1st Edition

TRAINER'S GUIDE

TECHNICAL COMPETENCY UNIT

ADM.TEC 038.1

Provide Shelter and Settlement Assistance Equitably Based on Need

ASCEND

ONE ASEAN
ONE RESPONSE

ASEAN Standards and Certification
for Experts in Disaster Management

ASCEND

ASEAN Standards and Certification for Experts in Disaster Management

PROVIDE SHELTER AND SETTLEMENT ASSISTANCE EQUITABLY BASED ON NEED
ADM.TEC.038.1

Trainer's Guide

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

Project Sponsors:

ASEAN-KOREA COOPERATION FUND

소방청

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The ASCEND Programme and Toolbox Development:

Overview

ASCEND

1.1 The ASCEND Programme

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

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

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

1.2 The objectives of ASCEND

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

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

1.3 Advantages and benefits of an ASCEND certification

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

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

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

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

1.4   The ASCEND Toolbox

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

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

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

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

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

Reference documents

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

ASCEND Framework

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

ASCEND Competency Standards

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

ASCEND Toolbox Documents

ASCEND SOP for Certification

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)

ASCEND Certification Schemes

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

Assessor Guides

Assessor Training Modules

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

Trainer Guides

Comes with teaching material to help prepare candidates for certification

Offers a list of tools to encourage interactive learning

Learner Guides

Contains learning resources to complement their training

Assist candidates in preparing for assessments

Competency-based Training (CBT):
Introduction for Trainers

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

3.1 | Competency standards

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

3.2 | ASCEND Competency Standards

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

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

The ASCEND Competency Standards and its derivative Toolbox documents will be reviewed and updated every five (5) years to ensure it reflects changes in the disaster management profession and remains relevant. The Toolbox documents may also serve as a reference for ASEAN Member States' seeking to develop and implement national-level competency-based certification processes based on their respective capacities and needs. Table 2 describes its main components.

Table 2:   *Components of the ASCEND Competency Standards*

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

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

3.3 | Unit of Competency

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

Unit number : ADM.TEC.038.1

Unit description : This unit deals with the skills, knowledge, and abilities needed to assist in the implementation of a shelter and settlement programme.

ELEMENT AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
Element 1. **Participate in assessments and evaluations** 1.1 Participate in field assessments as required to determine immediate and future shelter and settlement needs of the affected community 1.2 Assist in shelter programme evaluations as required 1.3 Contribute to team analysis of changing shelter needs	**Unit Variables** These unit variables provide advice to interpret the scope and context of this unit of competence. They relate to the unit as a whole and facilitate holistic assessment. This unit applies to designing and planning a project, with a wide range of issues related to shelter and settlement planning and may include: International humanitarian standards related to shelter include, but not limited to: • Sphere standards • Relevant IFRC and UNHCR guidelines • Relevant Global Shelter Cluster guidelines • other guidelines from various institutions, such as IOM, CRS, Care, Habitat for Humanity, UN-Habitat, UNDP, Oxfam GB, RedR, Practical Action, Build Change, USAID.
Element 2. **Undertake all shelter activities in-line with humanitarian standards and principles** 2.1 Prioritise the needs of the most vulnerable, addressing cross-	**Programme management tools** may include: • Gantt charts • Budgets • Log-frames • Organograms • Project management software

cutting issues in all programme activities.

2.2 Implement all staff code of conduct, protection, safety, and security procedures.

2.3 Conduct shelter activities in line with all relevant humanitarian shelter standards and principles.

Element 3.

Monitor shelter activities

3.1 Undertake regular MEAL (monitoring, evaluation, accountancy, and learning) activities as directed

3.2 Accurately record disaggregated data on all programme activities

3.3 Report on any issues of concern to the Shelter Coordinator

Cross cutting issues include:

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

Note on **disaggregated** data:
As per Sphere standards and global gender guidelines all data should be recorded in a manner, that ensures original detail is preserved throughout any 'aggregation' process to allow future analysis of age and gender, whilst protecting individual privacy.

Assessment Guide

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

- Ability to participate in assessments and evaluations
- Understanding of humanitarian standards and how to implement them in shelter and settlement
- Ability to use standard monitoring tools and equipment

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 assess damage and other shelter issues
- Demonstrated ability to use SPHERE and other standards
- Demonstrated understanding of cross-cutting issues in shelter

Context of Assessment

This unit may be assessed on/off the job.

- Assessment should include practical demonstration of implementing shelter projects in an emergency setting either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge
- Assessment should include practical demonstration of ability to monitor activities

Resource Implications

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

Assessment Methods

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

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

Key Competencies in this Unit

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

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

Preparing for Training Sessions:

Equipment, Material, and Tools

4.1 Onsite training

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

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

4.2 | Online training

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

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

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

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

For collaboration, group exercises, lectures, and demonstrations.

Lucidspark	Lucidspark is a virtual whiteboard where training attendees can come together to create, develop, and present their ideas. It can be used for brainstorming, group presentations, and organising notes. https://lucidspark.com/
Ziteboard	Ziteboard is a collaboration software ideal for discussing topics visually and online real-time tutoring. It works seamlessly on different devices (laptops, tablets, and mobile devices) and web browsers (Apple Safari and Google Chrome). https://ziteboard.com/

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

Kahoot	Kahoot is a game-based learning platform that allows users to generate multiple-choice quizzes for distance education. Users can create a learning game on any topic in any language, and they can host a live game and share it with users. https://kahoot.com/
Quiz It! Live	Quiz It! Live is an app similar to Kahoot that allows users to create and host live quizzes for groups. It also comes with automated timing, scoring, and marking. https://www.quizit.net/

For gathering feedback, ideas, or responses

Google Forms	Google Forms is a survey administration software for collecting and organising different kinds of information. Responses are automatically gathered and neatly presented in charts, sheets, and more. https://www.google.com/forms/about/
Survey Monkey	Survey Monkey is the world's most popular free online survey tool. Similar to Google Forms, users can create, send, and edit questionnaires. https://www.surveymonkey.com/
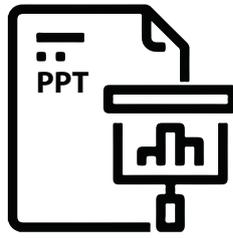
PowerPoint Slides and Presenter Notes

5.1 | Instructions for using PowerPoint presenter

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

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

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

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

5.2 PowerPoint slides and presenter notes

Trainer's Guide

Technical Competency Unit

ADM.TEC.038.1

Provide Shelter and Settlement Assistance Equitably Based on Need

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ADM.TEC.038.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **1**

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

Image 2:   *Slide 2*
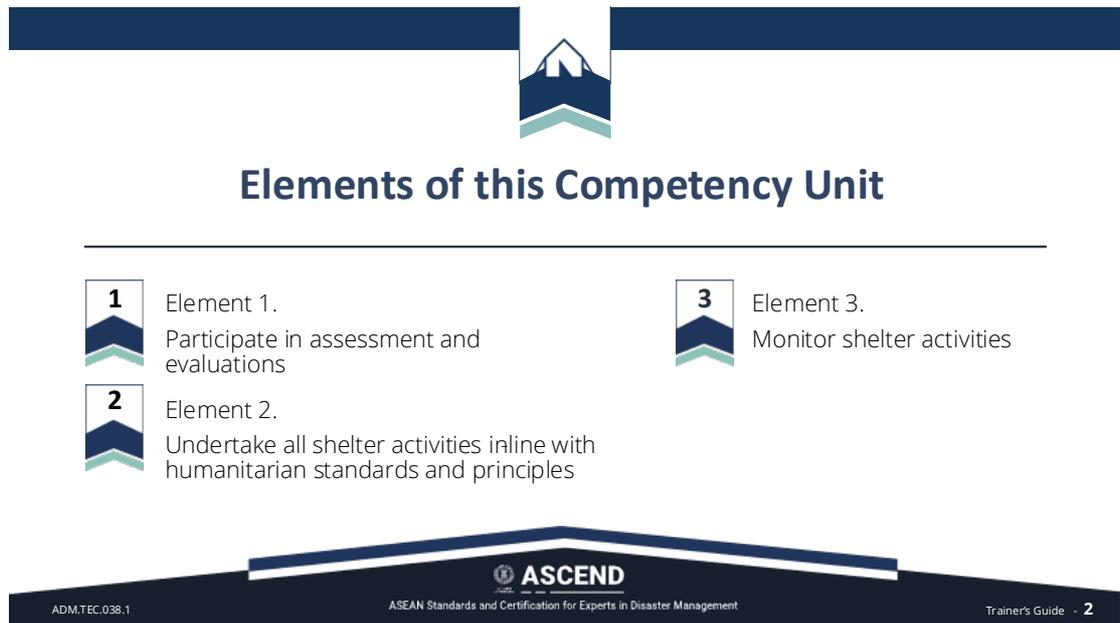
Elements of this Competency Unit

1 Element 1.
Participate in assessment and evaluations

3 Element 3.
Monitor shelter activities

2 Element 2.
Undertake all shelter activities inline with humanitarian standards and principles

ASCEND

ADM.TEC.038.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **2**

Slide No.	2

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

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Element 1

Participate in assessments and evaluations

Performance Criteria

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

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ADM.TEC.038.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **3**

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

1.1

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

Assess preliminary damage and other shelter issues by:

1.   Visual Observation
2.   Survey / Interview
3.   Gather secondary data
4.   Review and analysis

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ADM.TEC.038.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **4**

Slide No.	**4**

| **Trainer Notes** | Trainer identifies activities to assess preliminary damage and other shelter issues.
1. Visual Observation
2. Survey / Interview
  •   Limit the interview not longer than 30-45 minutes
  •   Be interactive, use graphic responses is preferred
  •   Simple questions
3. Gather secondary data
  •   Potential sources of secondary data:
  •   Academic institutions: university and departmental libraries, technical schools
  •   NGOs: some NGOs maintain libraries; most keep copies of their own products
  •   Government: ministerial and district libraries; national archives
  •   Individuals: professors, researchers, long-term consultants, etc.
4. Review and analysis
  •   Area affected
  •   What information exists about problems that affect persons in this region?
  •   What do we know about the distribution of the leading problems? E.g., what are the influences and inter-relationships between gender, age, ethnicity, location of residence, family structure, educational status, etc.?
  •   What do we know about external factors affecting the problems? E.g., social norms, religion, economics? |

1.1

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

Assessment tools and methods:

1. Daily Calendar

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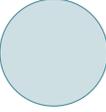
Try ask the participant to describe their typical activity in a day with detail amount of time each day

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ADM.TEC.038.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **5**

Slide No.	5

Trainer Notes	Trainer explains daily calendar as one of assessment tools and methods that might help field assessment.
	By using the daily calendar, the habit and the work pattern of the group of affected people. This will ease the efforts to determine suitable approach to the community.
	Class Activity – Internet Research Trainer asks participants to search for real examples of Daily Calendar tools as the participants references

ASCEND

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

1.1

Assessment tools and methods:

2. Historical Timeline
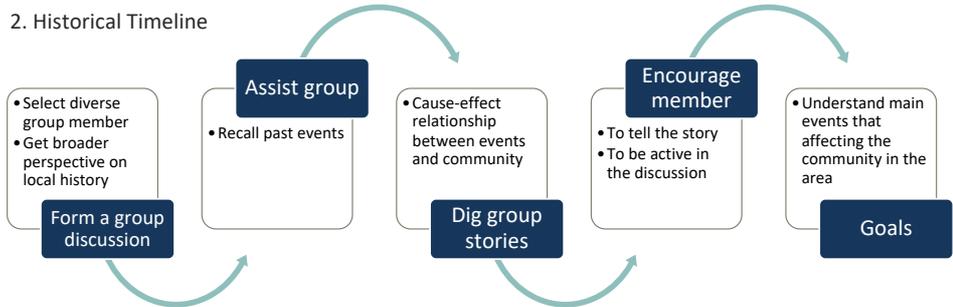
- Select diverse group member
- Get broader perspective on local history

Form a group discussion

Assist group
- Recall past events

- Cause-effect relationship between events and community

Dig group stories

Encourage member
- To tell the story
- To be active in the discussion

- Understand main events that affecting the community in the area

Goals

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ADM.TEC.038.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **6**

Slide No.	**6**

| **Trainer Notes** | Trainer explains historical timeline as one of assessment tools and methods that might help field assessment.

In digging local history, do not rely on testimony of an individual. Try to do check and balance regarding the past events told in the discussion.

Class Activity – Internet Research
Trainer asks participants to search for real examples of Historical Timeline tools as the participants references |

ASCEND

1.1

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

**Assessment tools and methods:**

3. Proportional Piling

Form a group discussion

Break down issues and needs for the groups

Estimate quantities and proportions

ASCEND

Slide No.	7

Trainer Notes	Trainer explains daily proportional piling as one of assessment tools and methods that might help field assessment
	Proportional piling is useful for people who are not familiar with quantifying data. Thus, this could be challenging to give the understanding. Combine the information gathered from historical timeline group discussion, seasonal calendar and daily calendar results to gather baseline to estimate.
	Class Activity – Internet Research Trainer asks participants to search for real examples of Proportional Piling tools as the participants references

Image 8: *Slide 8*

1.1

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

Assessment tools and methods:

4. Seasonal Calendar

- Useful for useful tool in rural environments
- where production varies throughout the year
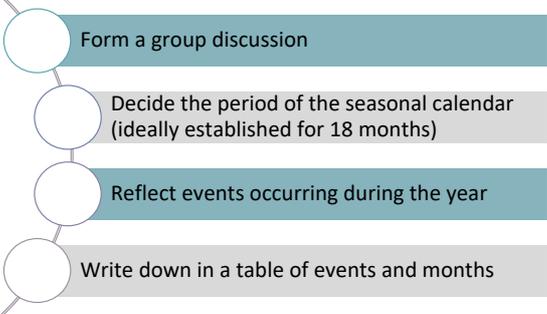
Form a group discussion

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

Reflect events occurring during the year

Write down in a table of events and months

ASCEND

ADM.TEC.038.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **8**

Slide No.	8

Trainer Notes	Trainer explains seasonal calendar as one of assessment tools and methods that might help field assessment.
	To ease the writing process in the seasonal calendar, it is advised to print a wide size of the calendar and use the different colour to differentiate with another event. If possible, simple symbols or illustration could also be used.
	Class Activity – Internet Research Trainer asks participants to search for real examples of Seasonal Calendar tools as the participants references

ASCEND

1.1

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

Assessment tools and methods:
5. Pair Wise Ranking

| Ask the community to define needs in order of priority | Verify the consistency for the answer | List the issues in a matrix

Heading of column 1 is identical to row 1,

Heading of column 2 is identical to row 2, and so on. | Determine the relative importance by asking the participant to determine their preference

Example: Do you prefer issue 1 or issue 2? | Write down the preference in the matrix | The more the frequency of the issue is selected, the more important it is compared to another issue listed. |

ASCEND

ADM.TEC.038.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **9**

Slide No.	9

Trainer Notes	Trainer explains pair wise ranking as one of assessment tools and methods that might help field assessment.
	Pair wise ranking can also be used in shelter internal team to determine prioritisation.
	Class Activity – Study Case – Group Work Trainer forms participants into groups of 4 person(s). Trainer gives participant a shelter study case Trainer ask the groups to apply pair wise ranking in the decision making

1.1

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

Assessment tools and methods:

6. Stakeholder Analysis

identify the affected people and groups in a specific environment	define who does what, when, how, where and why	identify individual interests
understand power relations	define the need for assistance	understand operational strengths and opportunities

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Slide No.	10

Trainer Notes	Trainer explains stakeholder analysis as one of assessment tools and methods that might help field assessment.
	Stakeholder analysis is the assessment used for the internal of the shelter team. This do not involve the participation of the affected community.
	Class Activity – Study Case – Group Work
	Trainer forms participants into groups of 4 person(s).
	Trainer gives participant a shelter study case
	Trainer ask the groups to conduct the stakeholder analysis

1.1

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

Assessment tools and methods:

7. Why-why tree
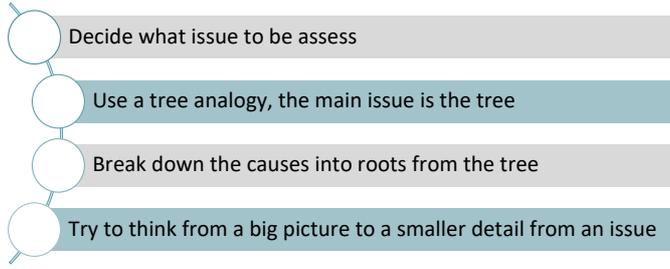
- Decide what issue to be assess
- Use a tree analogy, the main issue is the tree
- Break down the causes into roots from the tree
- Try to think from a big picture to a smaller detail from an issue

ASCEND

ADM.TEC.038.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **11**

Slide No.	**11**

Trainer Notes	Trainer explains why-why tree as one of assessment tools and methods that might help field assessment.
	The aims of why-why tree are to define better objectives and decide a better approach or problem-solving strategy.
	Class Activity – Study Case – Group Work Trainer forms participants into groups of 4 person(s). Trainer gives participant a shelter study case Trainer ask the groups to breakdown the case by using why-why tree

1.1

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

Assessment tools and methods:

8. Capacity of people organizations

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

History of the people's organization.	Decision-making processes.
When and why was it formed.	Are its committees functioning?
Number of active and passive members.	Does the group have a community development plan?
Membership trend (number increasing or decreasing?).	What has the group contributed to the community so far?
Attendance meetings.	

🏠 **ASCEND**

ADM.TEC.038.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **12**

Slide No.	**12**

Trainer Notes	Trainer explains capacity of people organisations as one of assessment tools and methods that might help field assessment.
	Shelter Officer who conducts the capacity of people organisations shall be the one who have good communication ability.
	Class Activity – Roleplay
	Trainer form participants in pairs and assign the pairs to do roleplay as Shelter Officer who conduct a semi structured interview and practice communication skills to gather information regarding capacity of people organisations.
	The roleplay will be presented in class.
	Trainer assess and give feedback to the class

1.1

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

Summary

· Shelter Officer should actively participate in the field assessment since, as a person deployed in the field, he/she has to know the real context and situation. Thus, information gathered in the field will be meaningful for relevant responses to the needs.

· Prior to the field assessment, the Shelter Officer should prepare the assessment tools and gather as many facts as possible from reliable sources regarding the affected area.

ASCEND

ADM.TEC.038.1 — ASEAN Standards and Certification for Experts in Disaster Management — Trainer's Guide - **13**

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

1.2

Assist in shelter programme evaluations as required

Evaluation

Criteria	Standards
IFRC standards and policies	Utility
Relevance and appropriateness	Feasibility
Efficiency	Ethics and legality
Effectiveness	Impartiality and independence
Coverage	Transparency
Impact	Accuracy
Coherence	Participation
Sustainability and connectedness	Collaboration

ASCEND

ADM.TEC.038.1 — ASEAN Standards and Certification for Experts in Disaster Management — Trainer's Guide - **14**

Slide No.	**14**

| **Trainer Notes** | **Class Activity – Pre-test Quiz**
Trainer mentions some evaluation standards and asks participants to define.

Trainer explains each evaluation criteria and standards as listed below.

Criteria

• IFRC standards and policies: Upholds the policies and guidelines of the International Red Cross and Red Crescent Movement

• Relevance and appropriateness: Suits to the needs and priorities of the target group, and compliments work from other actors

• Efficiency: Cost effective and timely

• Effectiveness: Likely to achieve its intended, immediate results

• Coverage: Includes (or excludes) population groups, and the differential impact on these groups.

• Impact: Affects positive and negative changes on stakeholders, directly or indirectly, intended or unintended.

• Coherence: Consistent with relevant policies (e.g. humanitarian, security, trade, military and development), and take adequate account of humanitarian and human rights considerations

• Sustainability and connectedness: The benefits of work are likely to continue once role is completed |

Standards

- Utility: Must be useful and used.

- Feasibility: Must be realistic, diplomatic, and managed in a sensible, cost-effective manner.

- Ethics and legality: Conducted in an ethical and legal manner, with particular regard for the welfare of those involved in and affected by the evaluation.

- Impartiality and independence: Provide a comprehensive and unbiased assessment that takes into account the views of all stakeholders. With external evaluations, evaluators should not be involved or have a vested interest in the intervention being evaluated.

- Transparency: Evaluation activities should reflect an attitude of openness and transparency.

- Accuracy: Technical accurate, providing sufficient information about the data collection, analysis, and interpretation methods so that its worth or merit can be determined.

- Participation: Stakeholders should be consulted and meaningfully involved in the evaluation process when feasible and appropriate.

- Collaboration: Collaboration between operating partners in the evaluation process improves the legitimacy and utility of the evaluation

1.2

Assist in shelter programme evaluations as required

Evaluation tools

1. Rubric

2. Structured Review Forms

3. Content Analysis

ASCEND

ADM.TEC.038.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **15**

Slide No.	15

Trainer Notes	Trainer identifies evaluation tools used for desk review.

ALNAP Evaluation of Humanitarian Action Guide introduced 3 evaluation tools for desk review:
- Rubric: a scoring tool used to assess a document against a set of criteria in a consistent way.
- Structured review forms: Forms where the reviewer can note key aspects of a document for later follow-up.
- Content analysis: Analysis of textual information in a standardised way that allows evaluators to make inferences about the information.

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

Class Activity – Create Paperwork

Trainer guides participants to create structured review forms

1.2

Assist in shelter programme evaluations as required

Summary

- A Shelter Officer should be present and active on giving his/her insight during programme evaluations. A shelter officer can provide more perspective and relevant context based on field experience when deployed in the field.

- Prior to the evaluation, the Shelter Coordinator should review the work done in the field and compare the achievement with the shelter strategy. It will help the PMER officer in digging information using the evaluation tools

ASCEND

ADM.TEC.038.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **16**

Slide No.	16
Trainer Notes	Trainer provides a recap of the Element asking questions to check participants understanding and responding to questions from participants, as required.

Image 17: *Slide 17*

1.3
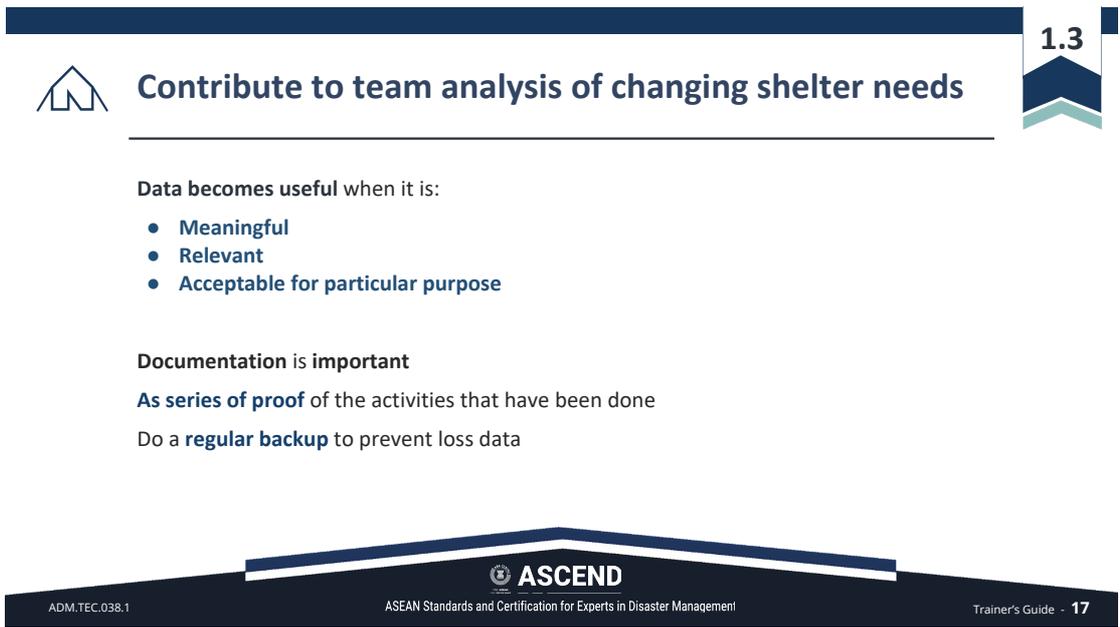
Contribute to team analysis of changing shelter needs

Data becomes useful when it is:

- **Meaningful**
- **Relevant**
- **Acceptable for particular purpose**

Documentation is **important**

As series of proof of the activities that have been done

Do a **regular backup** to prevent loss data

ASCEND

ADM.TEC.038.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **17**

Slide No.	17
Trainer Notes	Trainer gives explanation regarding data gathering and documentation.

ASCEND

Image 18: Slide 18

Slide No.	18

Trainer Notes

Trainer mentions important considerations in assessment data collection.

- Accurate: Data provided is reliable, in accordance with the facts that happen.

- Eliminate Bias: Data shall not lead into certain prejudice which cause tendencies by different people

- Ethical: Data collection process shall be respective to local ethics and data collected shall be under consent by the people involved in

- Provided in the exact time when needed: Data will be meaningful when it is provided at certain time. It is important to keep up with the agreed deadlines.

- The collecting method and the people who have access: As mentioned before, data collection process shall be respective to local ethics and under consent of people who are involved in. People who have access are limited, adjusted with the needs to do with the data related. These needs to be done to avoid data misuse for certain interests by irresponsible actors.

1.3

Contribute to team analysis of changing shelter needs

Analysis assessment result

Analysis is the **process of synthesizing information from different sources** to be able to answer questions such as:

- What are the main problems in terms of shelter?
- Who is affected?
- What types of settlement and shelter options do people currently make use of and prefer for the future?
- Where are the most badly affected geographical areas or communities?
- What are the shelter and reconstruction intentions of the affected population, including any intentions to change shelter options which may also result in another displacement to a different geographic location?
- What are the capacities of the local population, other stakeholders, infrastructure, supply chain and market actors, etc.?
- Any other shelter related questions

ASCEND

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Slide No.	**19**

Trainer Notes	Trainers explains analysis assessment result. **Class Activity – Guest Speaker** Trainer could reach out for an experienced Shelter Officer to give a sharing session regarding his/her experience in contributing to shelter team analysis

1.3

Contribute to team analysis of changing shelter needs

Involvement in giving advice of changing shelter needs

- Working near the community and getting involved in directly will sharpen the sensitivity of the community needs.
- Advices from shelter officer shall broader the view and contribute in the shelter program stacking.

ASCEND

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Slide No.	**20**
Trainer Notes	Trainer mentions involvement in giving advice of changing shelter needs.
	A shelter officer can also contribute by ensuring compliance with criteria of shelter and settlement needs.

1.3

Contribute to team analysis of changing shelter needs

Summary

· During programme implementation, the new finding regarding the actual needs might be found that need to be addressed; otherwise, some beneficiaries might not have sufficient support.

· Understanding the process of data gathering and its analysis is essential for the shelter officer. The finding of unaddressed needs has to be communicated as soon as possible to the Shelter Coordinator.

· On communicating the new finding, Shelter Officer needs to build up the context and gather and analyse the data and people in the field, which can be a source of verification.

ASCEND

ADM.TEC.038.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **21**

Slide No.	21
Trainer Notes	Trainer provides a recap of the Element asking questions to check participants understanding and responding to questions from participants, as required.

Image 22: Slide 22

Element 2
Undertake all shelter activities in-line with humanitarian standards and principles

Performance Criteria

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

- **2.2** Implement all staff code of conduct, protection, safety, and security procedures.

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

ASCEND

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Slide No.	**22**
Trainer Notes	Trainer identifies for participants the Performance Criteria for this Element, as listed on the slide.

2.1

Prioritise the needs of the most vulnerable addressing cross cutting issues in all programme activities.

Identify all cross-cutting Issues

GENDER

ELDERLY PEOPLE

DISABLED PEOPLE

CHILDREN'S RIGHT

HIV / AIDS

PSYCHOSOCIAL SUPPORT

ENVIRONMENT

DISASTER RISK REDUCTION (DRR)

ASCEND

ADM.TEC.038.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **23**

Slide No.	23
Trainer Notes	**Class Activity – Pre-test Quiz** Trainer asks each participant to define what is cross-cutting issue and mention cross-cutting issue in shelter. Trainer identifies all cross-cutting shelter issues.

Image 24: *Slide 24*

		2.1

Prioritise the needs of the most vulnerable addressing cross cutting issues in all programme activities.

Less participation of minority gender groups

Tenure and formal ownership

GENDER

Harassment

Violence

ASCEND
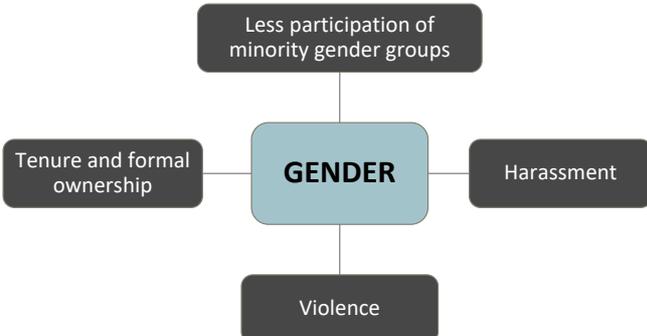
ADM.TEC.038.1 · ASEAN Standards and Certification for Experts in Disaster Management · Trainer's Guide - **24**

Slide No.	**24**

| **Trainer Notes** | **Class Activity – Pre-test Quiz** Trainer asks each participant to mention common gender issue in shelter.

Trainer could add some explanation regarding common gender issue in shelter as listed below.
The effect of disaster between men and women are different. Women and children are 14 times more likely than men to die during a natural disaster.

The common gender issues in shelter are:

a. **Less participation of minority gender groups**
Begins in preparedness consultation phase, as the result, the needs from minority gender groups of the community is less likely to be heard.
b. **Harassment**
Harassment could happen to any gender. This could happen due to lack of private spaces and distance to basic services.
c. **Violence**
Social pressures and disruption of livelihood opportunities might cause a struggle that results to violence due to stressful life.
d. **Tenure and formal ownership**
Local culture may favour certain gender in regulating rights and duty. |
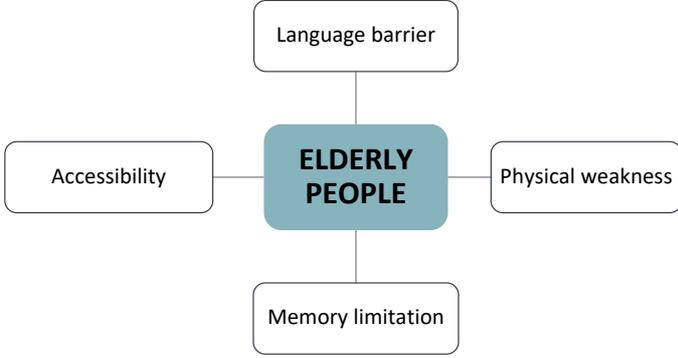
Slide No.   **25**

Trainer Notes	Trainer could add some explanation regarding common elderly people issue in shelter as listed below.

Elderly people are groups of vulnerable people due isolation, their vulnerabilities might increase.

The common elderly people issue in shelter are:

a. Language barrier
Unable to communicate with elderly persons due to local language constraints

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

c. Memory limitation
Elderly might struggle in accepting new information and guidance.

d. Accessibility
The designed shelter does not suit the elderly people needs.
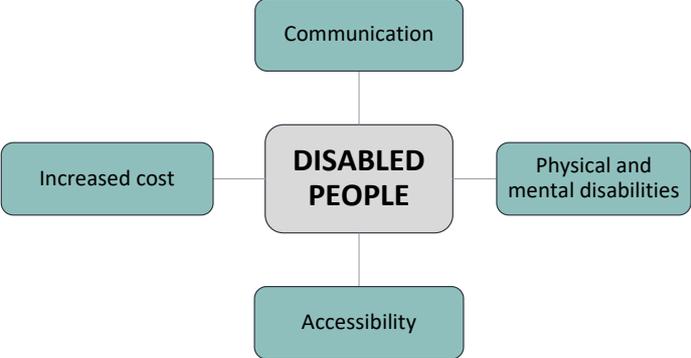
Slide No.	26

| Trainer Notes	**Class Activity – Pre-test Quiz** Trainer asks each participant to mention common disabled people issue in shelter. Trainer could add some explanation regarding disabled issue in shelter as listed below. Due to disasters and conflict, there might be resulted to a more numbers of disabled people. The common disabled people issue in shelter are:

- **Communication**
  There are some people with communication disabilities (deaf, mute) which makes them hard to communicate. Speech impaired interpreter assistance might be needed to bridge the conversation between disabled people and larger community to express themselves.

- **Physical and mental disabilities**
  People with physical and mental disabilities are high risk of violence, theft and exploitation. Access to specialised facilities and support structures may be limited. They also often excluded from the program and struggle in self-recover due to their disabilities.

- **Accessibility**
  As the result of being secluded, their needs are not channelled well. Shelters and communal services are unable to be accessed.

- **Increased cost**
  Due to make accessible shelters for disabled people, it might cost increase in cost

2.1

Prioritise the needs of the most vulnerable addressing cross cutting issues in all programme activities.

Lack of attention

CHILDREN'S RIGHT

Psychological

Education

ASCEND

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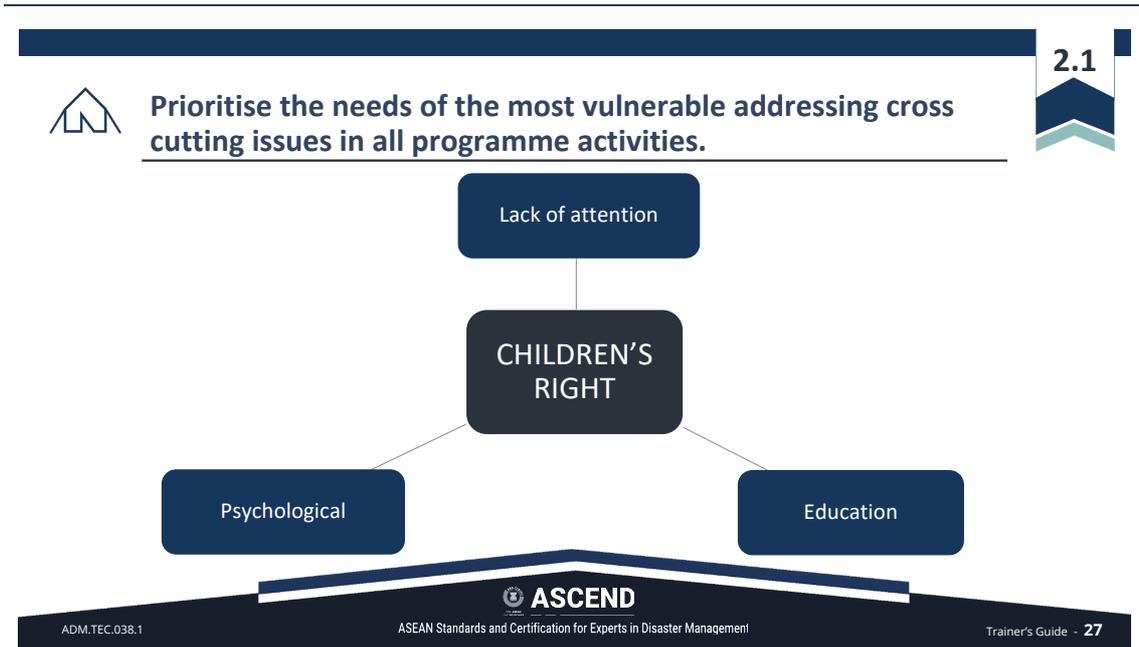
Slide No.	**27**

|	

Trainer Notes	**Class Activity – Pre-test Quiz**
	 Trainer asks each participant to mention common children's right issue in shelter.
	
	 Trainer could add some explanation regarding common children's right issue in shelter as listed below.
	
	 Children's view and experience do not get much attention to be taken in account for emergency assessment and planning. Yet, children and youngster are also prone to the harmful impact of vulnerability in certain situations.
	
	 The common children's right issues in shelter are:
	
	 a. **Lack of attention**
	    Lack of structures in place to cope with a large increase in the number of orphaned children within a community. Orphaned children do not get attention which may resulting in limitation to access safe shelter, excluded from participating shelter activities, excluded from distribution of NFI kits, food and water, which leading to another problems like disease and malnutrition.
	
	 b. **Education**
	    Education is often discontinued. Children face difficulty to access school and education program.
	
	 c. **Psychological**
	    Children are prone to suffer in facing post-disaster trauma and exploitation such as kidnapping, sexual abuse pressure to join gangs.

2.1

Prioritise the needs of the most vulnerable addressing cross cutting issues in all programme activities.

HIV/AIDS ➤ Stigma ➤ Discrimination ➤ **Social Exclusion**

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Slide No.	28

Trainer Notes	Trainer gives explanation HIV/AIDS issue in shelter.
	It is not a secret that HIV/AIDS has a negative stigma in society. People with HIV/ AIDS may receive discrimination and social exclusion in society their live in.
	Class Activity – Internet Research
	Trainer asks participant to search for a real shelter project with HIV/AIDS issues handling and list out the lesson learnt

2.1

Prioritise the needs of the most vulnerable addressing cross cutting issues in all programme activities.

Psychosocial support

Community Dependency

Community potential

ASCEND

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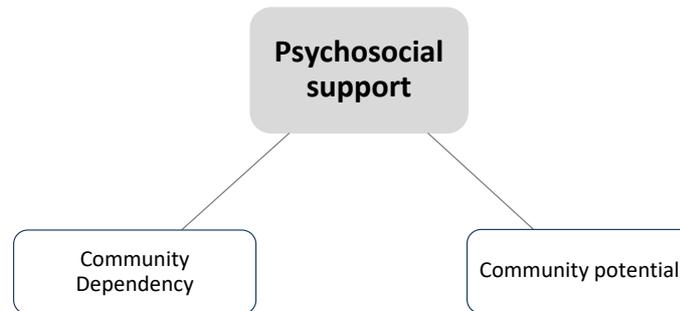
| Slide No.	**29**

Trainer Notes	Trainer gives explanation regarding common psychosocial support issue in shelter.

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

- **Community potential**
  Humanitarian teams might lack of understanding of potential community and individual psychosocial impacts of a disaster. Team might assume the community is not capable enough that might result exclusion from shelter construction activities. Also, stigmatisation to those who suffers psychosocial symptoms.

- **Community dependency**
  Trauma may lead the community to struggle in recovery. Community could be dependent to external psychosocial support aid.

2.1

Prioritise the needs of the most vulnerable addressing cross cutting issues in all programme activities.

Low awareness of environmental issue

Overuse resource

Environmental Damage

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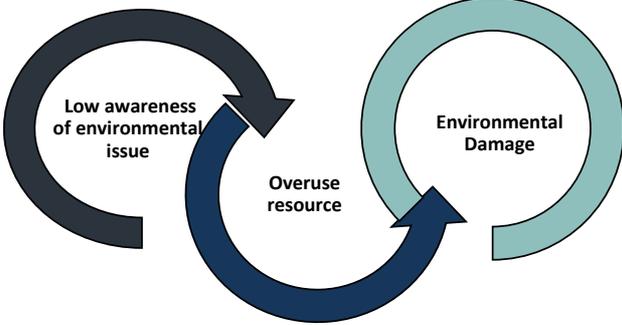
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Slide No.	30

| **Trainer Notes** | **Class Activity – Internet Research**
Trainer asks each participant to search for case study of environmental issue in shelter

Trainer gives explanation regarding environment related issue in shelter.

Environment needs protection and management to prevent degradation condition and do natural systems self-recovery. Environment related issues could be:

• **Low awareness of environmental issue**
When a community become people centred, they tend to take actions in act of survival, without considering the effect for environment due to their actions. This might lead to pollution, contamination, erosion.

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

2.1

Prioritise the needs of the most vulnerable addressing cross cutting issues in all programme activities.

Disaster preparedness

Early warning systems

Resilience

Disaster mitigation

Disaster Risk Reduction (DRR)

Recovery

ASCEND

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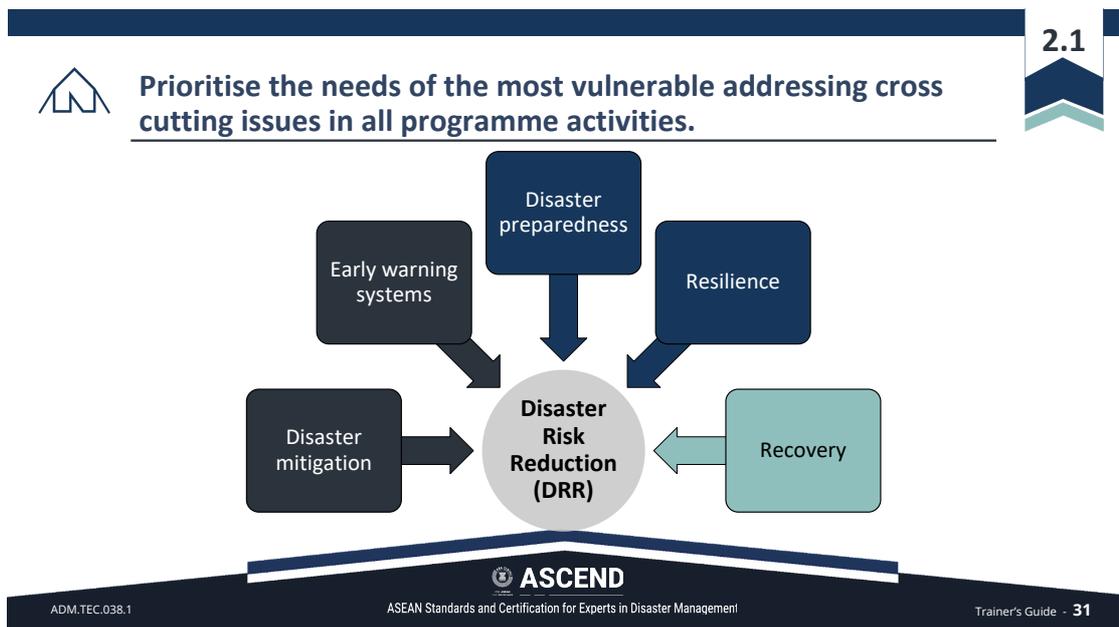
Slide No.	31

Trainer Notes	Trainer gives explanation about Disaster Risk Reduction.
	The idea of DRR includes exposure to hazards minimising, reducing the vulnerability of people and property, wise management of land and the environment, and improvement of preparedness for adverse events. Therefore, these concepts are needed to be integrated:
	• Disaster mitigation
	• Early warning systems
	• Disaster preparedness
	• Resilience
	• Recovery

2.1

⌂ **Prioritise the needs of the most vulnerable addressing cross cutting issues in all programme activities.**

Considerations as guidance in accommodating the cross-cutting issues to be well addressed

1. Design

2. Materials

3. Methodology

4. Participation and ownership

ASCEND

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Slide No.	**32**

Trainer Notes	Trainer mentions considerations in accommodating the cross-cutting issues.

Trainer can also include:

1. **Design:** The Shelter Officer should check that the design should have components that every person with disabilities and vulnerable people can access as common people do.

2. **Materials:** The material should be ensured that will not affect the health of the dweller and it should be environment friendly.

3. **Methodology:** The shelter officer has to ensure the activities should focus on addressing needs, mostly to the most vulnerable.

4. **Participation and ownership:** On the implementation, all people with all circumstances can participate in the process. Shelter Officer have to check the method so that there will be no hindrance for vulnerable people in their participation.

2.1

Prioritise the needs of the most vulnerable addressing cross cutting issues in all programme activities.

Summary

- To be consistent in prioritising the needs of the most vulnerable is always having challenges due to limited time on programme implementation since the most vulnerable often have a different time frame to the common people.

- To ensure the needs can be fulfilled, the shelter officer needs to address them in activities with assurance those needs are covered in cross-cutting issues as earliest as possible.

ASCEND

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

2.2

🏠 **Implement staff code of conduct, protection, safety, and security procedures.**

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

🏠 ASCEND

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Slide No.	**34**

Trainer Notes	Trainer mentions humanitarian principles and values by the Red Cross Code of Conduct, which is based around 10 core principles as listed on the slide. Shelter Officer shall understand the Code of Conduct and use it as the moral compass in conducting shelter and settlement programme.

2.2

△△ **Implement staff code of conduct, protection, safety, and security procedures.**

Being safe from further risk depends upon two principles

- Being sufficiently distant from any hazard

- Having a shelter whose design and materials can resist hazards

ASCEND

| ADM.TEC.038.1 | ASEAN Standards and Certification for Experts in Disaster Management | Trainer's Guide - **35** |

Slide No.	**35**
Trainer Notes	Trainer mentions two principles for being safe from further risk.

2.2

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

General considerations for securing a shelter facility may include:

Working together with security sector to develop, implement and periodically review a police security plan, which may involve:

· Provide shelter layout map and emergency evacuation plan and put in strategic location.
· Button-activated alarm systems to directly inform an emergency.
· Direct emergency phone line to the humanitarian team.
· Regular meetings with other related sectors to discuss security issues.
· Provide adequate lighting
· Locate shelter home in distant from public kitchen
· Regular fire safety checks.

ASCEND

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Slide No.	36

Trainer Notes	Trainer gives explanation regarding general considerations for securing a shelter facility

Class Activity – Discussion
Trainer guides participants to have a discussion regarding.

• Challenges in implementing staff code of conduct, protection, safety and security procedures
• Strategies to overcome the challenges.

2.2

Implement all staff code of conduct, protection, safety, and security procedures.

Summary

· Being deployed as humanitarian personnel, a shelter officer needs to abide by the code of conduct and give himself/herself an example to the shelter team and the people in the field.

· Working in a disaster or conflict setting, there are always risks. Therefore, in every situation, the shelter officer has to follow safety and security procedures.

· A shelter officer should have a regular personal check and reflect that they are to abide by the code and not put others at risk.

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Slide No.	**37**
Trainer Notes	Trainer provides a recap of the Element asking questions to check participants understanding and responding to questions from participants, as required.

2.3

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

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

· Beneficiaries receive the assistance because of their rights to recover. The shelter agency is giving support to help them build back safer.

· The most vulnerables should be prioritised since they cannot perform equally like common people do. More access and support to help them to be equal with their neighbour.

· Every beneficiary has their own preference on their own shelter or house recovery, it is not for the shelter agency to dictate the type and design of their house. The contribution of the Shelter agency is to ensure safety and pursue sustainability.

· Every area where the beneficiary lives is unique with their own resources and challenges, therefore the Shelter Officer needs to be creative in proposing solutions that help the beneficiaries participate in the shelter programme

ASCEND

ADM.TEC.038.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **38**

Slide No.	**38**

Trainer Notes	Trainer gives brief explanation about shelter standard used as reference.

2.3

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

Summary

· Humanitarian shelter standards should be guiding principles on every activity on the shelter programming.

· Shelter Officer need to have regular checks on the activities to ensure all are relevant to the standard.

· Shelter Officer need to be creative to ensure standards and principles to be upheld, and at the same time, the programme can be implemented according to the method and within the time frame.

ASCEND

ADM.TEC.038.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **39**

Slide No.	**39**
Trainer Notes	Trainer provides a recap of the Element asking questions to check participants understanding and responding to questions from participants, as required.

Element 3

Monitor shelter activities

Performance Criteria

- **3.1** Undertake regular MEAL (monitoring, evaluation, accountancy, and learning) activities as directed

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

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

ASCEND

ADM.TEC.038.1	ASEAN Standards and Certification for Experts in Disaster Management	Trainer's Guide - **40**

Slide No.	**40**

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

3.1

Undertake regular MEAL (monitoring, evaluation, accountancy, and learning) activities as directed

Standards for Monitoring and Evaluation in Emergencies

1. Early monitoring systems

This can be done by these 4C steps:

• progress toward outputs	• the appropriateness and effectiveness of the response	• the response as needed based on findings	• progress and results to stakeholders
Count ①1	**Check** ②2	**Change** ③3	**Communicate** ④4

ASCEND

ADM.TEC.038.1 | ASEAN Standards and Certification for Experts in Disaster Management | Trainer's Guide - **41**

Slide No.	**41**

Trainer Notes	Trainer gives explanation about 4C steps as early monitoring system.

- **Count:** It is advised for the project team to create a simple Excel database to list out the output data. Complete and accurate records are necessary for strong management quality, reporting and project accountability.

- **Check:** It requires a combination of qualitative and quantitative data collection methods.

- Direct observation and participatory method could be utilised in verifying behaviour change and the quality of the response.

- **Change:** During coordination meetings, shelter team shall highlight the gaps and any improvements that might be needed in the shelter programme. Decision making in timely manner is important in this step, since the needs could be changing as the time goes by.

- **Communicate:** Good communication is useful to maintain relationship with the community and also the donors. Maintain the communication both verbally and in written (by sending reports or weekly updates)

3.1

Undertake regular MEAL (monitoring, evaluation, accountancy, and learning) activities as directed

Standards for Monitoring and Evaluation in Emergencies

2. Monitor the relevance, effectiveness and quality of the response to increase accountability to the people we serve

| Do Real-time evaluations (6 to 8 weeks after an emergency response begins) | Ask community members to give feedback | Guide those who do not know how to give feedback — encourage the importance of feedback process | Check community members who did not participate to ensure that they are also aware of how to give feedback when needed | Give responses for the community feedback |

ADM.TEC.038.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **42**

| Slide No. | **42** |

| **Trainer Notes** | Trainer gives explanation about monitoring the relevance, effectiveness and quality of the response to increase accountability to the people we serve. |

Monitoring process shall cover:
- Evaluative processes which assess satisfaction of the affected community with the response provided by shelter team.
- Establish a formal feedback mechanism to capture feedback and suggestions from community members.

Feedback mechanisms can be in a form of helpdesks, suggestion and complaint boxes, forums, or hotline numbers.

3.1

Undertake regular MEAL (monitoring, evaluation, accountancy, and learning) activities as directed

Standards for Monitoring and Evaluation in Emergencies

3. Create a formal M&E system for the overall response as soon as the situation stabilizes
   → Shelter Officer might give support in drafting format for Framework and ProFrame to be used by Shelter Coordinator / Manager

ASCEND

ADM.TEC.038.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **43**

Slide No.	43

Trainer Notes	Trainer gives explanation about creating a formal M&E system for the overall response as soon as the situation stabilises. The system shall result to a reflective change (to be achieved by the end of the overall shelter and settlement program in around of 2 years period) to remain relevant throughout the initial response and early recovery phase.

3.1

Undertake regular MEAL (monitoring, evaluation, accountancy, and learning) activities as directed

Monitoring and Evaluation Activities

	Qualitative	Quantitative
Informal	One on one unstructured interviews	Measurement of happiness or contentment through observation of participation
	Passing discussions	
	Monitoring media	
	Newsletters and articles	Random spot surveys

ASCEND

ADM.TEC.038.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **44**

Slide No.	**44**

| **Trainer Notes** | Trainer lists out informal tools from Shelter Cluster that might be used on a shelter program. |

3.1

Undertake regular MEAL (monitoring, evaluation, accountancy, and learning) activities as directed

Monitoring and Evaluation Activities

	Qualitative	Quantitative
Formal	Desk review of program documents	Regular measurement regimes, for weight, size, quantity, quality, cost, speed of delivery or assembly
	Structured interviews	
	Group discussions	
	Open question surveys and questionnaires	Closed question surveys and questionnaires
	Beneficiary feedback mechanisms	Checklists
	Photographs and video interviews	Spreadsheets and databases
	Feedback workshops	Regular reports
		Random checks
		Audits

ASCEND

ADM.TEC.038.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **45**

Slide No.	**45**

Trainer Notes	Trainer lists out formal tools from Shelter Cluster that might be used on a shelter program.
	Monitoring commonly utilises more formal and quantitative tools and less informal qualitative tools. Evaluating uses result of monitoring to produce a more qualitative result
	Class Activity – In Pairs
	Trainer prepare multiple cases.
	Trainer form participants in pairs and assign the pairs to suggest which Monitoring and Evaluation Activities that suitable with the cases.
	This activity can be continued with hearing other groups answers which leads to general discussion or even debate in the class

3.1

⌂ **Undertake regular MEAL (monitoring, evaluation, accountancy, and learning) activities as directed**

Learning Events

| Reflection Event | Real time evaluation | After action review | Final Evaluation |

ASCEND

ADM.TEC.038.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **46**

Slide No.	**46**

| **Trainer Notes** | Trainer mentions learning event used to learn whether the activities accommodate appropriate assistance to the community. |

- Reflection event: this process is to refine or revise the strategy of overall shelter and settlement programme. It is important to be conducted regularly or when significant changes occur. This is considered as learning event as early response

- Real time evaluation: this process is often held 6 to 8 weeks after response begins. Real time evaluation is useful to review the accordance of programme implementation and the standard evaluation criteria. This also includes qualitative data collection to gather the overall satisfaction.

- After action review: this takes time in between of recovery and project conclusion phase which focused on what is actually happened, compared with what was initially planned. This process conducts the existing data utilisation, instead of data collection.

- Final evaluation: this phase is in the project conclusion. It is used to determine if the project has accomplished the goals set out in the beginning.

Class Activity – Guest Speaker
Trainer could reach out for an experienced Shelter Officer to give a sharing session about his/her experience regarding learning events.

3.1

🏠 **Undertake regular MEAL (monitoring, evaluation, accountancy, and learning) activities as directed**

Summary

· The Shelter Officer should take the MEAL activities as an opportunity to improve the shelter implementation. The presence of MEAL officers and the tools will guide the learning process to find new information for improvement.

· To have a productive MEAL activity, the shelter officer needs to deliberately record every information pertinent to the shelter evaluation and quality improvement.

ASCEND

ADM.TEC.038.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **47**

Slide No.	47
Trainer Notes	Trainer provides a recap of the Element asking questions to check participants understanding and responding to questions from participants, as required.

3.2

Accurately record disaggregated data on all programme activities

Disaggregated data collection, clarification on data need to record and collection system

To disaggregate people, socio-demographic characteristic is used.

One of the socio-demographic characteristic set is **sex, age and disability disaggregation (SADD).**

ADM.TEC.038.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **48**

Slide No.	**48**
Trainer Notes	Trainer gives a brief explanation about Sex, Age, and Disability Disaggregation (SADD). **Class Activity – Discussion** Trainer guides participants to have a discussion regarding • Benefits and the lacks of SADD

ASCEND

3.2

Accurately record disaggregated data on all programme activities

SADD – Sex Disaggregation can be disaggregated as:

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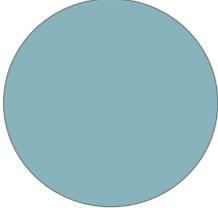
Female
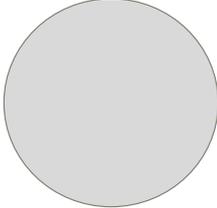
Other / Blanks
(to be filled) /
Prefer not to state

ASCEND

ADM.TEC.038.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **49**

Slide No.	49

| **Trainer Notes** | Trainer defines sex disaggregation as listed on the slide.

As the gender issue become popular and the awareness is rising, some people might not be comfortable to be stated as male or female. The Shelter Officer shall be open minded if then facing such a situation while conducting the data recording. |

3.2

Accurately record disaggregated data on all programme activities

SADD – Age Disaggregation

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

Adult = in ten-year age brackets, e.g. 50-59, 60-69, and then a separate category for 80

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

ASCEND

ADM.TEC.038.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **50**

Slide No.   **50**

Trainer Notes

Trainer defines age disaggregation as listed on the slide.

The Age disaggregation data could help the NFI distributions which are segmented for certain group of ages such as elderly people, productive-aged people, children, and infant.

Accurately record disaggregated data on all programme activities

3.2

SADD – Disability Disaggregation
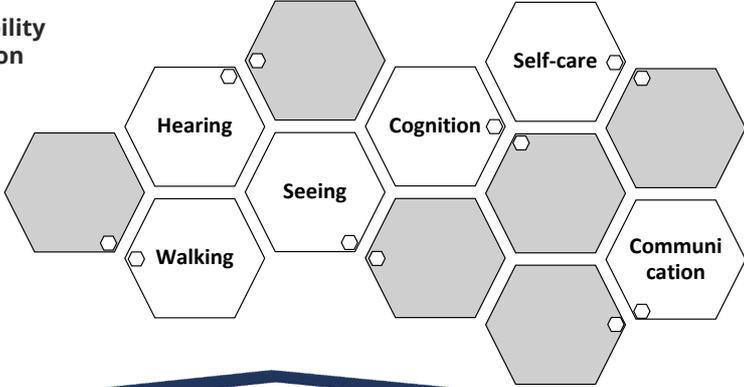
Hearing

Self-care

Cognition

Seeing

Walking

Communication

ADM.TEC.038.1 · ASEAN Standards and Certification for Experts in Disaster Management · Trainer's Guide - **51**

Slide No.	51

Trainer Notes	Trainer defines disability disaggregation as listed on the slide.
	Disability disaggregation is also can be useful for determining the NFI distributions, determine special approach and treatments towards and also to develop facilities to accommodate the needs of disabilities people.

3.2

Accurately record disaggregated data on all programme activities

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

● Build back safer training	● People who rent their accommodation in the area or outside the affected area
● Shelter and housing assistance	
● Builders who are working in the area	● People who live in communal shelter
● Homeowners who build their houses	● People are at risk that they are not be able to receive shelter assistance
● People who lost their land	

ASCEND

ADM.TEC.038.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **52**

Slide No.	**52**

Trainer Notes	Trainer defines disability disaggregation as listed on the slide.

3.2

Accurately record disaggregated data on all programme activities

Summary

· Disaggregated data is important to check whether the beneficiaries benefit from the programme or have challenges receiving assistance.

· The Shelter Officer can use the standard on disaggregated data to have an in-depth investigation on which beneficiaries have challenges on receiving support and analyse to help them.

ASCEND

ADM.TEC.038.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **53**

Slide No.	53
Trainer Notes	Trainer provides a recap of the Element asking questions to check participants understanding and responding to questions from participants, as required.

3.3

Report on any issues of concern to the Shelter Coordinator

Good reporting Key Elements

Identify reporting needs/audience	Determine reporting frequency	Roles and responsibilities	Appropriate format

Complete	Consistent	Simple and user friendly

ASCEND

ADM.TEC.038.1 — ASEAN Standards and Certification for Experts in Disaster Management — Trainer's Guide - **54**

Slide No.	**54**

Trainer Notes	Trainer explains each key elements of good reporting.

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

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

b. Determine reporting frequency
Ensure when the information is needed, set realistic reporting deadlines in relation to the time, resources and capacity needed to produce and distribute reports.

c. Roles and responsibilities
Specifically identify and address the people who will be or currently in charge.

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

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

f. Consistent

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

g. Simple and user friendly

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

Image 55: *Slide 55*

3.3

Report on any issues of concern to the Shelter Coordinator

Reporting Mechanism
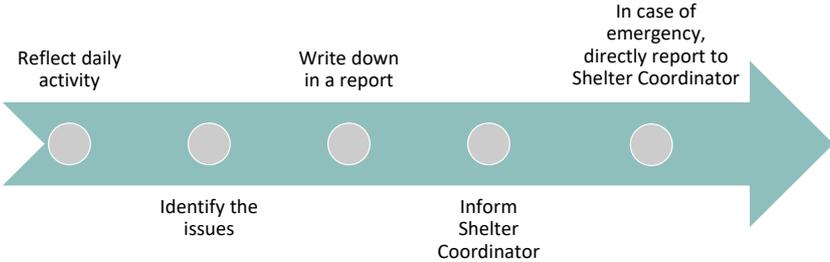
Reflect daily activity

Write down in a report

In case of emergency, directly report to Shelter Coordinator

Identify the issues

Inform Shelter Coordinator

ADM.TEC.038.1 — ASEAN Standards and Certification for Experts in Disaster Management — Trainer's Guide - **55**

Slide No.	55
Trainer Notes	Trainer identifies steps for reporting mechanism.
	Ensure to full fill the key elements in writing down a report.
	Emergency includes: hazards, natural disasters, lost data, crimes, and any other emergency situations.

3.3

Report on any issues of concern to the Shelter Coordinator

Summary

· As Shelter Coordinator directs the shelter Officer, regular or incidental reports should be provided to the Coordinator.

· Shelter Officer should ensure accuracy in the complete facts given to the Coordinator with a simple presentation that everyone should understand.

ASCEND

ADM.TEC.038.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **56**

Slide No.	56
Trainer Notes	Trainer provides a recap of the Element asking questions to check participants understanding and responding to questions from participants, as required.

ASCEND

Slide No.	**57**

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

ASCEND

ASEAN Standards and Certification for Experts in Disaster Management

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