

**TRAINER'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

Trainer's Guide



ONE ASEAN
ONE RESPONSE



Project Sponsors:



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

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

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Table of Contents

THE ASCEND PROGRAMME AND TOOLBOX DEVELOPMENT: OVERVIEW	1
1.1 The ASCEND Programme	2
1.2 The objectives of ASCEND	2
1.3 Advantages and benefits of an ASCEND certification	3
1.4 The ASCEND Toolbox	4
COMPETENCY-BASED TRAINING (CBT): INTRODUCTION FOR TRAINERS	6
ASCEND COMPETENCY STANDARDS	10
PREPARING FOR TRAINING SESSIONS: EQUIPMENT, MATERIAL, AND TOOLS	18
POWER POINT SLIDES AND PRESENTER NOTES	22



The ASCEND Programme and
Toolbox Development:

Overview



ASCEND

1.1

The ASCEND Programme

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

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

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

1.2

The objectives of ASCEND

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

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

1.3

Advantages and benefits of an ASCEND certification

For ASEAN

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

For AHA Centre

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

For disaster management professionals

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

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

1.4

The ASCEND Toolbox

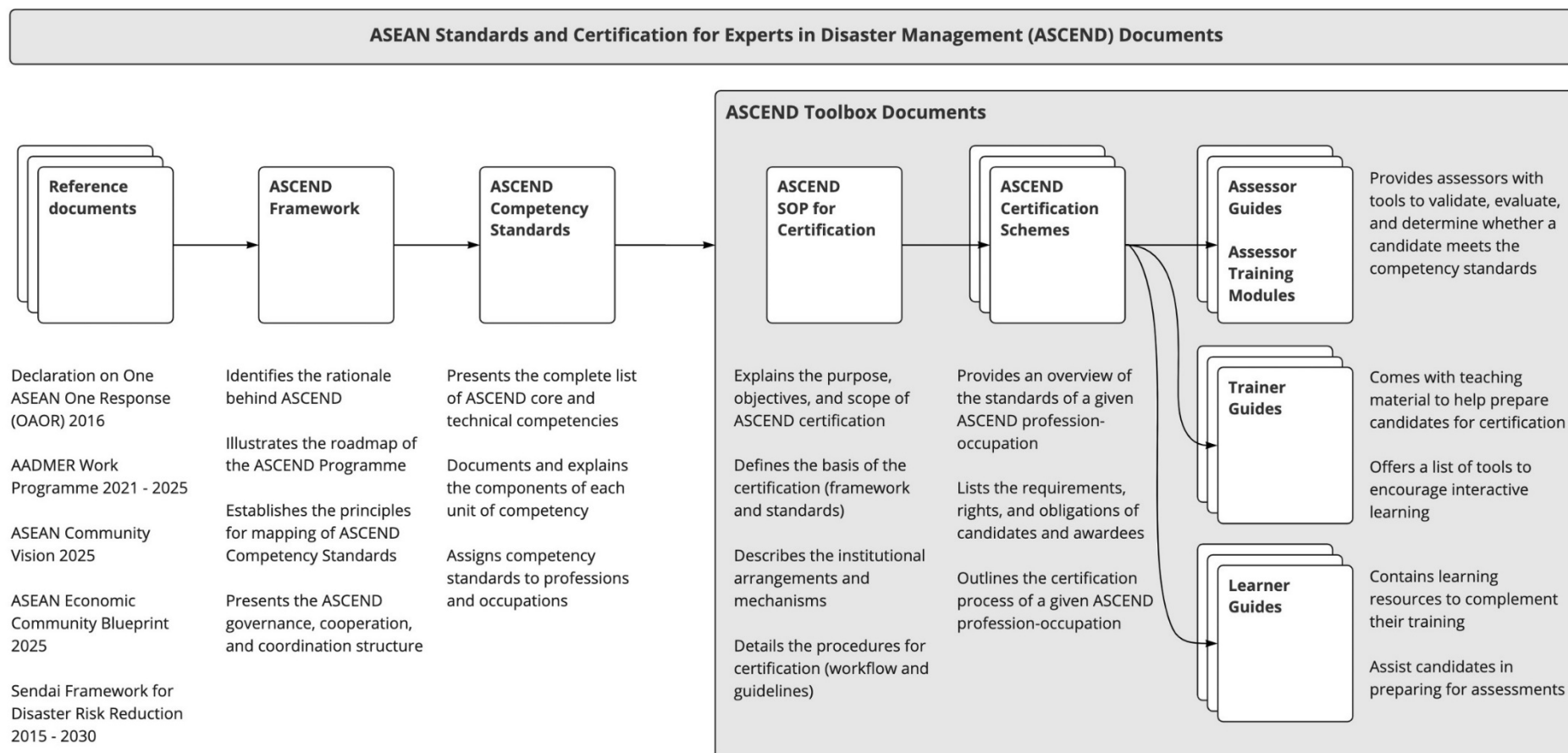
A set of technical requirements must exist before it is possible to implement the ASCEND programme in participating ASEAN Member States. The first requirement is the ASCEND Competency Standards that contains forty-three (43) regionally recognised core and technical competencies in selected disaster management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

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

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

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

Figure 1: Overview of ASCEND Toolbox Documents





Competency-based Training (CBT): Introduction for Trainers



ASCEND

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

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

Competency-based learning and assessment

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

Table 1: Competency areas and descriptions

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

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

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

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

What do trainers do?

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

The role of trainers is to:

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

Using the trainer's guide

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

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



ASCEND Competency Standards



ASCEND

3.1

Competency standards

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

3.2

ASCEND Competency Standards

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

Each ASCEND Competency Standard has its dedicated Toolbox documents: an SOP, Certification Scheme, Assessor Guide, Trainer Guide, and Learner Guide. One SOP applies to all profession-occupation combinations covered by the ASCEND certification. The Certification Schemes, one for each of the profession-occupation combinations. Both these documents align with the AQRF Level 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	<p>A coding system to organise the units of competency. It also indicates the types of competency standards.</p> <ul style="list-style-type: none"> • ADM.COR.000.0 are core competencies. These are general professional knowledge and skills related to international humanitarian principles and disaster management standards, including ASEAN mechanisms and procedures. • ADM.TEC.000.0 are technical competencies. These are specific knowledge and skills needed to perform effectively in work areas under their chosen disaster management profession and occupation.
Unit description	Provides information about the critical work function covered by the unit.
Elements	Presents the occupational tasks required to perform the critical work function in the unit.
Performance criteria	Lists the expected outcomes or results from the occupational tasks to perform and the standard required.
Unit variables	Advises on how to interpret the scope and context of this unit of competence.
Assessment guide	Outlines the evidence to gather and evaluate to determine whether the candidate is competent in the unit.

Linkages to other units	Explains the connection of the competency standard to other units of competency.
Critical aspects of assessment	Lists the types of evidence or demonstrated abilities assessors need to observe to determine the candidate's competency.
Context of assessment	Notes the settings or situations in which candidates need to demonstrate their ability during ASCEND assessments.
Resource implications	Identifies the resources needed to conduct the assessment.
Assessment methods	Describes the different assessment methods to 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 : **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 AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
<p>Element 1. Communicate with the affected community</p> <p>1.1 Engage the community in all shelter activities and plans.</p> <p>1.2 Implement and respond to community feedback mechanisms.</p> <p>1.3 Work with communities to ensure the needs of the most vulnerable are prioritised, and all views are heard and respected.</p>	<p>Unit Variables</p> <p>These unit variables provide advice to interpret the scope and context of this unit of competence. They relate to the unit as a whole and facilitate holistic assessment.</p> <p>This unit applies to designing and planning a project, with a wide range of issues related to shelter and settlement planning and may include:</p> <p>International humanitarian standards related to shelter include, but not limited to:</p> <ul style="list-style-type: none"> • Sphere standards • Relevant IFRC and UNHCR guidelines • Relevant Global Shelter Cluster guidelines • other guidelines from various institutions, such as IOM, CRS, Care, Habitat for Humanity, UN-Habitat, UNDP, Oxfam GB, RedR, Practical Action, Build Change, USAID.
<p>Element 2. Coordinate directly with other actors in the field</p> <p>2.1 Engage with the Shelter Cluster and other coordination</p>	<p>Relevant stakeholders may include:</p> <ul style="list-style-type: none"> • Formal and informal coordination mechanisms • Government departments and agencies • Donors • UN Agencies • INGOs • NGOs • CBOs • Private Sector actors

- 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.

- Suppliers of programme goods and services
- Faith-Based Organisations (FBOs)
- Tertiary institutes
- Military, etc

Linkage with other sectors may include:

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

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
- 3.2 Engage directly with staff from linked sectors to ensure integrated response
- 3.3 Collaborate with relevant programme support services to ensure programme efficiency, effectiveness, accountability and transparency

Relevant programme support services may include:

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

Assessment Guide

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

- Ability to engage beneficiaries in programme design and implementation
- Ability to identify key stakeholders in a given humanitarian context

Note on the use of the word “ensure” in Element 3:

The word ‘ensure’ is commonly not recommended in defining task-based competencies as it is often difficult to measure. However, the direct comparison to existing standards makes it easy to assess in this case. Alternative words may need to be considered when translating to other languages to ‘ensure’ assessment

Linkages to other Units

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

Critical Aspects of Assessment

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

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

Context of Assessment

This unit may be assessed on/off the job.

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

Resource Implications

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

Assessment Methods

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

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

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed

Level 1 = competence to undertake tasks effectively

Level 2 = competence to manage tasks

Level 3 = competence to use concepts for evaluating

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



Preparing for Training Sessions:

Equipment, Material, and Tools



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4.1

Onsite training

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

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

4.2

Online training

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

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

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

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

For collaboration, group exercises, lectures, and demonstrations.

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

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

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

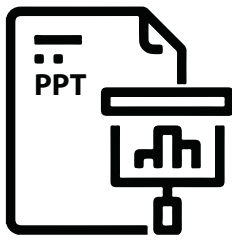
Kahoot Kahoot is a game-based learning platform that allows users to generate multiple-choice quizzes for distance education. Users can create a learning game on any topic in any language, and they can host a live game and share it with users.
<https://kahoot.com/>

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

For gathering feedback, ideas, or responses

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

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



PowerPoint Slides and Presenter Notes



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5.1

Instructions for using PowerPoint presenter

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

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

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

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

5.2

PowerPoint slides and presenter notes

Image 1: Slide 1



Slide No.

1

Trainer Notes

Trainer welcomes students to class.

Image 2: Slide 2

Elements of this Competency Unit



1 Element 1.
Communicate with the affected community



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



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



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****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 prioritized and all views are heard and respected.

**Slide No. 3****Trainer
Notes**

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

Image 4: Slide 4



Engage the community in all shelter activities and plans

1.1

Key activity community engagement and accountability

Identify and engage affected communities

Assess vulnerabilities, capacities and resources

Set up community support plan

Implement community support plan

Monitor and evaluate implementations

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Slide No. 4


Trainer Notes Trainer identifies activities steps to community engagement and accountability.

Image 5: Slide 5



Engage the community in all shelter activities and plans


1.1



**Suggested
engagement
method**

**PARTICIPATORY
METHOD**

Participatory method focuses on activities that use different forms of communication.



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Slide No. 5

**Trainer
Notes**

Trainer explains participatory method as suggested core method which summarises the engagement process.

All the group members shall join analysis phase and involve in creative thinking regarding the community's recovery and resilience issues

Image 6: Slide 6



Engage the community in all shelter activities and plans


1.1

Supporting communication tools

Picture/
Drawings

Study case
stories

Props
(e.g. from
cartons, wood,
puppet)


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Slide No. 6

**Trainer
Notes**

Trainer explains the form of supporting communication tools.


Class Activity – Study Case – Group Work

Trainer groups the participants into some groups.

Given a disaster event and situation where participants are assigned to community engagement.


Trainer asks each group to choose one supporting communication tools and explain what will they do with the tools in order to communicate in the community engagement process

Image 7: Slide 7




Engage the community in all shelter activities and plans

1.1



Setting up activity and plans

1. Divide people into smaller groups.
2. Assist community to reflect a potential problem
3. Engage community to go back further to the initial plans


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Slide No. 7

Trainer Notes

Trainer explains consideration in dividing people into smaller groups.


1. Divide people into smaller groups.
 - Ensure the groups are consisting adequate number of women and men.
 - To avoid “overpowered” group, ensure the division of people with more understanding is even between groups
2. Assist community to reflect a potential problem
 - What was the activity?
 - What was the problem during the activity?
 - How did the community overcome the problem?
3. Engage 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?

Image 8: Slide 8



Engage the community in all shelter activities and plans

1.1




Setting up activity and plans

4. Make a monitoring tool to accommodate the questions

Example: Monitoring chart

Goals	Quantity	Indicator	How to Measure	Frequency	Who will measure


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Slide No. 8

Trainer Notes

Trainer gives explanations regarding how to make a monitoring tool to accommodate the questions.

Make a monitoring tool to accommodate the questions, could be in a form of monitoring chart. PASSA Manual gives example of 6 column chart, consists of:

- **Goals** -> Community goals which were planned together
- **How many (quantity)** -> Amount of the goal (e.g., the goal is to build temporary shelters, 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 for the participant

Class Activity – Study Case – Group work

In the same group as previous group work activity

Given a study case, asks the groups to fill out the monitoring chart.

Image 9: Slide 9

Engage the community in all shelter activities and plans

1.1

Summary

- A shelter officer must play a role of a facilitator. He or she should be aware that engaging 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.
- 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 common people to understand the programme.
- The shelter programme might be irrelevant without community engagement in activities and plans since it does not address their needs.



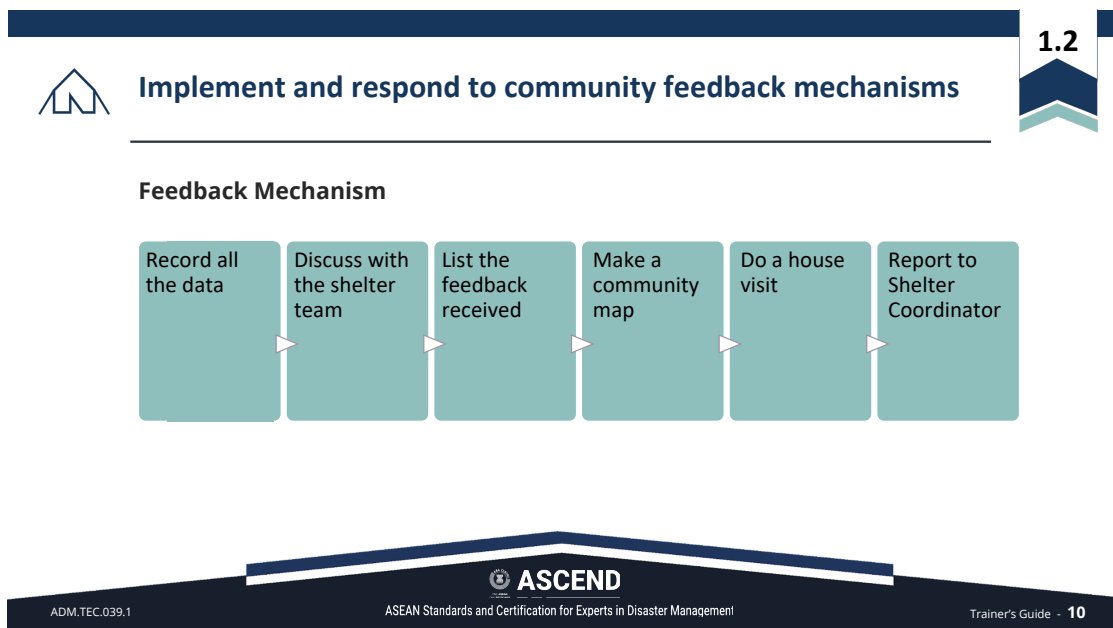
Slide No. 9

Trainer Notes

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



Image 10: Slide 10




Slide No. 10

Trainer Notes

Trainer explains provisions on feedback mechanisms.

1. Record all the data related as directed.
2. Discuss with the shelter team. Using the monitoring chart, compare these goals with what has been achieved.
3. List the feedback given by other member of shelter team 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
6. Report to Shelter Coordinator

Image 11: Slide 11



Implement and respond to community feedback mechanisms

1.2


Sensitive information and consent

Ensure that people are not put at risk as a result of data collection record and information sharing.

Ask for permission politely in conducting every activity.

Ensure their openness and willingness in answering questions or taking part in works.

Be wise in sharing information to other related sectors or supporting services.


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ADM.TEC.039.1
Trainer's Guide - 11

Slide No. **11**

Trainer Notes

Trainer gives explanation regarding sensitive information and consent.


Class Activity – Roleplay

Trainer form participants in pairs and assign the pairs to do roleplay as Shelter Officer and an individual as the affected community representative and practice communication skills to gather sensitive information and consent.

The roleplay will be presented in class.


Trainer assess and give feedback to the class.

Image 12: Slide 12



Implement and respond to community feedback mechanisms

1.2



Ensure the Feedback Systems are Working


Regular reminder to the team, volunteers, the contractors and implementing partners to uphold the code of conduct which they already signed

The Shelter Coordinator actively reminds the beneficiaries, vendors and all stakeholders on values that everyone should uphold, which can be disseminated through posters or other mechanisms

There are posters posted in the community places mentioning how to file a complaint or giving feedback to the management

Ensure the system is working well and tested that every feedback will reach directly to the management or ombudsman

The Shelter Coordinator should be proactive to investigate if there are issues in the field


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ADM.TEC.039.1
Trainer's Guide - 12

Slide No. 12

Trainer Notes

Trainer gives explanation about ensuring the feedback systems are working.

The Shelter Officer should do the following:

- Regular reminder to the team, volunteers, the contractors and implementing partners to uphold the code of conduct which they already signed.
- The Shelter Coordinator actively reminds the beneficiaries, vendors and all stakeholders on values that everyone should uphold, which can be 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 giving feedback to the management.
- Ensure the system is working well and tested that every feedback will reach directly to the management or ombudsman.
- The Shelter Coordinator should be proactive to investigate if there are issues in the field. While it is still small it should be responded properly for further action.

Image 13: Slide 13

Implement and respond to community feedback mechanisms

1.2

Summary

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

**Slide No. 13****Trainer Notes**

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



Image 14: Slide 14



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

1.3

Community Participation

There are 3 levels of community involvement

1. Overall Planning and Organization
 - The idea of this involvement is to rebuild the social organization within the community that may have been disrupted before due to disaster.
2. Practical engagement of affected people's skills and resources
 - Ensure the affected community is given the space to apply practical skills.
3. Providing information to the rights and roles in the community
 - Outside assistance might support information and guidance delivery by the members of the community to the other members community.


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Trainer's Guide - 14

Slide No. 14

Trainer Notes

Trainer explains 3 levels of community involvement, which are:


- Overall Planning and Organisation
It may take time to rebuild but this process is the first milestone to succession of emergency operation and for the community capacity building. This step involves determination on what is the best and culturally accepted solution given the constraints regarding the situations.
- Practical engagement of affected people's skills and resources
Encourage and empower them to be involved in program implementation and also to help their community with the skill they mastered. When no or less skilled people among the community, the outside assistance is needed so that the people could fill the gap by given the education and joining trainings. Ensure the program implementations support gender equality. The more successful program parameter is that the community familiarise on methods and practices and able to apply their learnings.
- Providing information to the rights and roles in the community
Coming and experiencing from the same circumstances are believed to be strong factors of efficiency in information and guidance delivery among the community. Information delivery might support increasing awareness regarding the rights, obligations, and roles in the community.



Class Activity – In Pairs


Trainer form participants in pairs and assign the pairs to identify which activities that include in each of 3 levels community involvement and what kind of assistance that a Shelter Officer might give support

Image 15: Slide 15




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

1.3



Strategy to ensure community participation

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
4. Observation to the targeted community
5. Dividing people into smaller groups
6. Briefing the groups about the importance of local participation
7. Organize community meeting or workshop
8. Ask for community feedback


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ADM.TEC.039.1
Trainer's Guide - 15

Slide No. 15

Trainer Notes

Trainer explains strategy to ensure community participation. A shelter officer could provide supports as listed on the slide.

Image 16: Slide 16



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

Provisions in community involvement


Assessment


Decision making process

Building Shelter Process

Permanent housing building process

1.3




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ADM.TEC.039.1
Trainer's Guide - 16

Slide No. 16

Trainer Notes

Trainer gives explanation about provisions in community involvement.

1. Assessment

Involve the people in assessment process as mentioned in Handbook 38, such as: Daily Calendar, Historical Timeline, Proportional Piling, Seasonal Calendar, Pair Wise Ranking, Stakeholder Analysis, Why-why Tree, Capacity of People's Organisations.

2. Decision Making Process:

Shelter officer may provide provisions in assistance and supporting tools for community activities in:

- Forum group discussion (FGD)
- Listing advantages-disadvantages, pro-cons
- Examining causes and effects, cost and benefit over an issue
- Developing thoughts on alternatives

3. Building shelter process

Shelter officer may provide provisions in:

- List the people who is qualified as builder
- List the vulnerable groups
- List of materials or other needs by community

4. Permanent housing building process

Shelter officer can provide in assisting, monitoring, ensuring if it is in accordance with technical guide or as directed by Shelter Coordinator, Manager, or any person who is more experienced and qualified in building permanent house

Class Activity – Sharing session

Trainer forms the participant in pairs.

Trainer asks the member of groups to share their experiences to the other group members regarding decision making process they have been conducted in a shelter programme.

Image 17: Slide 17

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

1.3

Summary

- A Shelter Officer is responsible for ensuring 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.



Slide No. **17**

Trainer Notes

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


Image 18: Slide 18**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.

**Slide No. 18****Trainer Notes**


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

Image 19: Slide 19



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

2.1




Identify Shelter Cluster and other coordination mechanisms

GLOBAL LEVEL

COUNTRY LEVEL

INTER-CLUSTER COORDINATION


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ADM.TEC.039.1
Trainer's Guide - 19

Slide No. **19**

Trainer Notes

Trainer identifies shelter cluster and other coordination mechanisms.

Shelter Cluster itself is divided into:

Global Level: The Global Shelter Cluster (GSC) is an Inter-Agency Standing Committee (IASC) coordination mechanism that supports people affected by natural disasters and internally displaced people affected by conflict with the means to live in safe, dignified and appropriate shelter.

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 in a strategic and accountable manner.

Inter-cluster Coordination: Camp Coordination and Management, Water, Sanitation and Hygiene (WASH) and Logistics are crucial part of Shelter operations. Regular coordination with other cluster partners is essential to ensuring an effective and targeted delivery of Shelter and NFI response.

○

Image 20: Slide 20

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

2.1

UNHCR determined coordination mechanism include

1. International and regional instruments and agreements which define responsibilities and roles at the global (and sometimes regional or country) level
2. Memoranda of Understanding (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



Slide No. **20**

Trainer Notes Trainer identifies coordination mechanism by UNHCR determination



Image 21: Slide 21

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

2.1

UNHCR determined coordination mechanism include

5. Regular meetings
6. Reporting and information sharing
7. Joint services and facilities, for example, vehicle repair services, communications, and a joint staff security group
8. Codes of conduct for organizations working in humanitarian emergencies.



Slide No. **21**

**Trainer
Notes**

Trainer identifies coordination mechanism by UNHCR determination

Image 22: Slide 22

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

2.1

Participation in coordination activities

The first 24-72 hours after disaster is critical time. Therefore, shelter officer can provide assistance in sharing information and data by:

1. Identify focal points in government and key agencies.
2. Assist by listing up meetings and a security briefing by phone.
3. Gather as much information on the situation as possible.



Slide No. 22

Trainer Notes


Trainer explains shelter office's participation in coordination activities regarding sharing information and data.

Class Activity – Guest Speaker

Trainer could reach out for an experienced Shelter Officer to give a sharing session regarding his/her participation in coordination activities at the first 24-72 hours after disaster.




Image 23: Slide 23



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


2.1



Participation in coordination activities

After arrival on site, shelter officer could:

1. Organize security briefing
2. Organize meetings with related stakeholders and partners
3. Participate in coordination meetings
4. Liaise related stakeholders and partners on field
5. Assist in planning and assessment



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ADM.TEC.039.1
Trainer's Guide - 23

Slide No. **23**

Trainer Notes

Trainer explains shelter officer's participation in coordination activities after arrival on site.

Class Activity – Guest Speaker

Trainer could reach out for an experienced Shelter Officer to give a sharing session regarding his/her participation in coordination activities as arrival on site.

Image 24: Slide 24

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

2.1

Summary

- Since the very beginning of the deployment, the Shelter Officer should identify coordination mechanisms in the field. The Shelter Office should find to fit in the coordination to share and to 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


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Trainer's Guide - 24


Slide No. 24

Trainer Notes

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




Image 25: Slide 25




Participate in regular coordination meetings with relevant stakeholders

2.2



Regular meeting shall address:

- Roles and responsibility determination
- Progress follow up
- Assumptions, indicators and scenarios envisaged in the plan review
- Progress reflection


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Trainer's Guide - 25

Slide No. **25**

**Trainer
Notes**


Trainer mentions regular meeting topics.

It is good if the area has regular coordination, since not all disaster events have proper coordination

Class Activity – General Discussion

Trainer's guides participant to search for other regular meeting topics or activities or agendas that support the relevant stakeholders needs and how can a Shelter Officer give support regarding it.

Image 26: Slide 26





Participate in regular coordination meetings with relevant stakeholders

Relevant stakeholders may include

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

2.2




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ADM.TEC.039.1
Trainer's Guide - 26

Slide No. **26**


Trainer Notes

Trainer mentions relevant stakeholders in regular meeting.

Class Activity – Internet Research


Trainer's guides participant to search for a disaster event occurred in certain time and write down the involvement of each stakeholders identified.

Image 27: Slide 27




Participate in regular coordination meetings with relevant stakeholders

2.2




Effective coordination requirements

Try to apply this value while coordinating with anyone or teams paired together with.



- Commitment to the process
- Clear agreed objectives and strategies
- Agreed responsibilities
- Good information exchange
- Timeliness of activities

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Trainer's Guide - 27

Slide No. 27

Trainer Notes

Trainer defines effective coordination requirements.

In coordination with every stakeholder, the Shelter Officer needs to always check with the following:

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

Image 28: Slide 28

Participate in regular coordination meetings with relevant stakeholders

2.2

Summary

- Having a regular coordination meeting is a necessity 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 beneficiaries 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



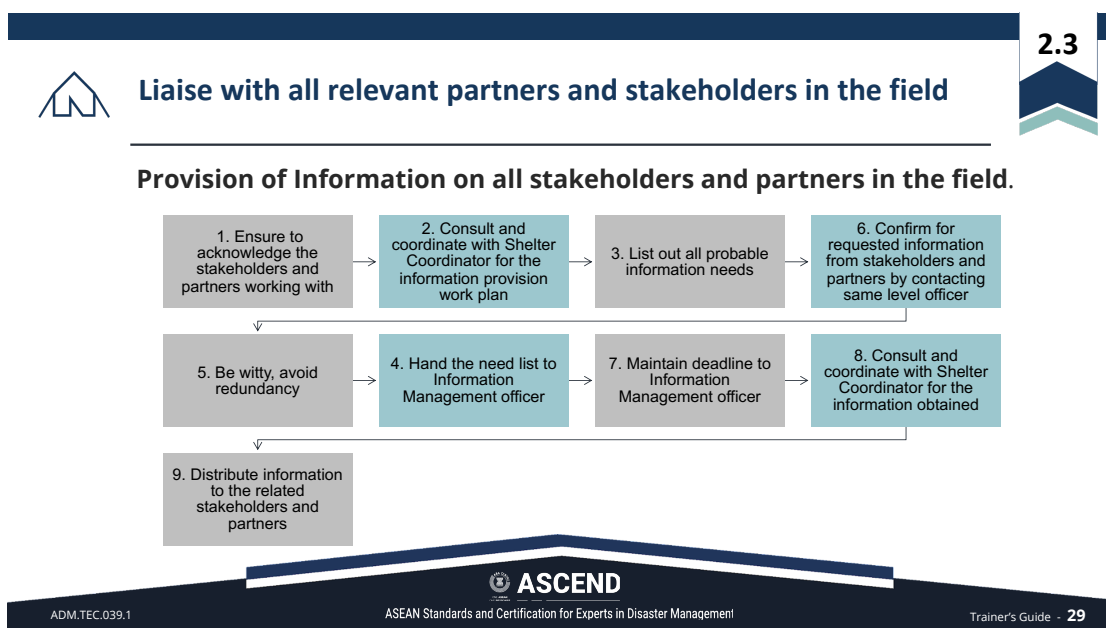
Slide No. **28**

Trainer Notes

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



Image 29: Slide 29



Slide No. **29**

Trainer Notes

Begin the class with

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 strategies regarding provision of information on all stakeholders and partners in the field

Then, Trainer shall continue:

Trainer explains provisions of information on all stakeholders and partners in the field.

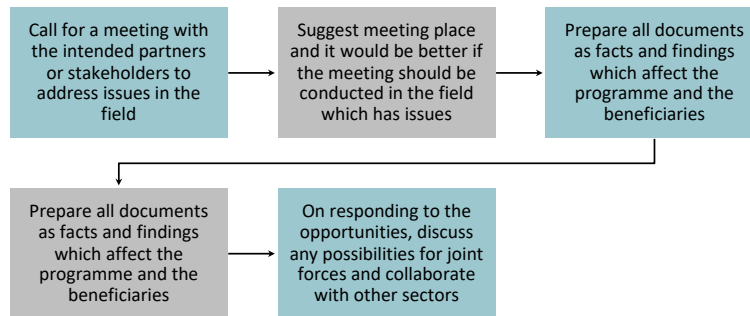
Image 30: Slide 30



Liaise with all relevant partners and stakeholders in the field

2.3

Below are how the informal meeting that Shelter Officer should conduct with relevant partners and stakeholders



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Trainer's Guide - 30

Slide No. **30**

Trainer Notes

Trainer gives explanation about informal meeting.

Below, are how the informal meeting that Shelter Officer should conduct with relevant partners and stakeholders:

- Call for a meeting with the intended partners or stakeholders to address issues in the field. Most of the issues generally are duplication of beneficiaries.
- Suggest meeting place and it would be better if the meeting should 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.
- 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.



Image 31: Slide 31

Liaise with all relevant partners and stakeholders in the field

2.3

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 in the field and find solutions more immediately with the relevant stakeholders.



Slide No. **31**

Trainer Notes

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

Image 32: Slide 32**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 integrated response.
- **3.3** Collaborate with relevant programme support services to ensure programme efficiency, effectiveness, accountability and transparency.



Slide No. **32**

**Trainer
Notes**

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

Image 33: Slide 33



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

3.1

Provision on coordination mechanism to report preliminary concern and share good practices

Questions below will help to guide Shelter Officer to engage in preliminary coordination:

1. Consider how to distribute shelter kits
2. Assessment
3. Coordination
4. Other Shelter Issues



Slide No. 33

Trainer Notes

Trainer explains guides for Shelter Officer to engage in preliminary coordination.

1. Consider how to distribute shelter kits

- Are there any preparedness plans?
- Are there any sheltering strategy?
- When will the kits be used?

2. Assessment

- How the shelter kits will help the vulnerable?
- When will be the perfect time to deliver the kits?
- What will we have to do if we did not have the capacity to deliver the kit?
- What are the construction materials needed?
- Do the amounts of shelter kits sufficient to accommodate the needs?
- Do the people of 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 do construction market research?



Image 34: Slide 34




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


Provision on guidelines, codes also local construction market availability

- Gather guidelines and codes as needed by contractor / subcontractors
- Provide guidelines for the beneficiaries who might have no experience in construction
- In a humanitarian approach, the construction guidelines should be provided
- Work together with construction / subcontractor engineer and list the material needed
- Provision on material procurement
- Provision on monitoring tools
- Provision of training for monitoring and oversight
- Assist in monitoring progress
- Give support as directed by Shelter Coordinator

3.1



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Trainer's Guide - 34

Slide No. 34

Trainer Notes

Begin the class with

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 strategies regarding provision on guidelines, codes, also local construction market availability

Then, Trainer shall continue:

Trainer identifies provision on guidelines, codes also local construction market availability.

1. Gather guidelines and codes 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 build back safer.
3. In a humanitarian approach, the construction guidelines should be provided since the material and builders might use their traditional practices but need to be ensured they can have robust structure.
4. Work together with construction / subcontractor engineer and list the material needed
5. Provision on material procurement, collaborate with Humanitarian Logistic. This is to ensure that material needed in the field would be available in the local market.

6. Provision on monitoring tools. The tools can be provided by the government or shelter agency. The intention of monitoring tools is that the construction will follow the code and ensure build back safer.
7. Provision of training for monitoring and oversight
8. Assist in monitoring progress.
9. Give support as directed by Shelter Coordinator

Image 35: Slide 35

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

3.1

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 ensure a robust structure.
- All linked sectors should be consulted to agree with the guidelines and monitoring tools.




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.

Image 36: Slide 36




Engage directly with staff from linked sectors to ensure integrated response

3.2



Linked sectors team may include:

Rapid Assessment	Emergency Operation Centre	Logistics	WASH
Livelihoods	Education	Protection	Camp coordination and Camp Management


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ADM.TEC.039.1
Trainer's Guide - 36

Slide No. 36

Trainer Notes

Trainer mentions linked sectors team.

- **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 in procurement for WASH products and services.
- **Livelihoods:** to help conditioned a livelihood situation
- **Education:** to support the children's right in 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.

Image 37: Slide 37

Engage directly with staff from linked sectors to ensure integrated response

3.2

Key activity of coordination and collaboration with staff from Linked Sector:

1. Participate in general and any applicable Linked Sector Staff coordination mechanisms from the outset.
2. Be informed of the responsibilities, objectives and coordination role of the state and other coordination groups where present.
3. Provide coordination groups for Linked Sector Staff with information about the agency's mandate, objectives and programme.
4. Share assessment information with the Linked Sector coordination groups in a timely manner and in a format that can be readily used by other humanitarian agencies.
5. Regularly update Linked Sector coordination groups on progress, reporting any, major delays, or any issues related.
6. Propose joint activities which can be implemented in particular area, such as linked with WASH for clean water provision in the shelter working area.



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Trainer's Guide - 37

Slide No. 37

Trainer Notes

Trainer mentions activity of coordination and collaboration with Staff from Linked Sectors



Image 38: Slide 38

Engage directly with staff from linked sectors to ensure integrated response

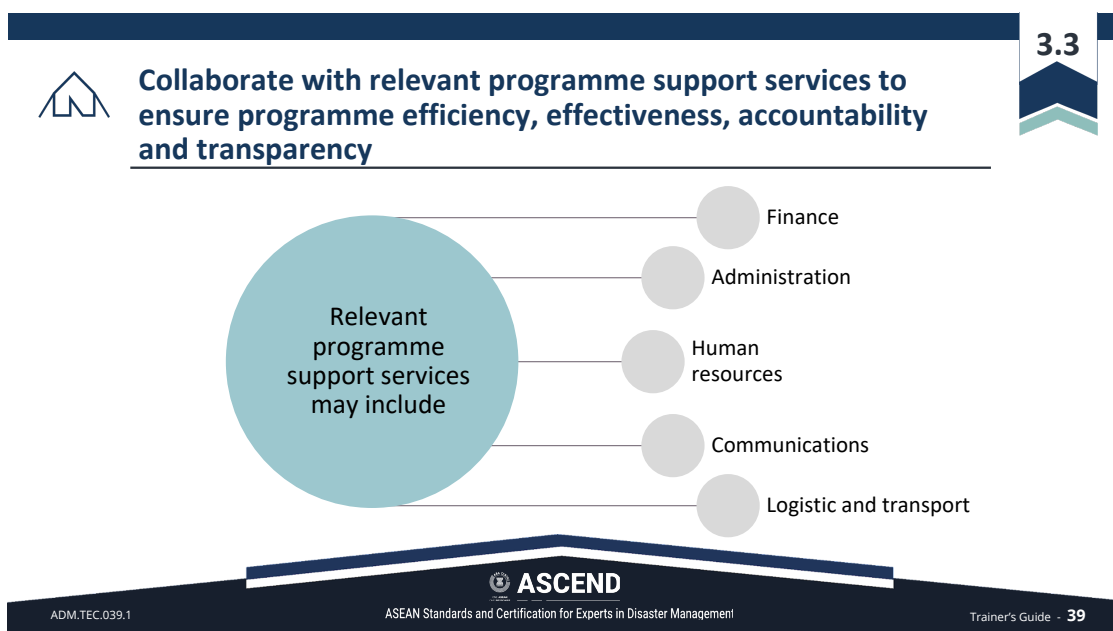
3.2

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 which can be implemented in a particular area by both organizations.

**Slide No. 38****Trainer Notes**


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

Image 39: Slide 39

Slide No. **39**


Trainer Notes Trainer mentions relevant programme support services.

Image 40: Slide 40




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

3.3



1. **Finance** → Finance is related to expenditure. UNHCR currently classifies expenditure into 2 types, Project Expenditure and Administrative support Expenditure
2. **Administration** → Data collection is part of the important activities during the programme. Simple office filing and documentation is part of the administration support that can be provided by Shelter Officer
3. **Human Resources** → Everyone involved in the shelter program must have that feeling of belonging under the umbrella of Humanitarian team. The succession of it is inseparable from roles of every member of the team, including volunteers. This is when the role of human resources takes place



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ADM.TEC.039.1
Trainer's Guide - 40

Slide No. **40**

Trainer Notes

Trainer mentions relevant programme support services

Finance

- Project Expenditure

Letter of Instruction (LOI) is the authority to enter into project expenditure obligations. LOI shall permit shelter representative to implement project directly or to enter into implementing agreements with related implementing partners. The minimum information needed from Shelter officer or any assigned field officer is a budget proposal in sector level, in order to obtain initial spending authority to be issued.

- Administrative support expenditure

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

Administration

Simple office filing and documentation shall be applied such as:

- Provision of white boards and notice boards to ease communication problem. Provision of pigeon hole for filing archive
- Provision of naming-label or numbering label to organise files in chronological based on the subject
- Provision of rubber stamp for document legalisation agreement
- Pay attention to destroy unwanted documents or correspondence to avoid unwanted distribution since in some countries there might be waste paper selling.

Human Resources

To help a better human resources management, shelter team might:

- Ensure proper staff administration
- Ensure all staff right is fulfilled (having contracts, receiving cost and benefits, receiving salary, work in reasonable hours and may take leave due)
- Provision of identity card (with photograph) for the staff
- Ensure staff accommodation (e.g., meal, hotel, field kits) is fulfilled

Image 41: Slide 41



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

3.3



4. Communication → Communication is important as the provider of communicating media between shelter staffs and related actors.

5. Logistic and Transport → It is essential for the field officer to be mobile. Therefore, the need of logistic and transport becomes crucial


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Trainer's Guide - 41

Slide No. 41

Trainer Notes

Trainer mentions relevant programme support services

Communication

Below is the checklist to guide in communication support:

- Identify communication resource and network possibility (network, signal strength, existing communication tools)
- Coordinate with local authorities to obtain permission in utilising the communication supporting equipment
- Inform Shelter team in local level regarding the information details in context of field communication tools (numbers, channels, location)
- Support in setting up communication tools

Logistic and Transport

To help support logistic and transport, shelter team might:

- Consult with the logistic and transport provider about procurement based on field situations
- List out the need for logistic and/or transport needs (type, amount, specifications, additional or supporting tools, special features)
- Acknowledge insurance scheme for logistic or transport
- Daily log sheet provision for vehicle to acknowledge the mobility activity occurred


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 divide the groups into each relevant programme services and asks the participants to overcome the challenges based on the study case given, related to the assigned relevant programme services.


Image 42: Slide 42



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

Through coordination mechanism, actively seek collaboration or sharing resources


3.3



Local cooperatives

Local vendor

Local transportation services


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ADM.TEC.039.1
Trainer's Guide - 42

Slide No. 42

Trainer Notes

Trainer gives explanation regarding collaboration with the support services.

Below are how the Shelter Officer can seek collaboration with the support services.

- Local cooperatives. Shelter Officer can propose local cooperatives services to send money to the beneficiaries in cash-based assistance modality.
- Local vendor. The Shelter Officer can suggest material provision 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 particular time, the vendor can have more discount from bulk purchase and use a bigger truck to save cost.

Image 43: Slide 43

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

3.3

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.



Slide No. **43**

Trainer Notes

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

Image 44: Slide 44

Slide No. **44**

**Trainer
Notes**

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



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