LEARNER'S GUIDE

TECHNICAL COMPETENCY UNIT

ADM.TEC 039.1

Communicate Effectively with Shelter and Settlement Programme Stakeholders

ASCEND

ASEAN Standards and Certification for Experts in Disaster Management

ASEAN Standards and Certification for Experts in Disaster Management

COMMUNICATE EFFECTIVELY WITH SHELTER AND SETTLEMENT PROGRAMME STAKEHOLDERS
ADM.TEC.039.1

Learner's Guide

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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.

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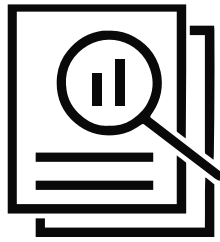
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ASCEND Programme and
Toolbox:

Introduction

ASCEND

1.1 | The ASCEND Programme

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

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

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

1.2 The Objectives of ASCEND

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

1.3 Advantages and Benefits of an ASCEND Certification

For ASEAN

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

For AHA Centre

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

For disaster management professionals

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

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

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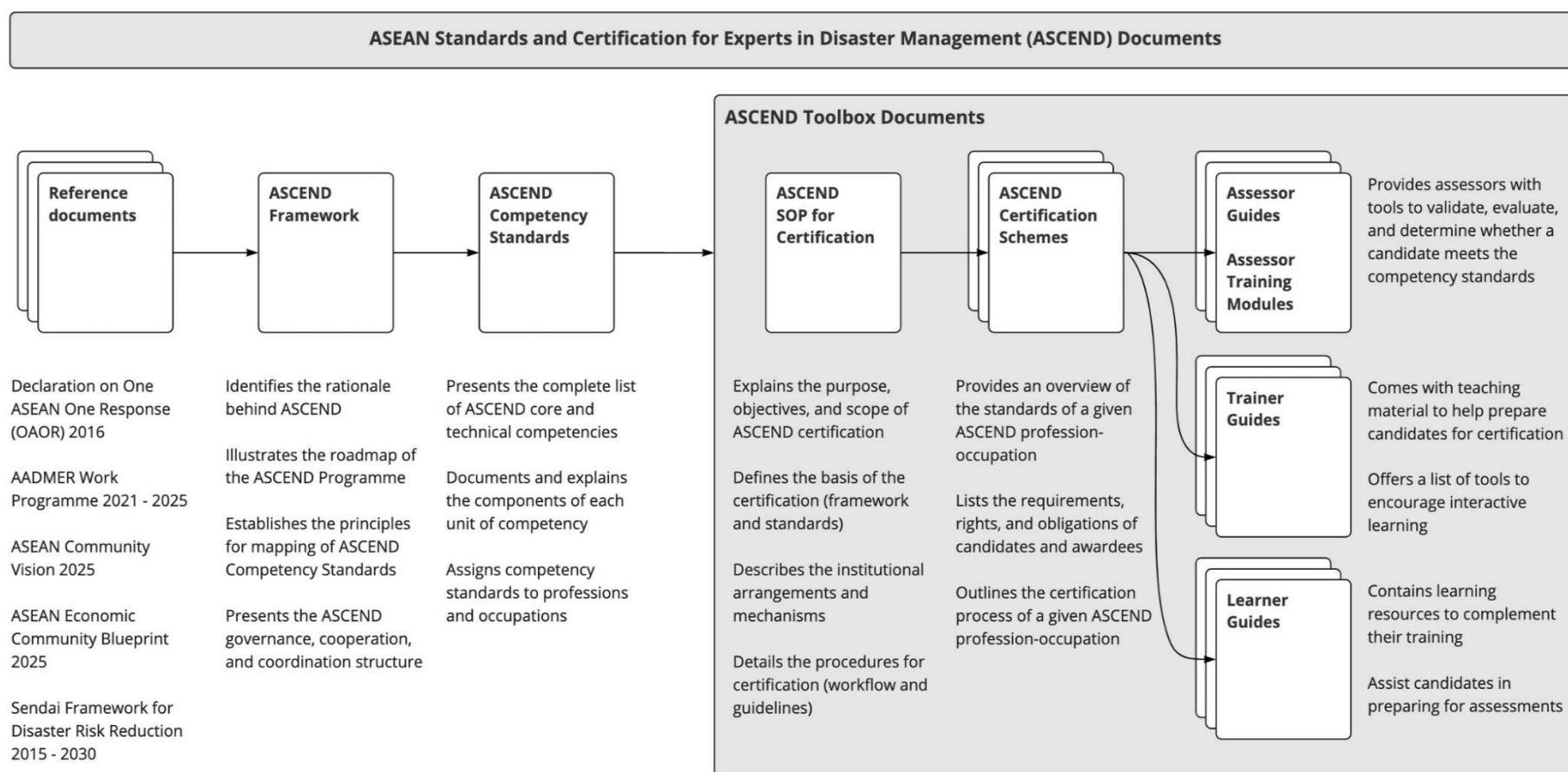
1.4   The ASCEND Toolbox

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

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

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

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

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 | Trainer Guides | Learner Guides |

Declaration on One ASEAN One Response (OAOR) 2016

AADMER Work Programme 2021 - 2025

ASEAN Community Vision 2025

ASEAN Economic Community Blueprint 2025

Sendai Framework for Disaster Risk Reduction 2015 - 2030

Identifies the rationale behind ASCEND

Illustrates the roadmap of the ASCEND Programme

Establishes the principles for mapping of ASCEND Competency Standards

Presents the ASCEND governance, cooperation, and coordination structure

Presents the complete list of ASCEND core and technical competencies

Documents and explains the components of each unit of competency

Assigns competency standards to professions and occupations

Explains the purpose, objectives, and scope of ASCEND certification

Defines the basis of the certification (framework and standards)

Describes the institutional arrangements and mechanisms

Details the procedures for certification (workflow and guidelines)

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

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

Outlines the certification process of a given ASCEND profession-occupation

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

Comes with teaching material to help prepare candidates for certification

Offers a list of tools to encourage interactive learning

Contains learning resources to complement their training

Assist candidates in preparing for assessments

Learner's Guide

Introduction for Candidates

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

Competency-based Learning and Assessment

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

Table 1: *Competency areas and descriptions*

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

There is one Learner Guide for each unit of competency. The Competency Standards and Unit Descriptor section of this document outlines the content you will be studying – broken down into elements and performance criteria that will be covered during training and assessed using competency-based methods. This guide contains a glossary of terms, a list of abbreviations, readings and activities, a self-assessment checklist, and information about the oral interviews and written tests.

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

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

Competency-based assessment (CBA) is the process for evaluating whether a professional is qualified and competent to perform in a particular occupation. CBA is used to determine if the candidate's experience, knowledge, skills, and attitudes meet the standards and performance criteria defined in a unit of competency.

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ASCEND Competency Standards and Unit Descriptor

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3.1 Competency Standards

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

3.2 ASCEND Competency Standards

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

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

The ASCEND Toolbox documents can assist the ASEAN Member States to identify, build the capacity of, and mobilise competent disaster managers across Southeast Asia to help reduce disaster risks and disaster losses in the region through timely and effective response. The Toolbox documents may also serve as a reference for ASEAN Member States' seeking to develop and implement national-level competency-based certification processes based on their respective capacities and needs. The ASCEND Competency Standards and its derivative Toolbox documents will be reviewed and updated every five (5) years to ensure it reflects changes in the disaster management profession and remains relevant. Table 2 describes its main components.

Table 2: *Components of the ASCEND Competency Standards*

Component	Description
Unit title	Describes the critical work function to be performed in an occupation
Unit number	A coding system to organise the units of competency. It also indicates the types of competency standards. ▪ ADM.**COR**.000.0 are core competencies. These are general professional knowledge and skills related to international humanitarian principles and disaster management standards, including ASEAN mechanisms and procedures. ▪ ADM.**TEC**.000.0 are technical competencies. These are specific knowledge and skills needed to perform effectively in work areas under their chosen disaster management profession and occupation.
Unit description	Provides information about the critical work function covered by the unit.
Elements	Presents the occupational tasks required to perform the critical work function in the unit.
Performance criteria	Lists the expected outcomes or results from the occupational tasks to perform and the standard required.

3.3 | Unit descriptor

Unit title : **Communicate Effectively with Shelter and Settlement Programme Stakeholders**

Unit number : ADM.TEC.039.1

Unit description: This unit deals with skills, knowledge, and abilities needed to ensure effective liaison and communication with relevant humanitarian actors.

Element 1.
Communicate with the affected community

Performance Criteria

  1.1   Engage the community in all shelter activities and plans
  1.2   Implement and respond to community feedback mechanisms
  1.3   Work with communities to ensure the needs of the most vulnerable are prioritised and all views are heard and respected

Element 2.
Coordinate directly with other actors in the field

Performance Criteria

  2.1   Engage with the Shelter Cluster and other coordination mechanisms as directed by the Shelter Coordinator.
  2.2   Participate in regular coordination meetings with relevant stakeholders.
  2.3   Liaise with all relevant partners and stakeholders in the field

Element 3.
Coordinate with other sector teams to ensure integration and complementarity of assistance

Performance Criteria

  3.1   Ensure all construction activities are undertaken in coordination with other linked sector teams.
  3.2   Engage directly with staff from linked sectors to ensure an integrated response.
  3.3   Collaborate with relevant programme support services to ensure programme efficiency, effectiveness, accountability and transparency

Glossary of Terms and List of Abbreviations

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4.1 Glossary of Terms and List of Abbreviations

Table 3:   *Terminology and Description*

Terminology	Description
Shelter	A place giving temporary protection from bad weather or danger
Capacity	The combination of all the strengths, attributes and resources available within a community, society or organisation that can be used to achieve agreed goals
Cash-based interventions	The use of cash, electronic money transfers, or vouchers provides disaster-affected individuals with support for their flexible recovery priorities.
Conditional cash	The provision of cash, based upon completing certain tasks by the beneficiary, for example, after completing one specific stage of a house reconstruction, has been completed according to design.
Continual assessment	It involves regularly updating information on the situation and seeking relevant feedback from the beneficiaries in order to facilitate decision-making on long-term activities. Continual assessments help to spot changes when they occur.
Core shelters/ one-room shelters	Post-disaster household shelters are planned and designed as permanent dwellings to be part of future permanent housing, allowing and facilitating the future process of extension by the household, following its own means and resources. A core shelter aims to provide one or two rooms, providing post-disaster safe shelter by reaching permanent housing standards, facilitating development, and not completing a full permanent house.
Cross-cutting issues	Critical themes overarching into all humanitarian aid activities
Detailed assessment	After a rapid assessment of the situation changes, a more detailed assessment is carried out, and more information is needed. It takes about one month, depending on the size of the area and the complexity of the situation
Dignity	The quality or state of being worthy of esteem or respect.

Disaster	A natural or man-made hazard resulting in an event causing significant physical damage or destruction, loss of life, or drastic change to the environment
Disaster mitigation	Systems planning to reduce the impact of any future disaster, such as diverting the course of a river prone to flooding, is directed away from nearby towns.
Disaster preparedness	The ability of governments, professional response organisations, communities and individuals to anticipate and respond effectively to the impact of likely, imminent or current hazards, events or conditions.
Disaster risk reduction	The reduction of a building or community's exposure to a hazard. This can be done by making the building stronger or more hazard-resistant. Still, it can also be done by improving evacuation routes or by resettling communities a distance from the hazard.
Displaced populations	Populations that leave their homes in groups, usually due to a sudden impact, such as an earthquake or a flood, threat or conflict
Early warning system	The set of capacities needed to generate and disseminate timely and meaningful warning information to enable individuals, communities and organisations threatened by a hazard to prepare and to act timely and appropriately to reduce the possibility of harm or loss
Economic recovery	Strengthening and expansion of new and existing enterprises, together with the creation of jobs
EMMA	Emergency Market Mapping and Analysis. It is a toolkit for humanitarian staff in post-emergency contexts that aims to improve emergency responses by encouraging and assisting relief agencies to better understand, support, and use local market systems.
Emergency Shelter	Short-term shelter provides lifesaving support, the most basic shelter support provided immediately after the disaster.
Environment	The physical, chemical and biological elements and processes that affect the lives and livelihoods of populations
Hazard	A dangerous phenomenon, substance, human activity or condition that may cause loss of life, injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage

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Human vulnerability	The diminished capacity of an individual or group to anticipate, cope with, resist and recover from the impact of a natural or man-made hazard
Information management	The management which involving coordination, delivery of relief assistance, beneficiary involvement, marketing and external relations, monitoring and evaluation
Land tenure	The means by which individuals make arrangements for how long they can reside or use a plot of land and under what circumstances
Livelihood	Comprises the capabilities, assets (including both material and social resources) and activities required for a means of living
Market-based approach	Interventions that target markets, and local economies, to make improvements in access to shelter for disaster-affected populations
Most vulnerable groups	Those groups considered at the greatest risk and consequently the most dependent on assistance
Non-displaced population	Populations that remain with their homes, or home cities, following the impact of a disaster
Non-Food Items (NFI)	Items other than food. Typically include essential household items such as blankets, plastic sheeting, containers for water, cooking items, etc.
Progressive shelter	Rapid, post-disaster shelters planned and designed to be upgraded later to more permanent status, with future transformation and alteration possibilities integrated into the structural basis of the unit. They are immovable and built on permanent sites to become part of lasting solutions.
Psychosocial	The combination of psychological and social but also implies that the effect of social processes are sometimes mediated through psychological understanding
Rapid assessment	Undertaken immediately after a disaster, the rapid assessment provides information on needs, possible courses of action and resource requirements. It normally takes up to a week.
Rapid onset disaster	A disaster that is triggered by an instance causes shock. The impact of this disaster may be short-lived or long-term. Earthquakes, cyclones, flash floods, volcanic eruptions are some examples of rapid-onset disasters
Retrofitting	See seismic retrofitting

Safety	Being protected against physical, social, spiritual, financial, political, emotional, occupational, psychological, educational or other types or consequences of failure, damage, error, accidents, harm or any other event which could be considered non-desirable. Safety can also be defined as the control of recognised hazards to achieve an acceptable level of risk.
Security of tenure	The arrangements by which occupants feel secure or have protection according to formal or customary law in the place where they live.
Seismic retrofitting	Modification of existing structures to make them more resistant to seismic activity, ground motion, or soil failure due to earthquakes
Slow onset disaster	A disaster that prevails for many days, months or even years like drought, environmental degradation, pest infection, famine are some examples of a slow onset disaster
Stakeholder	individual or group that has an interest in any decision or activity of an organisation
Structural vulnerability	Structural or physical vulnerability is the extent to which a structure is likely to be damaged or disrupted by a hazard event.
Temporary shelter	Post-disaster household shelter is designed as a rapid shelter solution by prioritising speed and limiting construction costs. The lifetime of the shelter may be limited.
Transitional settlement	The processes by which populations affected and displaced by conflict or natural disasters achieve settlement throughout their displacement before beginning transitional reconstruction
Transitional shelter	Rapid post-disaster household shelters are made from materials that can be upgraded or reused in more permanent structures or relocated from temporary sites to permanent locations. They are designed to facilitate the transition by affected populations to more durable shelter. Transitional shelters respond to the fact that the affected population themselves often undertakes post-disaster shelter and that this resourcefulness and self-management should be supported.
Voucher	Paper or electronic substitutes for cash, allowing humanitarian organisations to restrict the list of items purchased, so that specific Shelter objectives can still be met whilst also providing significant flexibility of choice to the beneficiaries.

Table 4: *Abbreviation and Description*

Abbreviation	Description
5W	Who Works Where When and How
ABOD	Administrative Budget and Obligation Document
COVID	Coronavirus Disease
FGD	Forum Group Discussion
GSC	Global Shelter Cluster
IASC	Inter-Agency Standing Committee
INGOs	International Non-Governmental Organisation
IOM	International Organisation for Migration
LOI	Letter of Instruction
MoU	Memoranda of Understanding
NFIs	Non-Food Items
NGOs	Non-Governmental Organisation(s)
PASSA	Participatory Approach for Safe Shelter Awareness
UN	United Nations
UNHCR	United Nations High Commissioner for Refugees
WASH	Water, Sanitation and Hygiene

Unit Readings and Activities

5.1   Element 1. Communicate with the affected community

1.1   Engage the community in all shelter activities and plans

A. Introduction

A disaster-affected community is a targeted unit for a shelter and settlement response programme. Every element from an affected community should be engaged as an equal partner. A quality engagement increases trust and improves communication between survivors and responders. Community engagement is imperative to accommodate every element's concerns and ensure their protection as they are the programme right-holders.

Preparation for community engagement
Before working with the community, the Shelter Officer needs to prepare themselves to engage effectively.

1. Based on the available data or research, the Shelter officer needs to study the community's capacities, challenges, and possible solutions to provide support.
2. Study the method statement developed by the management team mostly on a strategy to support the community to build back safer.

B. Key activity for community engagement and accountability

The following activities are various steps for community engagement and accountability:

1. Identify and engage affected communities
2. Assess vulnerabilities, capacities and resources
3. Set up a community support plan
4. Implement a community support plan
5. Monitor and evaluate implementations

C. Suggested engagement method

Community engagements can be nurtured by using various participatory methods. The participatory methods adopt various activities and interactions to improve communication. In principle, each community member is encouraged to participate in the needs assessment phase and continue to be involved throughout the project timelines.

D. Supporting communication tools

Some of the communication tools provide opportunities for better interaction and communication with the communities, such as:
- Visual objects which include pictures and drawings
- Stories and narratives
- Props (e.g., from cartons, wood, puppet)
- Other objects around the local communities

E. Setting up activity and plans

A facilitator can organise the community into smaller groups. It is essential to ensure good representatives of women, men, female/male youth, and senior members. To avoid domination of certain sub-groups, the facilitator must ensure an even distribution of more knowledgeable people between groups.

1. Start the activity by assisting the community in reflecting on a potential problem in action previously discussed in a group.
    - What was the activity?
    - What was the problem during the activity?
    - How did the community overcome the problem?

2. Engage the community to go back further to the initial plans.
    - What were the plans?
    - What were the goals?
    - Will the plans go well against the potential problem?

3. Make a monitoring tool to accommodate the questions, which could be in a monitoring chart. PASSA Manual gives an example of 6 column chart, which consists of:
    - Goals -> Community goals which were planned together
    - How many (quantity) -> Measurable goal (e.g., the goal is to build temporary shelters, three (3) units)
    - Indicator -> what to measure to reach the goals

- How to measure -> Guide to check the progress being made
- Frequency -> How frequent in measuring the indicator
- Who will measure? -> Address the responsibility of the participant

F. Summary

- A shelter officer must play the role of a facilitator. He or she should be aware that engaging with the community is not simple. Communication requires mutual trust and cooperation. There are gaps to be addressed, such as language barrier, trust deficit, technical knowledge (e.g., on shelter assistance) and many others, including internal communities' challenges.
- In approaching the community, including disaster-affected communities, one should have prepared a communication plan and use sufficient tools such as props, stories or pictures to help people understand the programme.
- The shelter programme might be irrelevant without community engagement in activities and plans since it does not address their needs.

1.2 Implement and respond to community feedback mechanisms

A. Introduction

It is desirable to have a reciprocal relationship and cooperation between the community and shelter team. The community will likely give feedback regarding the shelter and settlement programme. Feedback is needed as another way to evaluate from a different point of view. Therefore, the shelter team shall act in such a manner in implementing and responding to community feedback.

B. Provision of a feedback mechanism

1. Record all the related data as directed.
2. Discuss with the shelter team. Review the goals. Using the monitoring chart, compare these goals with what has been achieved.

3. List the feedback given by other shelter team members or relevant stakeholders.
4. Make a community map to track physical changes.
5. Do a house visit to people in the household and interact with them.Help the group analyse them, seek solutions, and possibly change its plan (if there is any dispute).
6. Report to Shelter Coordinator.

C. Sensitive information and consent

Ensure that people are not put at risk due to data collection records and information sharing. Be aware that some people are not mindful of the importance of consent. Most of the time, they agree on something without considering the support and the possible implications ahead. Ask for permission politely in conducting every activity. Respect the values of confidentiality and privacy. Ensure their openness and willingness in answering questions or taking part in work. Be wise in sharing information with other related sectors or supporting services.

D. Ensure the feedback systems are working

The shelter agency might already have a feedback mechanism in the field or the office. The Shelter Coordinator should emphasise that all stakeholders feel comfortable and safe giving feedback. Therefore, the Shelter Officer should do the following:

- Regular reminder to the team, volunteers, the contractors and implementing partners to uphold the code of conduct they already signed.
- The Shelter Coordinator actively reminds the beneficiaries, vendors, and stakeholders of values that everyone should uphold, disseminated through posters or other mechanisms.
- There are posters posted in the community places, such as at the market, mentioning how to file a complaint or give feedback to the management.
- Ensure the system is working well and that every feedback will reach the management or ombudsman directly.
- The Shelter Coordinator should be proactive in investigating if there are issues in the field. While the case can remain insignificant, it should be responded to adequately for further action.

E. Summary

- Community Feedback is essential for correction and ensuring that the implementation is on track.
- The Shelter Officer should ensure that the feedback system is in place and tested.
- The Shelter Officer should be proactive in investigating any concern and issues while it is still small.

1.3 Work with communities to ensure the needs of the most vulnerable are prioritised and all views are heard and respected

A. Introduction

Most of the time, affected communities are seen as helpless and passive assistance-recipient people. Communities need support and encouragement to maintain their sense of dignity and purpose. Involve the community in activities to promote their self-reliance. Also, working together with the communities can be another way of knowing and understanding them better. As a result, communities' self-confidence will be developed, and dependency on external support can be reduced.

B. Community participation

An at-risk community must be facilitated to understand that their contribution is needed in decision making. The way the shelter team organises at-risk communities can help the community's capacity building, regaining self-confidence, and support their empowerment. There are three levels of community involvement:

1. **Overall Planning and Organisation**
   - This involvement aims to rebuild the social organisation within the community that may have been disrupted after a disaster. It may take time to rebuild, but this process is the first milestone to succession emergency operations and community capacity building.
   - This step involves determining the best and culturally accepted solution given the constraints regarding the situation.

2. Practical engagement of affected people's skills and resources

- Whenever possible, ensure the affected community is given the space to apply practical skills during the programme implementation. It might start from seeking skilled/qualified/experienced people in the community.

- Encourage and empower them to participate in programme implementation and help their community with the skill they mastered. When there are no or less skilled people in the community, outside assistance is needed to fill the gap by educating them and joining the training.

- Ensure the programme implementation support gender equality. The more successful programme parameter is that the community is familiar with methods and practices and can apply their learnings.

3. Providing information on the rights and roles in the community

- Outside assistance might support information and guidance delivery by the community members to the other community members. Shared experience is a significant factor in ensuring efficiency and effectiveness in communication and information sharing among the community.

- Robust information sharing and delivery might increase awareness regarding the community's rights, obligations, and roles.

C. Strategy to ensure community participation

Shelter officers could provide support in:

1. Daily planning activities -> Select locations, select targets to be approached
2. Communication tools and other supporting tools preparation
3. Engage with shelter teammates and same-level local authorities to build a connection
4. Observation of the targeted community
5. Dividing people into smaller groups
6. Briefing the groups about the importance of local participation
7. Organise community meetings or workshop
8. Ask for community feedback

D. Provisions in community involvement

Ensure to engage community involvement in every possible activity, but not limited to:

1. **Assessment**
   Involve the people in the assessment process as mentioned in Toolbox ADM.TEC.038.1, such as:
   - Daily calendar
   - Historical timeline
   - Proportional piling
   - Seasonal calendar
   - Pair-wise ranking
   - Stakeholder analysis
   - Why-why tree
   - The capacity of people's organisations

2. **Decision-making process**
   Shelter officers may provide provisions in assistance and supporting tools for community activities in:
   - Focus group discussion (FGD)
   - Listing advantages-disadvantages, pros-cons
   - Examining causes and effects, cost and benefit of an issue
   - Developing thoughts on alternatives

3. **Building shelter process**
   The community can be involved in the shelter building process as long as they are qualified. Shelter officers may provide the following:
   - List the people who are qualified as a builder
   - List the vulnerable groups
   - List of materials or other needs by community

4. **The permanent housing building process**
   The affected community can be involved in the building process as long as they are qualified. A shelter officer can assist, monitor, and ensure that it is in accordance with the technical guide or as directed by a Shelter Coordinator, a Manager, or any person who is more experienced and qualified in building a permanent house.

E. Summary

- A Shelter Officer is responsible for ensuring that the needs of the most vulnerable are prioritised, and all views are heard and respected.
- A Shelter Officer should encourage community participation, and through these activities, the Shelter Officer can investigate who is missing out from the activities.
- Community involvement should be mandatory across all phases- from the assessment, planning, execution, programme closure and evaluation.

5.2 | Element 2. Coordinate directly with other actors in the field

2.1 Engage with the Shelter Cluster and other coordination mechanisms as directed by the Shelter Coordinator

A. Introduction

Coordination can be defined as a planned interaction of people and organisations towards a common goal. It involves sound time and resource management, clearly defined objectives, responsibility, and authority. While a Shelter Coordinator from a government agency often performs the task of intra-governmental coordination, they must also be engaging with other actors, especially global actors such as Shelter Cluster.

B. Identify Shelter Cluster and other coordination mechanisms

International Organisation for Migration (IOM) split Shelter Cluster Coordination into the following:

1. **Shelter Cluster coordination at the global level**
   The Global Shelter Cluster (GSC) is an Inter-Agency Standing Committee (IASC) coordination mechanism that supports people affected by disasters and violent conflicts with the means to live in a safe, dignified and appropriate shelter.

2. **Shelter coordination at the country level**
   Shelter Coordination Teams ensure a predictable, effective response by mobilising groups of agencies, non-government organisations, local and national governments, and the International Red Cross and Red Crescent Movement to respond strategically.

3. **Inter-cluster Coordination**
   Stand-alone solutions cannot respond to the complex needs of disaster/crisis-affected people. Shelter and Settlement interventions
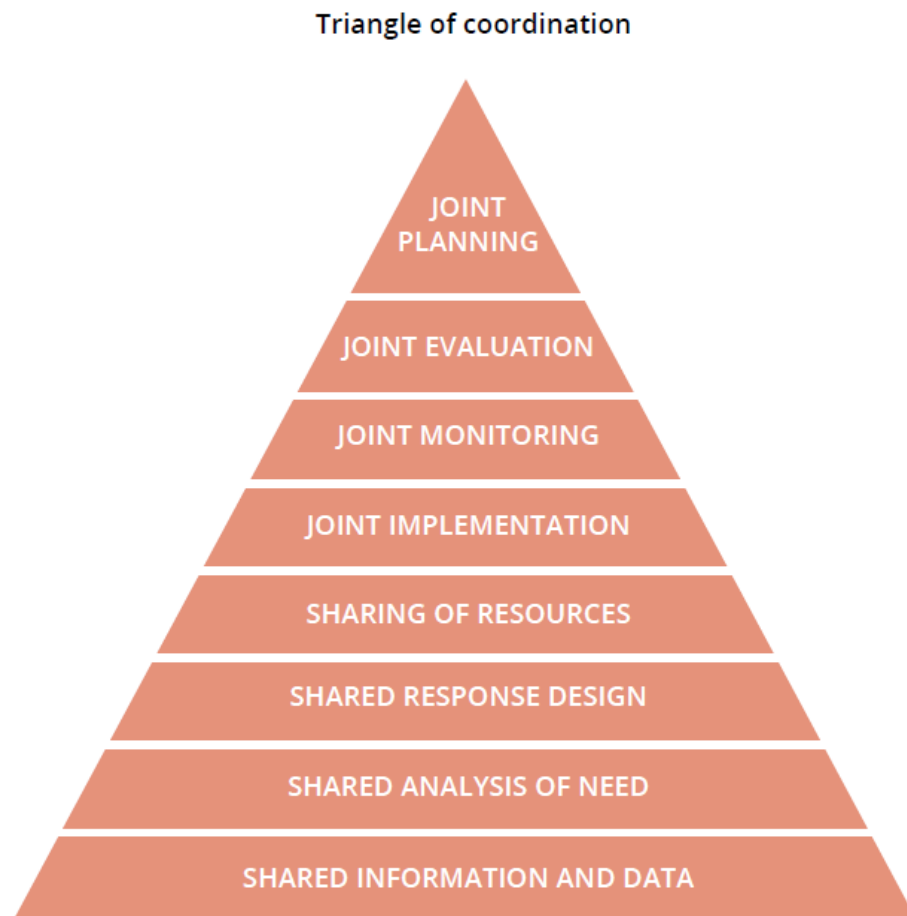
require efficient coordination with other sectors as activities may often overlap or be closely connected. Camp Coordination and Water, Sanitation and Hygiene (WASH) and Logistics are crucial for Shelter operations. Regular coordination with other cluster partners is essential to ensuring an effective and targeted Shelter and NFI response delivery.

Coordination must be based on good information exchange, particularly at the site level. Proper coordination of the on-site level is vital since the risk of any misunderstandings and failures will directly impact the affected community. UNHCR determined coordination mechanism which includes:

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

C. Participation in coordination activities

Below is the Triangle of Coordination which summarises coordination activities from the highest to the lowest level.

Figure 1: Triangle of Coordination

Triangle of coordination

JOINT PLANNING

JOINT EVALUATION

JOINT MONITORING

JOINT IMPLEMENTATION

SHARING OF RESOURCES

SHARED RESPONSE DESIGN

SHARED ANALYSIS OF NEED

SHARED INFORMATION AND DATA

Source: Humanitarian Shelter Guidelines, 2018

Sharing information and data is the lowest level of coordination. Still, it also holds a key role as it becomes the foundation of the whole coordination activities.

The first 24-72 hours after a disaster is the critical time. Therefore, shelter officers can assist in sharing information and data by:

- Identifying focal points in government and key agencies.
- Assisting by listing up meetings and a security briefing by phone.
- Gathering as much information on the situation as possible.

After arrival on site, a shelter officer could:

- Organise security briefing
- Organise meetings with related stakeholders and partners
- Participate in coordination meetings
- Liaise related stakeholders and partners in the field
- Assist in planning and assessment

D. Summary

- From the very beginning of the deployment, the Shelter Officer should identify coordination mechanisms in the field. The Shelter Officer should fit in the coordination to be able to share and find information.
- The Shelter Officer should participate in Shelter Cluster coordination and reporting mechanisms such as updating the 5W1H (what, where, when, who, why and how) and inter-cluster coordination.
- From coordination activities, the Shelter Officer should find benefits for the beneficiaries, such as obtaining useful information for programme improvement.

2.2 Participate in regular coordination meetings with relevant stakeholders

A. Introduction

Having a regular coordination meeting is necessary and key to building back safer outcomes. As mentioned in the previous section, regular meetings are one of the coordination mechanisms. Participation in regular coordination meetings could help Shelter Officer identify relevant stakeholders. Also, by participating, Shelter Officer will learn and directly witness coordination in shelter and settlement.

B. Presence in regular meetings with relevant stakeholders

Coordination meetings may be needed daily from the start of an emergency. Such arrangements are useful in ensuring effective response and better outcomes. The meetings can be more effective if they include the following agenda:
- Roles and responsibility determination
- Progress follow up
- Assumptions, indicators and scenarios envisaged in the plan review
- Progress reflection

Shelter officers should regularly attend coordination meetings to keep informed of any progress made and the next activities to be executed. Relevant stakeholders may include:

- Formal and informal coordination mechanisms
- Government departments and agencies
- Donors
- UN Agencies
- International Non-Governmental Organisation / INGOs
- Non-Governmental Organisation / NGOs
- Private Sector actors
- Suppliers of programme goods and services
- Faith-based organisations
- Tertiary institutes
- Military, etc.

C. Effective coordination for the benefit of the beneficiaries

As stated in Humanitarian Shelter Guidelines, effective coordination requires:
- Commitment to the process
- Clear agreed objectives and strategies
- Agreed responsibilities
- Good information exchange
- Timeliness of activities

Try to apply these values while coordinating with anyone or with teams paired together.

The coordination should be measured by how many legitimate disaster-affected people in need are included and how much the selected beneficiaries can get assistance more effectively. Coordination should be the driving purpose of active participation from every stakeholder.

Therefore, the Shelter Officer needs to always check with the following:
- Who are the stakeholders who come to the meeting, and what is their relevance to the beneficiaries, such as: working in the same area, having the same challenges on material provision, etc.
- What can a shelter coordinator learn from other actors in handling issues on the field?
- How can a shelter coordinator share lessons learnt and eventually receive feedback from the meeting participants for programme improvement?
- Is there any government policy or resources that can improve beneficiaries' capacity, such as additional support for the most vulnerable or protecting material prices from inflation?
- Where do other shelter agencies find good sources of builders, service providers and material distributors

D. Summary

- Having a regular coordination meeting is necessary and key to delivering quality for the disaster-affected communities.
- A shelter officer should prepare himself/herself before the meeting with a set of questions to maximise information collected to answer beneficiary's needs.
- The coordination should be measured by how many legitimate disaster-affected people in need are being included and how much the selected beneficiaries can get assistance more effectively.

2.3 Liaise with all relevant partners and stakeholders in the field

A. Introduction

Since the beginning, relevant partners and stakeholders might not join the coordination processes, so they need information that they missed out to keep them on track. Furthermore, they sometimes need support in additional information or material to complete their work.

B. Provision of information on all stakeholders and partners in the field

Collaborate with Information Management and ensure the information needed by all stakeholders and partners is handed in a reasonable manner.

1. Ensure to acknowledge the stakeholders and partners
2. Consult and coordinate with the Shelter Coordinator for the information provision of a work plan
3. List out all probable information needs
4. Confirm requested information from stakeholders and partners by contacting the same level officer
5. Be witty, avoid redundancy
6. Give the needs list to the Information Management officer
7. Be aware of data needed in certain deadlines and that information might be urgently needed and effective only in a certain period for the stakeholders and partners. Maintain deadline to Information Management officer

8. Consult and coordinate with the shelter coordinator for the information obtained
9. Distribute information to the related stakeholders and partners.

C. Presence in both formal and informal meetings to avoid duplication and seek collaboration

Shelter coordination occurs in both formal and informal engagements. Sometimes it is held in the field during a discussion with other sectors. Even though some of these meetings might be informal, they are also important as they provide opportunities to increase situational awareness for the stakeholders. Identified problems can be immediately addressed together with other stakeholders. During the COVID-19 pandemic, coordination can even be done via digital platforms. Below are insights into informal meetings where a shelter officer can coordinate with relevant partners and stakeholders:

- Call for a meeting with the intended partners or stakeholders to address issues in the field. One of the most frequently identified issues is the duplication of beneficiaries.
- Suggest a meeting place, and it would be better if the meeting will be conducted in the field which has issues.
- Prepare all documents as facts and findings which affect the programme and the beneficiaries.
- Discuss issues with relevant stakeholders to find solutions in the field.
- During a disease or epidemic outbreak, meeting places can be on digital platforms. This suggests that 'the field' can also be digital.

On responding to the opportunities, discuss any possibilities for joint forces and collaborate with other sectors. Bring facts and analysis on the benefit of collaboration for the beneficiaries

D. Summary

- Shelter coordination meetings can also be done in the field. Still, they should be supported by reliable data and information provided beforehand.
- Informal meetings in the field can be more fruitful since they directly address particular issues and find solutions more immediately with the relevant stakeholders.

5.3 Element 3. Coordinate with other sector teams to ensure integration and complementarity of assistance

3.1 Ensure all construction activities are undertaken in coordination with other linked sector teams

A. Introduction

Shelter construction activities involve people from various backgrounds, including those without emergency response experiences. This might cause different characteristics in decision-making and program execution. In many cases, the stakeholders are 'total strangers' as they might have never met before. Therefore, effective coordination is key to ensuring the shelter is constructed well.

B. Provision of a coordination mechanism to report a preliminary concern and share good practices

The questions below will guide a shelter officer to engage in preliminary coordination:

1. **Consider how to distribute shelter kits**
   - Are there any preparedness plans?
   - Is there any sheltering strategy?
   - When will the kits be used?

2. **Assessment**
   - How will the shelter kits help the vulnerable?
   - When will be the perfect time to deliver the kits?
   - What will we have to do if we cannot deliver the kit?
   - What are the construction materials needed?
   - Is the amount of shelter kits sufficient to accommodate the needs?
   - Are the people of the affected community able to use the tools?

3. **Coordination**
   - What contractors/subcontractors are involved in the project?
   - What are the roles of those contractors/subcontractors?

4. **Other shelter issues**
   - How to conduct training in safe construction techniques?
   - How to conduct construction market research?

C. Provision of guidelines, codes also local construction market availability

1. Gather guidelines and regulations as needed by contractor/subcontractors
2. Provide guidelines for the beneficiaries who might have no experience in construction. The guidelines can be key messages on building back safer.
3. The construction guidelines should be provided since the material and builders might use traditional practices, but the disaster-affected communities need a robust structure.
4. Work together with construction/subcontractor engineer and list the material needed.
5. In providing material procurement, collaborate with Humanitarian Logistic team. This is to ensure that material needed in the field would be available in the local market.
6. Provision of monitoring tools. Monitoring tools intend that the construction will follow the code and ensure build back safer. The tools can be provided by the government or shelter agency.
7. Provision of training for monitoring and oversight.
8. Assist in monitoring progress.
9. Give support as directed by Shelter Coordinator.

D. Summary

- Whether carried out in a commercial or humanitarian setting, the construction principle is the same since all follow the code and standard.
- The guidelines should be provided in the emergency operation setting since the material and builders might use their traditional practices but robust structures.
- All linked sectors should be consulted to agree with the guidelines and monitoring tools.

3.2 Engage directly with staff from linked sectors to ensure an integrated response

A. Introduction

The Shelter Officer should directly connectwith other linked staff to work on an integrated response. It will not be easy since each team has no authority to agree on a particular collaboration without approval from their supervisor. But being at the same level will share the same feeling due to shared challenges and issues. This resemblance will build a better coordination relationship to ensure an integrated response.

B. Actively communicate to linked sector teams

Linked sectors team may include:
- Rapid assessment: provide an understanding of the disaster situation and a clear analysis of threats to life, dignity, health and livelihoods
- Emergency Operation Centre, including Information Management: meet cluster and hub-partners to understand the problems they face
- Logistics: support in import and warehousing shelter and NFIs
- WASH: support procurement for WASH products and services.
- Livelihoods: to help condition a livelihood situation
- Education: to support the children's right in the ability to return to their daily routine
- Protection: from threats at shelter sites and how to mitigate such threats in shelter response
- Camp coordination and camp management: support in camps procurement shelter and NFIs needed

C. Key activity of coordination and collaboration with staff from the linked Sector

- Participate in general and any applicable Linked Sector Staff coordination mechanisms from the outset.
- Be informed of the state's responsibilities, objectives, and coordination role and other groups where you operate.
- Provide coordination groups for Linked Sector Staff with information about the agency's mandate, objectives and programme.

- Share assessment information with the Linked Sector coordination groups in a timely manner and in a format that other humanitarian agencies can readily use.
- Regularly update Linked Sector coordination groups on progress, reporting any major delays or any issues related.
- Propose joint activities implemented in a particular area, such as linkage with WASH for clean water provision in the shelter working area

D. Summary

- The Shelter Officer can work directly with other linked sector staff to address challenges and opportunities in the field.
- Both parties can propose joint activities implemented in a particular area by both organisations.

3.3 Collaborate with relevant programme support services to ensure programme efficiency, effectiveness, accountability and transparency

A. Introduction

The succession of a shelter and settlement programme is also inseparable from programme support services. They might not be involved directly in on-field implementation. But their role is important in keeping up the programme going. Each shelter officer and manager will have to comply with their organisational procedures. Nevertheless, the points provided below are general advice for learning purposes.

B. Relevant programme support services

Relevant programme support services may include

1. **Finance**
   Finance is related to expenditure. UNHCR currently classifies expenditure into two types:

   a. Project Expenditure
      Letter of Instruction (LOI) is the authority to enter into project expenditure obligations. LOI shall permit shelter representatives to implement the project directly or to enter into implementing

agreements with related implementing partners. The minimum information needed from the Shelter officer or any assigned field officer is a budget proposal at the sector level to obtain initial spending authority to be issued.

b. Administrative support expenditure
Administrative Budget and Obligation Document (ABOD) is the authority to enter into project expenditure obligations. This document covers all non-staff sots, including temporary assistance and overtime. The assigned field officer might add further administrative support by amending existing ABOD.

2. Administration

Data collection is part of the important activities during the programme. Simple office filing and documentation shall be applied, such as:

a. Provision of whiteboards and notice boards to ease communication problems. Provision of pigeon-hole for filing archive

b. Provision of naming-label or numbering label to organise files in chronological order based on the subject

c. Provision of a rubber stamp for document legalisation agreement

d. Pay attention to destroying unwanted documents or correspondence to avoid unwanted distribution since there might be waste paper selling in some countries.

3. Human resources

It is important to determine responsibilities, roles, and tasks among the member of the team. To help a better human resources management, the shelter team might:

a. Ensure proper staff administration

b. Ensure all staff right is fulfilled (having contracts, receiving cost and benefits, receiving a salary, working reasonable hours and may take leaves)

c. Provision of identity card (with the photograph) for the staff

d. Ensure staff accommodation (e.g. meal, hotel, field kits) is fulfilled

4. **Communications**

Below is the checklist to guide in communication support:

    a. Identify communication resources and network possibility (network, signal strength, existing communication tools)

    b. Coordinate with local authorities to obtain permission to utilise the communication supporting equipment

    c. Inform the shelter team at the local level regarding the information details in the context of field communication tools (numbers, channels, location)

    d. Support in setting up communication tools

5. **Logistic and transport**

The field officer needs to be mobile. Therefore, the need for logistics and transport becomes crucial. To help support logistics and transportation, the shelter team might:

    a. Consult with the logistic and transport provider about procurement based on field situations

    b. List out the need for logistic and/or transport needs (type, amount, specifications, additional or supporting tools, special features)

    c. Acknowledge insurance scheme for logistic or transport

    d. Daily log sheet provision for the vehicle to acknowledge the mobility activity that occurred

C. Through coordination mechanism, actively seek collaboration or sharing resources

As mentioned before, with a capacity as a Shelter Officer, build a good relationship with staff from relative programme support services. If coordination is needed between Shelter Officer and a higher-level staff, it is advised to take regular notes. Consult with Shelter Coordinator regularly in maintaining the relationship with relevant programme support services.

The programme support service may or may not come from within the organisation. Generally, they are from different organisations with contracts to run their activities, such as part of the programme. Below are ways a Shelter Officer can seek collaboration with the support services.

- Local cooperatives. Shelter Officer can propose local cooperative services to send money to the beneficiaries in a cash-based assistance modality.
- Local vendor. The Shelter Officer can suggest material provisions which can be used for shelter or housing recovery programmes.

- Local transportation services. The Shelter Officer could connect the local vendor to the local transportation services. If the Shelter Officer can inform material needs in bulk needed in a particular time, the vendor can have more discount from bulk purchase and use a bigger truck to save cost.

D. Summary

- Programme support services are not working in construction, but they are needed to support construction programmes to be more efficient, effective, accountable and transparent.
- A Shelter Officer should be proactive in finding relevant support services needed in shelter implementation and propose using their services.

Self-assessment Checklist

» Self-assessment Checklist

Please use the checklist below to help you determine whether you are prepared to be assessed in this unit of competency. The boxes without tick mark indicate that there may be some areas you need to work on to become ready for assessment.

Instructions Please tick (✔) the box if your answer is yes	Questions
☐	Have I read the Learner Guide and understood its contents?
☐	Have I attended, participated in, and completed all training sessions and activities?
☐	Have I reviewed the learning resources to reinforce what I've learned in training?
☐	Am I able to demonstrate my understanding of each element and performance criteria of this unit of competency by writing a summary in my own words?
☐	Am I able to communicate how my experience, knowledge, skills-sets, and attitudes make me qualified and competent enough to perform the job related to this unit of competency?

Oral Interview and Written Test Guide

ASCEND
CERTIFICATE

ASCEND
ONE ASEAN
ONE RESPONSE

» Oral Interview and Written Test Guide

This section guides candidates on how to communicate, demonstrate, or present evidence, responses, and their work in a professional manner. There are three primary ways the candidates will be assessed: through observation, oral interview, and written test. The assessors will determine the final assessment methods and tools depending on several factors like the local context, professional needs, and the like.

On observations

Assessors will observe the candidate over a period of time to collect evidence of their capability to meet the required standards and performance criteria. Assessors may attend selected learning sessions, if any, to witness how candidates complete their activities and participate in exercises. In doing so, assessors can get a sense of the candidate's key strengths and areas for improvement concerning the unit of competency. It will benefit candidates to ensure their work is always complete and presentable.

On oral interview

Assessors will conduct oral interviews to confirm and evaluate the candidate's experience, knowledge, skills, and attitudes regarding the unit of competency under assessment.

Please review the Unit Readings and complete the Self-assessment Checklist in this document. It may include verification questions about what you learned from the training content and material. It may also include competency questions about your knowledge and skills. Assessors may ask you what knowledge or skill will you use or apply to address a specific occupational issue or problem. Candidates need to think about how they will carry out their critical job functions in a defined work setting.

Finally, the interview may also include behavioural questions that focus on attitudes. Assessors may ask for examples of what you will do when a particular situation happens or when circumstances change. Candidates will need to support their answers with reflections on their own or other's experiences and the lessons learned from those.

On written tests

Assessors will also present a written test to candidates to confirm whether candidates learned and understood the training content and material concerning the unit of competency under assessment.

Accuracy, brevity, and clarity are the ABCs of good writing. The first thing candidates are suggested to do is answer the questions as accurately as possible. It helps structure your response and sharpen your main points in an outline before writing them down. Candidates are advised to use short and simple sentences and paragraphs. The key messages and transitions between your sentences and paragraphs must be clear. Your answers need to be easy to read and understand. It includes removing and leaving out irrelevant material. Candidates are also expected to write coherently and logically so that readers can follow their thought.

Proofread and correct errors in your work before submitting it. How you format your work also matters. If you are using a computer, please check whether your indentions, margins, spacing, listings (bullets, numerical sequencing), and page numbers are in order.

Recommended Readings

» Recommended Readings

Humanitarian Shelter Guidelines. Accessible here

ICRC. (2008). *Guidelines for assessment in emergencies*. Accessible here

IFRC. (2011). *Participatory Approach for Safe Shelter Awareness*. Accessible here

IFRC. (2012). *Shelter Coordination in Natural Disasters*. Switzerland: International Federation of Red Cross and Red Crescent Societies. Accessible here

IFRC. (2009). *The IFRC Shelter Kit*. Accessible here

Srinivasan, L. (1990). *Tools for Community Participation: A Manual for Training Trainers in Participatory Techniques*.

» Learning Resources

IOM. (n.d.). Shelter and NFI Coordination. Accessible here

Training Evaluation Sheet

» Training Evaluation Sheet

Name of Training	
Competency unit title and number	**ADM.TEC.039.1 Communicate Effectively with Shelter and Settlement Programme Stakeholders**
Location of training	**Date of training**

Instructions Please tick (✔) your level of agreement with the statements below	**Strongly Agree**	**Agree**	**Neither Agree or Disagree**	**Disagree**	**Strongly Disagree**

Training content and facility

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
The training objectives were clearly defined and met.	☐	☐	☐	☐	☐
The training content was organised and easy to follow.	☐	☐	☐	☐	☐
The training material was relevant and useful to me.	☐	☐	☐	☐	☐
The training facility is adequate and comfortable.	☐	☐	☐	☐	☐

Training delivery and activities

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
The trainers/presenters were knowledgeable and well prepared.	☐	☐	☐	☐	☐

The trainers/presenters were engaging and helpful.	☐	☐	☐	☐	☐
The length of the training was sufficient for learning.	☐	☐	☐	☐	☐
The pace of the training was appropriate to the content and attendees.	☐	☐	☐	☐	☐
The activities and exercises encouraged participation and interaction.	☐	☐	☐	☐	☐

What did you like most about this training?

What parts of the training could be improved?

Other comments and feedback:

Thank you for completing this training evaluation form. Your response is appreciated.

ASCEND

ASEAN Standards and Certification for Experts in Disaster Management

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