaster Management     Trainer's Guide - **49**

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|---|---|
| **Slide No.** | **49** |

| | |
|---|---|
| **Trainer Notes** | Trainer introduces technical specialists' roles.<br><br>The Technical Specialists can also have the role to ensure that shelter and settlement operations are technically sound and well-coordinated within the framework of the Refugee Coordination Model and, where relevant, UN humanitarian reform, the cluster approach and the Transformative Agenda. |

**2.3**

## Supervise technical specialists as required

**Understand scope of work of technical specialist**

- Uphold the compliance of technical elements with other international minimum standards and standards and implementation.

- Establish clear guidelines and detailed standards for coordinated shelter assessment.

- Monitor and follow up on design and construction work.

- Provide technical information in the SIP (settlement information portal).

- Advise implementing partners on good technical shelter and settlement.

- Disseminate and ensure compliance with internationally accepted shelter standards

**ASCEND**

| ADM.TEC.035.1 | ASEAN Standards and Certification for Experts in Disaster Management | Trainer's Guide - **50** |
|---|---|---|

| **Slide No.** | **50** |
|---|---|

| **Trainer Notes** | Trainer introduces technical specialists' roles. |
|---|---|
| | **Class Activity – Study Case – Group Work** |
| | Trainer forms participants into group of 4 person(s). |
| | Trainer provides a study case regarding conflict with technical specialist. Trainer asks the participant to address the suitable and applicable solution regarding the conflict. |

**2.3**

## Supervise technical specialists as required

**Supervise and provide support to technical specialists by**



Performance management for technical specialist

Systematic follow-up on technical specialist recommendations

ASCEND

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| Slide No. | 51 |
|---|---|

**Trainer Notes**

Trainer explains strategies to supervise and provide support to technical specialists.

Supervise and provide support to technical specialist can be done in the following ways:

**Performance Management for Technical Specialist**
The Technical Specialist's direct supervisor will be able to observe and assess his performance against agreed objectives and in relation to the shelter and settlement program values, core and competencies as well as relevant aspects of managerial and cross-functional competencies.

**Systematic Follow-up on Technical Specialist Recommendations**
Mission planning should follow a risk-based approach, based on analysis of key indicators and other operational data and taking into account top priorities. Each mission must have clear Terms of Reference approved by country operations and Regional or Global Technical Specialists before the mission is undertaken.

**2.3**

△ **Supervise technical specialists as required**

### Summary

• There are situations where the Shelter Coordinator and the team cannot accommodate various needs on the programme implementation due to knowledge and skill limitation, especially related to technical issues. Therefore, it needs technical specialists.

• Technical specialists could give support in both shelter and settlement response, adjusted with the condition, what type of support is needed to be delivered to the affected people.

• Before supervising and providing necessary support to the technical specialist, the shelter team should understand the role of the technical specialist so there will not be misinterpretation and discoordination due to conflicted roles and responsibilities

**ASCEND**

| ADM.TEC.035.1 | ASEAN Standards and Certification for Experts in Disaster Management | Trainer's Guide - **52** |
|---|---|---|

| **Slide No.** | **52** |
|---|---|

| **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

### Ensure the technical quality of all shelter assistance

**Performance Criteria**

- **3.1** Ensure construction programmes comply with relevant local, national and international standards and regulations
- **3.2** Ensure compliance with quality, safety, and environmental standards for projects
- **3.3** Ensure all activities are completed and meet satisfactory standards

**ASCEND**

ADM.TEC.035.1     ASEAN Standards and Certification for Experts in Disaster Management     Trainer's Guide - **53**

| Slide No. | 53 |
|---|---|
| **Trainer Notes** | Trainer identifies for participants the Performance Criteria for this Element, as listed on the slide. |

**3.1**

**Ensure construction programmes comply with relevant local, national and international standards and regulations**

| Having access to local or National Building Codes and International standard; and local or national engineering association | Prioritize the usage of local (in-country) building codes and regulations |
| | Use accepted international codes when local codes are below acceptable standards or not available. |
| | Build good network with construction professionals or shelter advisor for more applicable and technical solutions. |
| | Coordination and communication with construction engineers through workshops and seminars. |

**ASCEND**

ADM.TEC.035.1  ASEAN Standards and Certification for Experts in Disaster Management  Trainer's Guide - **54**

| Slide No. | **54** |
|---|---|

| **Trainer Notes** | Trainer shares strategy regarding the access to local or National Building Codes and International standard; and local or national engineering association |
| | These steps shall be prepared as part of mitigation and preparedness step of disaster management. |
| | **Class Activity – Sharing Session**<br>Trainer forms the participant in pairs.<br>Trainer guides participants to share their experiences in searching and applying standards and regulations for the shelter projects they were involved in. |

**3.1**

Ensure construction programmes comply with relevant local, national and international standards and regulations

Provision of material and services which comply to standard

Construction and material standard

Design parameters, standards used and civil drawings

Materials specification to be used (size, quality, standards)

Prepare pre-agreement document with contractors and implementing partners\

ASCEND

ADM.TEC.035.1 — ASEAN Standards and Certification for Experts in Disaster Management — Trainer's Guide - **55**

| Slide No. | 55 |
|---|---|

| **Trainer Notes** | Trainer shares items to be looked up in the provision of material and services which comply to standard |
|---|---|

- Construction and material standard
  - In every country there are construction and material standards which also regulate how to test the construction material.
  - For comparison, if at the national level there is not available, the Shelter Coordinator can find international standards which might be applicable, for instance: The American Society for Testing and Materials (ASTM) International, ISO 91.100 and British Standard (BS).

- Design parameters, standards used and civil drawings
  - The planning document should ensure that all building elements follow the standard.
  - As a reference the standard which is used during the design should be stated, and all information of building elements are shown in the construction drawings.

- Materials specification to be used (size, quality, standards)
  - Prior procurement the material should be tested. Generally, for industrial products, the material has a certificate from the factory mentioning the size, quality and standard used to evaluate the product.

- ○ For non-industrial products, approved testing mechanisms can be done to evaluate the material quality.
- Prepare pre-agreement document with contractors and implementing partners
  - ○ Prior the agreement on which standard to be applied for the contract should be agreed. The standard which is available in the country will be a fine for mutual acceptance.

| Slide No. | 56 |
|---|---|

| **Trainer Notes** | Trainer shares strategy regarding the provision of material and services which comply to standard |
|---|---|

1. Regular monitoring by construction engineer or technical staff
   - Check compliance between material proposed and agreed previously, material purchased, and material installed on-site
   - Check compliance of construction method of work steps and building progress
   - Check safety implementation on site
   - Maintain progress so that construction works could be finished on time referring to labour / workman hours regulation

2. Set up regular meetings
   - Set up regular meetings with contractors, implementing partners, construction engineers or technical staff.
   - Agreement on the usage of code, standard and regulation in the project
   - Agreement on internal, external labour wage standard
   - Evaluation on construction progress made
   - Evaluation on construction safety implementation on site

3. Facilitate changes and improvements
   - If possible, using change order or addendum to monitor changes in work from initial agreement scope of works
   - Reinspect the additional construction works

4. Equipment and materials management/ warehousing

ASCEND

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**3.1**

**Ensure construction programmes comply with relevant local, national and international standards and regulations**

**Ensure that the warehouse for material storage is**

· Adequate

· Safe from unwanted crimes

· Water free

· Protected from weather condition

· If materials were unable to be stored inside the warehouse (e.g. sand, bricks), cover with plastic sheets or tarpaulins and put stones or brick as the weigh

· Do not put cement sacks directly on the ground, it will be hardened due to hydration, instead make a simple woodpile rack then put the cement sacks above.

**ASCEND**

| ADM.TEC.035.1 | ASEAN Standards and Certification for Experts in Disaster Management | Trainer's Guide - **57** |

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| **Slide No.** | **57** |

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| **Trainer Notes** | Trainer defines warehouse criteria for material storage. |
| | |
| | The warehouse for material storage can be vulnerable to crime and also ineffective usage due to unfamiliarity in the warehouse construction and utilisation. It is better to shorten the storage time by running well-planned procurement. Try to not store much material in the warehouse. Instead, use the warehouse as the last option if the materials arrived too early, to store the remaining materials which still can be used for future purpose but have high durability (examples: pipes), or to store the tools, equipment and safety harness. |

**3.1**

**Ensure construction programmes comply with relevant local, national and international standards and regulations**

**Summary**

- It is important always to prioritise the usage of local (in-country) building codes and regulations since the local (in-country) building codes and regulations are made by professionals who consider the local situation (geography, potential risk, and other considerations).

- Monitoring, regular meetings, adjusted facilities changes, and warehousing management could help ensure the construction programmes comply with code, standards, and regulations

**ASCEND**

ADM.TEC.035.1    ASEAN Standards and Certification for Experts in Disaster Management    Trainer's Guide - **58**

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|---|---|
| **Slide No.** | **58** |
| **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**



**Ensure compliance with quality, safety, and environmental standards for projects**

| Having access to National and international standard on construction material, services and environment regulation | Prioritise the usage of local resource / material while still referring to local (in-country) standard on construction material, services and environment regulation |
| | Build good network with construction professionals or shelter advisor for more applicable and technical solutions. |
| | Coordination and communication with construction engineers and other shelter actors. |

**ASCEND**

ADM.TEC.035.1     ASEAN Standards and Certification for Experts in Disaster Management     Trainer's Guide - **59**

| **Slide No.** | **59** |
| --- | --- |

| **Trainer Notes** | Trainer shares strategy regarding the access to National and international standard on construction material, services and environment regulation |
| | These steps shall be prepared as part of mitigation and preparedness step of disaster management. |
| | **Class Activity – Guest Speaker**<br>Trainer could reach out for an experienced Shelter Coordinator to give a sharing session regarding his/her experience in searching and applying standards and regulations for the shelter projects they were involved in. |

ASCEND

| Slide No. | 60 |
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| Trainer Notes | Trainer shares strategy regarding the access to National and international standard on construction material, services and environment regulation |
|---|---|

1. Designs are prepared by licensed professionals.
   - Design programmes and implement include efficient use of resources considerate to quality, cost and timeliness at each phase of the response.
   - Adapt procedures in rapid-onset crises to enable faster financial decision making and cope with challenges (for example, a lack of available suppliers to carry out competitive tenders).

2. Set up site safety measures

Construction held in an emergency situation can lead to a more injury and loss of life due to minimum adequate knowledge of construction safety. Safety procedures need to be developed, socialised and monitored with the community.
Site safety measures include these activities in the community:
   - Safety and first aid training
   - Safety awareness campaign
   - Separate working area or construction site with barriers
   - Consider post disaster weather conditions and potential hazards
   - Procurement of safety equipment, shoes, helmets, vests, harness
   - Safe storage materials
   - Procurement of first aid kit

3. Consider their impact on the environment in using local and natural resources
- Conduct a rapid environmental impact assessment to determine risk
- Put mitigating measures in place as early as possible in the response or programme
- Maximising he usage of salvage material

**Class Activity – Sharing Session**

Trainer forms the participant in pairs.

Trainer guides participants to reflect and share their experiences in ensuring compliance of a shelter project with quality, safety and environmental standards.

**3.2**

⌂ **Ensure compliance with quality, safety, and environmental standards for projects**

**Develop monitoring plan by setting out:**

☐ Inspection report

☐ Establish "hold points"/key inspection points

☐ Promoting safe construction by posting pictures and illustration to be posted on construction site

ASCEND

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| Slide No. | 60 |
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| **Trainer Notes** | Trainer shares strategy regarding the access to National and international standard on construction material, services and environment regulation |
|---|---|

1. Inspection report
   - Daily report: by contractor / construction engineer, containing activities description and photographs as evidence
   - Weekly inspection report: by engineer/architect or construction manager, containing inspection report that summarises a week progress (includes photographs with date)

2. Establish "hold points"/key inspection points
   - Which elements/construction work require inspection at which times (i.e., foundations, connection foundation to main structure, connection roof structure to wall/ columns, etc.)

3. Promoting safe construction by posting pictures and illustration to be posted on construction site

**Class Activity – In Pairs**
Trainer forms the participant in pairs.
Trainer gives a condition regarding a shelter project and groups are required to develop monitoring plan needed for the condition given.

**3.2**

**Ensure compliance with quality, safety, and environmental standards for projects**

**Summary**

- Construction project design handled by professionals will help ensure that the project results in good quality, timely and financially efficient.

- Construction held in an emergency situation can lead to more injury and loss of life due to minimum adequate knowledge of construction safety. So safety procedures need to be developed, socialised and monitored with the community.

- Impact on the environment needs to be considered prior to the construction commencement and prevent further construction risk

**ASCEND**

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| Slide No. | 62 |
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| Trainer Notes | Trainer provides a recap of the Element asking questions to check participants understanding and responding to questions from participants, as required. |
|---|---|

**3.3**

### Ensure all activities are completed and meet satisfactory standards

**Format form for BoQ:**

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

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| **Slide No.** | **63** |

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| **Trainer Notes** | Trainer explains about Bill of Quantity as mentioned below:<br><br>**Bill of Quantity (BoQ)** is list of material specification, quantity and tools required to construct the design with estimated cost needed. The final BoQ is based on the final approved design drawings and specifications. Items listed in BoQ shall be specific in order to give clear direction to procurement team in materials searching and purchasing. A Shelter Coordinator shall be able to prepare the bill of quantity and assist Shelter Officer in completing it. Shelter Coordinator could collaborate by listing the items needed and the quantity needed while Shelter Officer will be completing price and total cost amount. |

| Slide No. | 64 |
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| Trainer Notes | Trainer explains provision on method statement: |
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- The Shelter Coordinator should explain the method statement with simple and non-engineering terms in order beneficiaries and local builders understand the work method and achieve build back safer.
- Provide training on build back safer to the beneficiary and local builders which is conducted by professionals / competent construction partners to ensure that the expectations of methods and quality targets clearly communicated
- Daily supervision / inspection that monitor step of construction work
- Regular site meeting with labourers or builders explaining method to be used
- Demonstrate method to beneficiaries to give a better understanding and application

**Class Activity – Group Work**

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

Trainer asks the group to compile communication and coordination strategy with related actors regarding provision on method statement.

**3.3**

### Ensure all activities are completed and meet satisfactory standards

#### Provide support on construction activities

Assist Shelter Manager in determination of in site planning and

Check the accordance between pre agreement design, changes adjustment agreement and implementation

Create punch list and do the unfinished work or repairment needed based on the list

Assist construction partners (contractors, subcontractors) on field

Assist Shelter Manager in construction audit

Provide all information needed by the Shelter Manager, all shelter teams, contractors and implementing partners to bring all teams to understand current status challenges and discuss the solutions to meet all standards

**ASCEND**

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| Slide No. | 65 |
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| Trainer Notes | Trainer explains how to provide support on construction activities |
| --- | --- |
| | **Class Activity – Sharing Session** |
| | Trainer forms the participant in a group of 4 person(s). |
| | Trainer guides participants share their experiences in providing support on construction activities in a shelter project. |

**3.3**

### Ensure all activities are completed and meet satisfactory standards

**Summary**

- On the shelter programme implementation, the Shelter Coordinator needs always to check the current activities with the method statement to ensure all standards are met.
- Bill of Quantity is one of the project management tools which helps, especially in procurement purposes.
- As a project management tool, BoQ with items listed in it shall be specified to give clear direction to the procurement team in materials provision at a particular time.
- The shelter Coordinator should communicate clearly to all team members to update current situations with challenges and discuss the solutions to meet all standards.

ASCEND

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| **Slide No.** | **66** |
| **Trainer Notes** | Trainer provides a recap of the Element asking questions to check participants understanding and responding to questions from participants, as required. |

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| **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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