1st Edition

TRAINER'S GUIDE

CORE COMPETENCY UNIT

ADM.COR
001.1

Apply the Core Humanitarian Standard and Principles

AHA CENTRE
asean
ONE ASEAN
ONE RESPONSE

ASCEND

ASEAN Standards and Certification
for Experts in Disaster Management

ASEAN Standards and Certification for Experts in Disaster Management

APPLY THE CORE HUMANITARIAN STANDARD AND PRINCIPLES
ADM.COR.001.1

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.

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

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

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

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The ASCEND Programme and Toolbox Development:

Overview

ASCEND

ONE ASEAN
ONE RESPONSE

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.
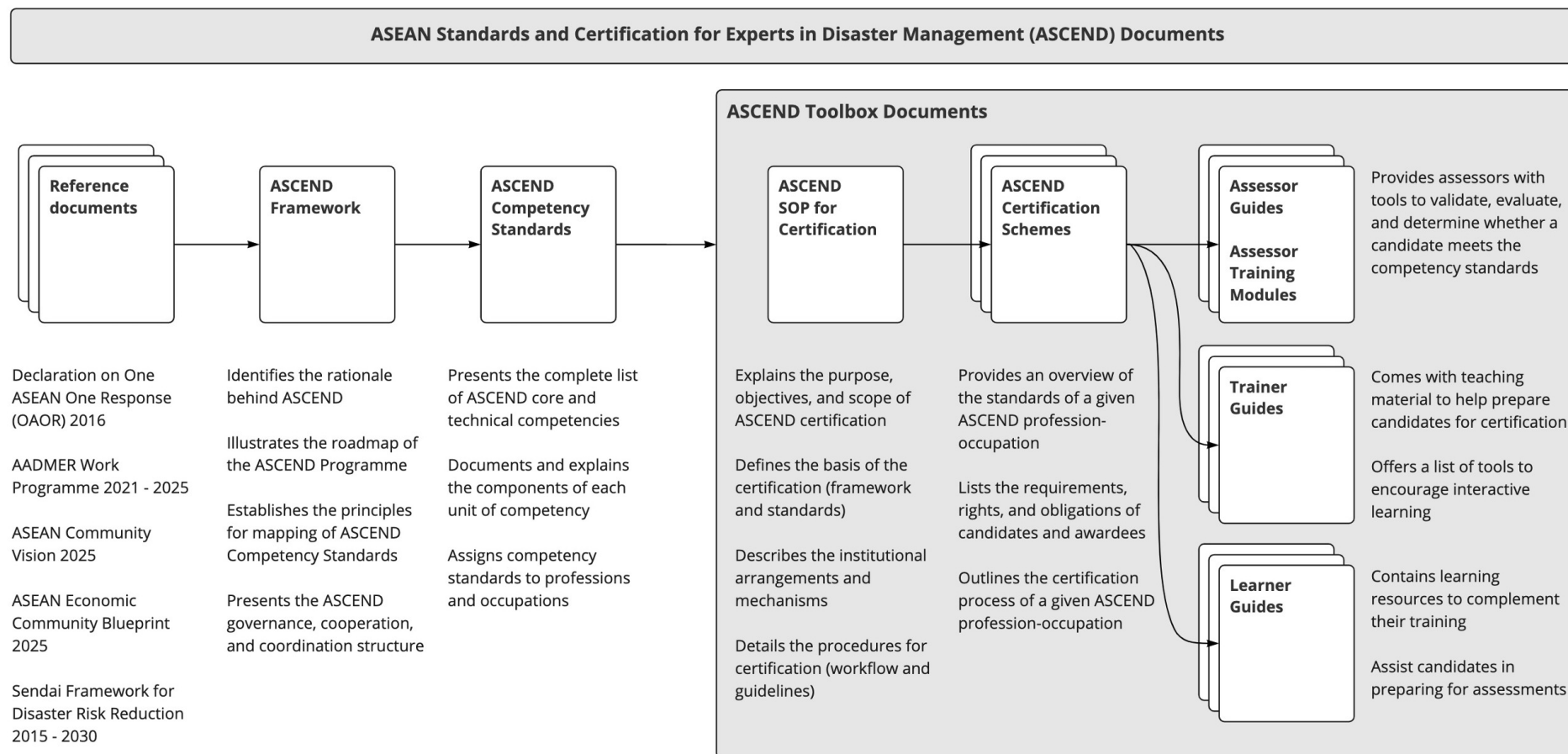
1.4 The ASCEND Toolbox

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*

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

ASCEND Toolbox Documents

Reference documents

ASCEND Framework

ASCEND Competency Standards

ASCEND SOP for Certification

ASCEND Certification Schemes

Assessor Guides

Assessor Training Modules

Trainer Guides

Learner Guides

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

Declaration on One ASEAN One Response (OAOR) 2016

AADMER Work Programme 2021 - 2025

ASEAN Community Vision 2025

ASEAN Economic Community Blueprint 2025

Sendai Framework for Disaster Risk Reduction 2015 - 2030

Identifies the rationale behind ASCEND

Illustrates the roadmap of the ASCEND Programme

Establishes the principles for mapping of ASCEND Competency Standards

Presents the ASCEND governance, cooperation, and coordination structure

Presents the complete list of ASCEND core and technical competencies

Documents and explains the components of each unit of competency

Assigns competency standards to professions and occupations

Explains the purpose, objectives, and scope of ASCEND certification

Defines the basis of the certification (framework and standards)

Describes the institutional arrangements and mechanisms

Details the procedures for certification (workflow and guidelines)

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

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

Outlines the certification process of a given ASCEND profession-occupation

Comes with teaching material to help prepare candidates for certification

Offers a list of tools to encourage interactive learning

Contains learning resources to complement their training

Assist candidates in preparing for assessments

Competency-based Training (CBT):
Introduction for Trainers

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

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

Competency-based learning and assessment

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

Table 1:   *Competency areas and descriptions*

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

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

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

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

What do trainers do?

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

The role of trainers is to:

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

Using the trainer's guide

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

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

ASCEND Competency Standards

3.1 | Competency standards

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

3.2 | ASCEND Competency Standards

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

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

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

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

Table 2:   Components of the ASCEND Competency Standards

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

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

3.3 | Unit of Competency

Unit title : **Apply the Core Humanitarian Standard and Principles**

Unit number : ADM.COR.001.1

Unit description : This unit deals with the skills and knowledge required to describes the essential elements of principled, accountable and high-quality humanitarian action context based on Core Humanitarian Standard as part of the Global Humanitarian Framework on Disaster Management

ELEMENT AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
Element 1. **Adhere to Principled Humanitarian Action** 1.1 Address human suffering wherever it is found 1.2 Carry out humanitarian action on the basis of need alone, giving priority to the most urgent cases of distress and making no adverse distinction based on nationality, race, gender, religious belief, class or political opinion 1.3 Perform humanitarian action autonomously from the political, economic, military or other objectives. 1.4 Conduct humanitarian action without taking sides in hostilities or engaging in political, racial, religious or	**Unit Variables** The Unit Variables provide advice to interpret the scope and context of this unit of competence. It relates to the unit as a whole and facilitates holistic assessment. This unit applies to understand the core humanitarian standard on quality and accountability, but not limited to: • Rapid Assessment • Humanitarian Logistics • Emergency Operation Centre (Information Management) • WASH • Shelter and Settlement Management *The principles of humanity, impartiality, independence and neutrality are derived from: The Fundamental Principles of the International Red Cross and Red Crescent Movement proclaimed in Vienna in 1965 by the 20th International Conference of the Red Cross and Red Crescent; United Nations (UN) General Assembly Resolution 46/182, 19 December 1991; UN General Assembly Resolution 58/114, 5 February 2004.* *While committed to giving impartial assistance and not taking sides in hostilities, some organisations do not consider that the principle of neutrality precludes*

ideological controversies

Element 2.
Uphold the Nine Commitments and Quality Criteria

2.1 Give appropriate assistance to communities and people affected by the crisis and relevant to their needs.

2.2 Ensure timely humanitarian assistance.

2.3 Let communities and people affected by crisis be more prepared, resilient, and less at-risk due to humanitarian action.

2.4 Assist communities and people affected by crisis on their rights and entitlements to access information and participate in decisions that affect them.

2.5 Facilitate communities and people affected by the crisis to access safe and responsive mechanisms to handle complaints.

2.6 Deliver humanitarian assistance in a coordinated and complementary manner.

2.7 Show ability to learn from experiences for improved assistance.

2.8 Ensure own and team members' competencies and

undertaking advocacy on issues related to accountability and justice.

Organisation standards, policies and procedures may include:

- Complaints procedures
- Organisational standard report forms
- Job descriptions
- Code of ethics
- Quality systems, standards and guidelines

Formal feedback may include:

- 360-degree assessment
- Satisfaction surveys/forms
- Team evaluations
- Performance reviews

Non-discriminatory attitudes may include:

- Language in relation to race & ethnicity
- Not making assumptions about physical or intellectual abilities
- The use of non-discriminatory language in relation to the portrayal of people with disabilities
- Using non-sexist and gender inclusive language

Cultural differences may include:

- Forms of address
- Levels of formality/informality
- Non-verbal behaviour
- Work ethics
- Personal grooming
- Family obligations
- Recognised holidays
- Special needs
- Preferences for personal interactions

Assessment Guide

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

- Ability to apply the principles of effective communication skills
- Ability to use active listening, feedback techniques and team building techniques to build and maintain interpersonal relationships within a designated work group or team

management of assistance.

2.9 Able to manage resources effectively, efficiently and ethically

- Ability to identify the need(s) and concerns of others
- Ability to process a complaint or feedback in accordance with the enterprise's policies and procedures in regard to receiving and resolving customer complaints
- Ability to recommend appropriate action arising from a complaint or problem
- Ability to communicate effectively with a range of people relevant to position and role
- Ability to appropriately respond to both face-to-face and written requests

Linkages to other Units

This core unit underpins effective performance in all other units related to the Operational, Supervisory or Coordination Level. Combined training and assessment may be appropriate.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to apply active listening techniques
- Demonstrated ability to use effective communication skills to build and maintain interpersonal relationships within a designated work group or team
- Demonstrated ability to maintain effective communication lines with customers, other personnel and management in order to build interpersonal relationships
- Demonstrated ability to communicate with customers and colleagues from diverse backgrounds
- Demonstrated ability to deal with cross-cultural misunderstandings
- Observation that verbal and non- verbal communication takes account of cultural differences
- Demonstrated commitment to include and/or communicate with others where language barriers exist.

Context of Assessment

This unit may be assessed on/off the job

- Assessment should include practical demonstration of working effectively with colleagues and customers either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge
- Assessment must relate to the individual's work area or area of responsibility.
- The Code of Conduct for The International Red Cross and Red Crescent Movement and NGOs in Disaster Relief;
- The 2010 HAP Standard in Accountability & Quality Management;
- The People in Aid Code of Good Practice in the Management and Support of Aid Personnel;
- The Sphere Handbook Core Standards & the Humanitarian Charter;
- The Quality COMPAS;
- The Inter-Agency Standing Committee Commitments on Accountability to Affected People/Populations (CAAPs); and
- The Organisation for Economic Co-operation and Development's (OECD) Development Assistance Committee (DAC) Criteria for Evaluating Development and Humanitarian Assistance.

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
- Observation of practical candidate performance
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- 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	1	Access and record from a single source
Communicating ideas and information	2	Use positive communication techniques to build interpersonal relationships
Planning and organising activities	2	Identify the most appropriate way to respond to feedback
Working with others and in teams	1	Interact effectively with other people both on a one-to-one basis and in groups
Using mathematical ideas and techniques	1	Simple task, use mathematical ideas, such as number and space, and techniques such as estimation and approximation, for practical purposes.
Solving problems	2	Apply conflict resolution and communication skills to resolve conflicts and/or misunderstandings
Using technology	1	Reproduce or present basic product or service

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 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 licensed videoconferencing account, if needed (e.g., Zoom Meetings, Webex).
☐	Reserve a dedicated workspace (large desk and chair with back support).
☐	Obtain a copy of the Trainee Guide, including PowerPoint (PPT) presentation and presenter notes. Test if the PPT presentation is working before sessions.
☐	Request a list of confirmed attendees (candidates) and their contact details.
☐	Send training invitations to all confirmed attendees through email. It includes a brief overview of the training, date, schedule, Zoom log-in details, information about the trainer, email support, and a copy of the Trainee Manual (PDF version).

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

Apps and tools	Description
Zoom	Zoom is a software program that provides a multi-user platform for video and audio conferencing. It has built-in collaboration and presenter tools

useful in planning and delivering online training sessions like calendar integration, group chat, screen sharing, breakout rooms, and whiteboard functions.
https://zoom.us/

For collaboration, group exercises, lectures, and demonstrations.

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

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

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

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

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

## For gathering feedback, ideas, or responses

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

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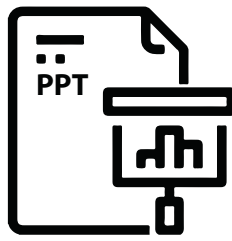
PowerPoint Slides and Presenter Notes

5.1 | Instructions for using PowerPoint presenter

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

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

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

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

5.2 PowerPoint slides and presenter notes

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

Slide No.	2

Trainer Notes	Trainer advises this Unit comprises two 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
	• Trainees can obtain more detail from their Trainee Manual
	• At times the course presents advice and information about various protocols, but where their workplace requirements differ from what is presented, the workplace practices and standards, as well as policies and procedures, must be observed

Element 1

Adhere to Principled Humanitarian Action

Performance Criteria

- **1.1** Address human suffering wherever it is found
- **1.2** Carry out humanitarian action on the basis of need alone, giving priority to the most urgent cases of distress and making no adverse distinction on the basis of nationality, race, gender, religious belief, class or political opinion
- **1.3** Perform humanitarian action autonomously from the political, economic, military or other objectives that
- **1.4** Conduct humanitarian action without taking sides in hostilities or engaging in controversies of a political, racial, religious or ideological nature

ASCEND

ADM.COR.001.1 | ASEAN Standards and Certification for Experts in Disaster Management | Trainer's Guide - **3**

Slide No.	3

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

Slide No.   4

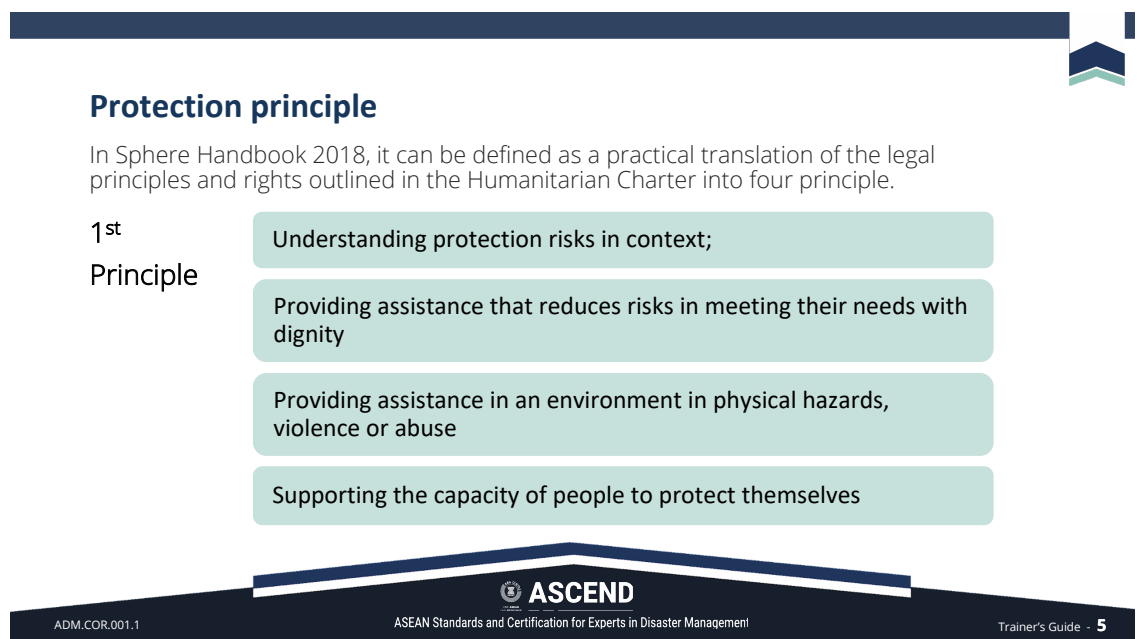| **Trainer Notes**	• Humanity, as one of the humanitarian principles, believed that all human beings are born free and equal in dignity and rights,
	• All people affected by disaster or conflict have a right to receive protection and assistance to ensure the basic conditions for life with dignity
	• The right to life entails the duty to preserve life where it is threatened.
	• Dignity entails more than physical well-being; it demands respect for the whole person, including the values and beliefs of individuals and affected communities, and respect for their human rights, including liberty, freedom of conscience and religious observance.

Protection principle

In Sphere Handbook 2018, it can be defined as a practical translation of the legal principles and rights outlined in the Humanitarian Charter into four principle.

1st

Principle

Understanding protection risks in context;

Providing assistance that reduces risks in meeting their needs with dignity

Providing assistance in an environment in physical hazards, violence or abuse

Supporting the capacity of people to protect themselves

ASCEND

ADM.COR.001.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **5**

Slide No.	5

Trainer Notes	**First protection principle:** humanitarian actors should take steps to reduce people's overall risks and vulnerability, including the potentially negative effects of humanitarian programmes. .

ASCEND

Carrying out 1st Principle in Humanitarian Actions

Several things need to be considered in carrying out humanitarian actions to comply with the first principle:

Context Analysis	Avoid Becoming Complicit	Humanitarian Assistance

Community Protection Mechanisms	Sensitive Information

ASCEND

ADM.COR.001.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **6**

Slide No.	**6**
Trainer Notes	1. **Context analysis:** Understand the context and anticipate the consequences of humanitarian action that may affect the affected population's safety, dignity, and rights.
	2. **Avoid becoming complicit:** Conduct activities that give legitimacy to the policies and practices that cause the problem can help to avoid violations of people's rights through
	3. **Humanitarian assistance:** The way that assistance is provided, and the environment in which it is provided, can make people more vulnerable to harm, violence or coercion.
	4. **Community protection mechanisms:** Understand how people try to protect themselves, their families and communities. Humanitarian interventions should not compromise people's capacity to protect themselves and others.
	5. **Sensitive information:** Ensure that people are not put at risk as a result of the way that humanitarian actors record and share information. .

Image 7: *Slide 7*

1.2

Carry out humanitarian action on the basis of need alone, giving priority to the most urgent cases of distress and making no adverse distinction on the basis of nationality, race, gender, religious belief, class or political opinion

Humanitarian action must be carried out on to ensure people have access to impartial assistance, according to their need and without any discrimination

The right to receive humanitarian assistance

- Necessary element of the right to life with dignity.
- This encompasses the right to an adequate standard of living

ASCEND

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Slide No.	7

Trainer Notes	• Impartial assistance relates to prioritising the most urgent cases of distress, being objective and not discriminating.
	• The right to receive humanitarian assistance reflects a wider principle of non-discrimination: that no one should be discriminated against on any grounds of status

ASCEND

Ensure people's access to impartial assistance, according to need and without discrimination

2nd

Principle

Challenging any actions that deliberately deprive people of their basic needs, using humanitarian principles and relevant law

Ensuring people receive support on the basis of need, and not discriminated

Ensuring access to assistance for all parts of the affected population.

ASCEND

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Slide No.	**8**

Trainer Notes	**Second protection principle:** humanitarian actors should identify obstacles to accessing assistance and take steps to ensure it is provided in proportion to need and without discrimination.

Carrying out 2nd Principle in Humanitarian Actions

Several things need to be considered in carrying out humanitarian actions to comply with the second principle:

Impartiality	Right to receive humanitarian assistance	Barriers to access

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Trainer Notes

1. **Impartiality:** Prioritise assistance on the basis of need alone and provide assistance in proportion to need.
2. **Right to receive humanitarian assistance:** Advocate for the right of people affected by crisis to receive humanitarian assistance. Where people are unable to meet their basic needs and the relevant authorities are unable to assist, the authorities should not deny access to impartial humanitarian organisations.
3. **Barriers to access:** Monitor people's access to humanitarian assistance to identify and understand any barriers they may face.

1.3

Perform humanitarian action autonomously from the political, economic, military or other objectives that.

Independence principle requires humanitarian actors to be autonomous.

Settings with domestic or international military forces

Cooperation with militaries has an actual or perceived impact on a humanitarian organisation's neutrality and operational independence, so must be carefully considered in advance.

The right to protection and security

This right is rooted in the provisions to protect all those within their jurisdiction.

ASCEND

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Trainer Notes	**Autonomous:** Not to be subject to control or subordination by political, economic, military or other objectives that any actor may hold concerning areas where humanitarian action is being implemented.

Settings with domestic or international military forces
- Humanitarian principles must guide all humanitarian–military dialogue and coordination at all levels and stages of interaction.
- Military support to humanitarian organisations should be limited to infrastructure support and indirect assistance; direct assistance is a last resort

The right to protection and security
This has become a particular humanitarian concern, including protecting refugees and internally displaced persons.

Image 11:   *Slide 11*

Assist people to recover from the physical and psychological effects of threatened or actual violence, coercion or deliberate deprivation

3rd

Principle

Referring survivors to relevant support services;

Ensure the affected population is not subject to further violence, coercion or deprivation

Supporting people's own efforts to recover their dignity and rights within their communities and be safe.

ASCEND

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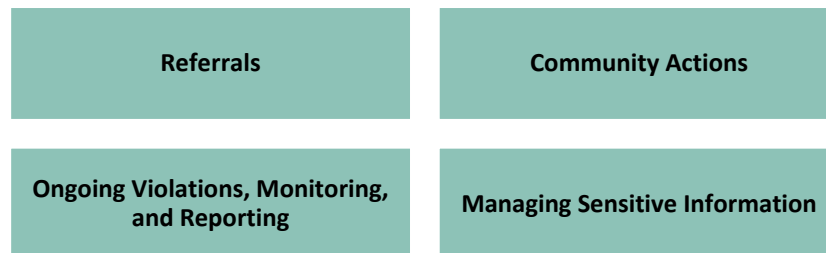
Slide No.	**11**

Trainer Notes	**Third protection principle:** humanitarian actors provide immediate and sustained support to those harmed by violations, including referral to additional services as appropriate

Carrying out 3rd Principle in Humanitarian Actions

Several things need to be considered in carrying out humanitarian actions to comply with the third principle:

Referrals	**Community Actions**
Ongoing Violations, Monitoring, and Reporting	**Managing Sensitive Information**

ASCEND

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Trainer Notes	1. **Referrals:** Be aware of the existing referral systems and help people affected by violence safely access appropriate services. Understand the barriers that stop people from seeking assistance and adapt the referral system accordingly.
	2. **Community action:** Support community action and self-help activities that help to restore people's sense of agency and improve their protection
	3. **Ongoing violations, monitoring, and reporting:** Be aware of mechanisms to report on human rights violations and follow the procedures and policies in place for safe sharing of sensitive information.
	4. **Managing sensitive information:** Humanitarian organisations should have clear policies and procedures to guide staff on how to respond if they become aware of or witness abuses and on how to make referrals to specialists or specialised agencies.

1.4

Conduct humanitarian action without taking sides in hostilities or engaging in controversies of a political, racial, religious or ideological nature

Neutrality guarantee that all of the humanitarian actors must not take sides in hostilities or engage in controversies of a political, racial, religious or ideological nature

The right to seek asylum or sanctuary

• Remains vital to the protection of those facing persecution or violence

• Chief among these is the principle of **non-refoulement.**

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Slide No.	13

Trainer Notes	• Perceptions of neutrality and impartiality may affect community acceptance.
	• Humanitarian organisations may have to accept military help in some situations, but impact on humanitarian principles must be carefully considered and efforts made to mitigate protection risks
	• **Non-refoulement**: the principle that no one shall be sent back to a country where their life, freedom or physical security would be threatened or where they are likely to face torture or other cruel, inhuman or degrading treatment or punishment.

Help people to claim their rights

4th

Principle

Supporting people to assert their rights and to access remedies from government or other sources

Assisting people to secure the documentation they need to demonstrate their entitlements

Advocating for full respect of people's rights and international law, contributing to a stronger protective environment

ASCEND

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Slide No.	14

Trainer Notes	**Forth protection principle:** people affected by crisis should know their rights and entitlements.
	Along with adjusting neutrality in humanitarian actions, humanitarian actors can help affected communities claim their rights through information and documentation and support efforts to strengthen respect for rights.

Image 15: Slide 15

Carrying out 4ᵗʰ Principle in Humanitarian Actions

Several things need to be considered in carrying out humanitarian actions to comply with the third principle:

Accessible information	Documentation	Access to legal support and justice systems

ASCEND

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Trainer Notes	1. **Accessible information:** Provide education and information that enable people to understand and advocate for their rights. Provide information in languages that affected people can understand.
	2. **Documentation:** People generally have rights, regardless of whether they possess particular documentation. Documentation issued by authorities should not determine who is eligible for humanitarian organisations' assistance.
	3. **Access to legal support and justice systems:** People are entitled to seek legal and another redress from the government and relevant authorities for violations of their rights.

Element 2
Uphold the Nine Commitments and Quality Criteria

Performance Criteria

- **2.1** Give appropriate assistance to communities and people affected by crisis, and relevant to their needs

- **2.2** Ensure timely humanitarian assistance

- **2.3** Let communities and people affected by crisis are more prepared, resilient and less at-risk as a result of humanitarian action

- **2.4** Assist communities and people affected by crisis on their rights and entitlements to access information and participate in decisions that affect them

ASCEND

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Slide No.	16

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

Element 2

Uphold the Nine Commitments and Quality Criteria

Performance Criteria

- **2.5** Facilitate communities and people affected by crisis to have access to safe and responsive mechanisms to handle complaints

- **2.6** Deliver humanitarian assistance in coordinated and complementary manner

- **2.7** Show ability to learn from experiences for improved assistance

- **2.8** Ensure own and team members' competencies and management of assistance

- **2.9** Able to manage resources effectively, efficiently and ethically

ASCEND

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Slide No.	**17**

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

2.1

Give appropriate assistance to communities and people affected by crisis, and relevant to their needs

- Will work if the humanitarian response is appropriate and relevant.
- Captures the primary purpose of responding to humanitarian crises.
- Stresses the importance of understanding the context and the needs of the different people affected and how these needs might change over time
- Highlights the role of policies and processes to drive the ongoing assessment

ASCEND
ADM.COR.001.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **18**

Slide No.	18
Trainer Notes	Primary purpose of responding to humanitarian crises: • to alleviate distress and suffering, • uphold people's rights to assistance and • ensure their dignity as human beings. A response that automatically treats everybody and every situation, in the same way, may fail to meet its objectives and is unlikely to maximise its potential benefit to those in need.

Performance Indicators

1. **Consider the response takes account of specific needs, culture, and preferences**

2. **Provided correspond with assessed risks, vulnerabilities and needs**

3. **The response takes account of the capacities, skills and knowledge of people**

ASCEND

ADM.COR.001.1	ASEAN Standards and Certification for Experts in Disaster Management	Trainer's Guide - **19**

Slide No.	**19**

Trainer Notes	Performance indicator for the 1st commitment:
	• Communities and people affected by crisis consider that the response takes account of their specific needs, culture, and preferences.
	• The assistance and protection provided correspond with assessed risks, vulnerabilities and needs.
	• The response takes account of the capacities, skills and knowledge of people requiring assistance and protection

ASCEND

Key Actions

1. Conduct a systematic, objective and ongoing analysis of the context and stakeholders

2. Design and implement appropriate programmes based on an impartial assessment and understanding of the vulnerabilities and capacities

3. Adapt programmes to changing needs, capacities and context

ASCEND

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Slide No.	**20**

Trainer Notes	Key actions in second commitment:

1. Conduct a systematic, objective and ongoing analysis of the context and stakeholders:

- The needs of affected communities should not be assumed but identified through assessments that engage them in an ongoing discussion to find appropriate responses

2. Design and implement appropriate programmes based on an impartial assessment of needs and risks and an understanding of the vulnerabilities and capacities of different groups

Assess the protection and assistance needs of all people regardless of their different backgrounds and characteristics.

- **Appropriate programme:** humanitarian response must be acceptable to the different groups affected and should seek to uphold the rights of all community members
- **Impartial assessment**: Acting impartially does not mean treating all people the same. Providing rights-based assistance requires an understanding of differing capacities, needs and vulnerabilities
- **Vulnerability:** People may be vulnerable because of individual factors, social, and contextual factors
- **Existing capacity:** provide timely assistance and protection to affected people within its borders.

3. Adapt programmes to changing needs, capacities and context

Continuously consult with communities to find out how far the response is meeting their needs and whether additional or different responses are required

Image 21: *Slide 21*

Organisational Responsibilities

1. Policies commit to providing impartial assistance based on the needs and capacities

2. Policies set out commitments which take into account the diversity of communities and to collect disaggregated data

3. Processes are in place to ensure an appropriate ongoing analysis of the context

ASCEND

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Slide No.	**21**

| **Trainer Notes** | Organisational responsibilities in first commitment:

1. **Policies commit to providing impartial assistance based on the needs and capacities of communities and people affected by crisis.**
Organisational policies should relate to impartial assistance and diversity

2. **Policies set out commitments which take into account the diversity of communities, including disadvantaged or marginalised people, and to collect disaggregated data**
Data disaggregation for assessment and reporting contribute to providing evidence of impartial assistance and can indicate if aid is reaching the groups, it is intended for.

3. **Processes are in place to ensure appropriate ongoing analysis of the context**
Several things should be considered in the processes for ongoing analysis and effective use of the data. |

2.2

Ensure timely humanitarian assistance

- Communities and people affected by crisis have access to the humanitarian assistance they need at the right time

- Responses must not just be timely but also adhere to minimum technical standards

ASCEND

ADM.COR.001.1   ASEAN Standards and Certification for Experts in Disaster Management   Trainer's Guide - **22**

Slide No.	**22**

Trainer Notes	Introduce the second commitment of Core Humanitarian Standards
	• In commitment 2, communities and people affected by crisis have access to the humanitarian assistance they need at the right time.
	• Humanitarian response needs to have an effective system that supports timely, evidence-based decision-making, together with both adequate and timely geographical coverage of both assistance and protection needs.

Performance Indicators

1. Affected communities consider that the timing of the assistance and protection they receive is adequate

2. Affected communities consider that their needs are met by the response

3. Monitoring and evaluation reports show that the humanitarian response meets its objectives in terms of timing, quality and quantity

ASCEND

ADM.COR.001.1	ASEAN Standards and Certification for Experts in Disaster Management	Trainer's Guide - **23**

Slide No.	23

Trainer Notes	Performance indicator for the 2nd commitment:

Performance indicator for the 2nd commitment:

- Communities and people affected by the crisis, including the most vulnerable groups, consider that the timing of the assistance and protection they receive is adequate.
- Communities and people affected by crisis consider that their needs are met by the response.
- Monitoring and evaluation reports show that the humanitarian response meets its objectives in terms of timing, quality and quantity

Key Actions

1. Design programmes that address constraints (realistic and safe actions)

2. Deliver humanitarian response without unnecessary delay

3. Adapt programmes to changing needs, capacities and context

4. Refer any unmet needs to those relevant organisations

5. Plan & assess programmes use relevant technical standards and good practice

ASCEND

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Slide No.	**24**

| **Trainer Notes** | Key actions in second commitment:

1. **Design programmes that address constraints so that the proposed action is realistic and safe for communities**
Addressing constraints and realistic programming

2. **Deliver humanitarian response in a timely manner, making decisions and acting without unnecessary delay**
  • Timeliness: refers not only to a rapid response that avoids delays but also to the provision of the right services at the right time
  • Decision making needs to be flexible and respond to new information from ongoing assessments. The process should be well documented to allow for transparency and should be based on consultation and coordination

3. **Refer any unmet needs to those organisations with the relevant technical expertise and mandate, or advocate for those needs to be addressed**
organisations have a responsibility to refer these needs to appropriate organisations and lobby for these needs to be met.

4. **Use relevant technical standards and good practice employed across the humanitarian sector to plan and assess programmes**
agencies should be guided by national technical standards for all sectors,

5. **Monitor the activities, outputs and outcomes of humanitarian responses in order to adapt programmes and address poor performance** |

Monitoring measure progress against project objective (time-bound and context-specific performance indicators) and should be reviewed regularly

Organisational Responsibilities

1. Programme commitments are in line with organisational capacities

2. Policy commitments

ASCEND

Slide No.	25

Trainer Notes	1. **Programme commitments are in line with organisational capacities** Organisational policies should reflect the importance of applying agreed humanitarian technical quality standards and developing and maintaining expertise in the agency's chosen areas of intervention. 2. **Policy commitment** Policy commitment can ensure: • organisational policies, processes and systems, and • organisational decision-making

Image 26: Slide 26

2.3

Let communities and people affected by crisis be more prepared, resilient and less at-risk as a result of humanitarian action

- Commitment recognises the need to acknowledge and build on local and national capacity when responding to disasters and to forge stronger links with local organisations.

- Humanitarian response should be able to strengthening local capacities and avoids negative effects.

ASCEND

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Slide No.	26
Trainer Notes	Introduce the third commitment of Core Humanitarian Standards
	Commitment 3 ensure that individuals, communities and countries affected by the crisis are not negatively affected and are more prepared, resilient and less at-risk as a result of humanitarian action

Performance Indicators

1. Affected communities consider themselves better able to withstand future shocks and stresses

2. Local stakeholders with responsibilities for responding to crises consider that their capacities have been increased.

3. Affected communities, vulnerable and marginalised individuals, do not identify negative effects resulting from humanitarian action.

ASCEND

| ADM.COR.001.1 | ASEAN Standards and Certification for Experts in Disaster Management | Trainer's Guide - **27** |

Slide No.	**27**
Trainer Notes	Performance indicator for the 3rd commitment:

- Communities and people affected by crisis consider themselves better able to withstand future shocks and stresses as a result of humanitarian action.
- Local authorities, leaders and organisations with responsibilities for responding to crises consider that their capacities have been increased.
- Communities and people affected by crisis, including vulnerable and marginalised individuals, do not identify negative effects resulting from humanitarian action.

Key Actions

1. Ensure programmes build on local capacities and improving the resilience

2. Guide activities based on community hazard, risk assessments & preparedness plans

3. Enable the development of local leadership and organisations in their capacity

4. Plan a transition or exit strategy in the early stages of the humanitarian programme

5. Design and implement programmes

6. Identify and act upon potential or actual unintended negative effects

ASCEND

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Slide No.	**28**

Trainer Notes	**Key actions in third commitment:**
	1. Ensure programmes build on local capacities and work towards improving the resilience of communities and people affected by crisis
	2. Use the results of any existing community hazard and risk assessments and preparedness plans to guide activities.
	3. Enable the development of local leadership and organisations in their capacity as first responders in the event of future crises, taking steps to ensure that marginalised and disadvantaged groups are appropriately represented
	4. Plan a transition or exit strategy in the early stages of the humanitarian programme that ensures longer-term positive effects and reduces the risk of dependency.
	5. Design and implement programmes that promote early disaster recovery and benefit the local economy.
	6. Identify and act upon potential or actual unintended negative effects in a timely and systematic manner, including in the areas of:
	    • people's safety, security, dignity and rights;
	    • sexual exploitation and abuse by staff;
	    • culture, gender, and social and political relationships;
	    • livelihoods;
	    • the local economy; and
	    • the environment.

Organisational Responsibilities

1. Design policies, strategies and guidance

2. Systems are in place to safeguard any personal information collected from affected communities

ASCEND
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Slide No.	29

Trainer Notes	1. **Policies, strategies and guidance are designed to:**

1. **Policies, strategies and guidance are designed to:**
   - Prevent programmes having any negative effects such as, for example, exploitation, abuse or discrimination by staff against communities and people affected by crisis; and
   - Strengthen local capacities.
2. **Systems are in place to safeguard any personal information collected from communities and people affected by crises that could put them at risk.**
   - Safeguarding personal information
   - Mitigation systems should ensure the security of any personal information

2.4

Assist communities and people affected by crisis on their rights and entitlements to access information and participate in decisions that affect them

- Emphasises the need for the inclusive participation of crisis-affected people
- Communities and people affected by crisis know their rights and entitlements, have access to information and participate in decisions that affect them

ASCEND

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Slide No.	**30**
Trainer Notes	Introduce the fourth commitment of Core Humanitarian Standards

Commitment 4 requires a willingness to allow and encourage people receiving aid to speak out and influence decisions

People who have the opportunity to voice their opinions can:
- enhances their sense of well-being,
- helps them adapt to the challenges they face and
- better enables them to take an active role in their own recovery

Performance Indicators

1. Affected communities are aware of their rights and entitlements

2. Affected communities consider that they have timely access to clear and relevant information

3. Affected communities are satisfied with the opportunities they have to influence the response

4. All staff are trained and provided with guidance on the rights of the affected population

ASCEND

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Slide No.	31

Trainer Notes	Performance indicator for the 4th commitment:

- Communities and people affected by crisis are aware of their rights and entitlements.
- Communities and people affected by crisis consider that they have timely access to clear and relevant information, including about issues that may put them at further risk.
- Communities and people affected by crisis are satisfied with their opportunities to influence the response.
- All staff are trained and provided with guidance on the rights of the affected population

ASCEND

Key Actions

> **1. Provide information to communities and people affected by crisis**

> **2. Communicate in languages, formats and media that are easily understood, respectful and culturally appropriate**

> **3. Ensure representation is inclusive**

> **4. Encourage and facilitate communities and people affected by crisis to provide feedback on their level of satisfaction**

ASCEND

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Slide No.	32

Trainer Notes	**Key actions in the commitment:**

1. **Provide information to communities and people affected by crisis about the organisation, the principles it adheres to, how it expects its staff to behave, the programmes it is implementing and what they intend to deliver.**
   Sharing information with communities
2. **Communicate in languages, formats and media that are easily understood, respectful and culturally appropriate for different members of the community, especially vulnerable and marginalised groups.**
   Using effective and inclusive communication
3. **Ensure representation is inclusive, involving the participation and engagement of communities and people affected by crisis at all stages of the work.**
   - Participation and engagement
   - Informed consent
4. **Encourage and facilitate communities, and people affected by crisis to provide feedback on their level of satisfaction with the quality and effectiveness of the assistance received, paying particular attention to the gender, age and diversity of those giving feedback**

Image 33: Slide 33

Organisational Responsibilities

1. Policies for information sharing are in place, and promote a culture of open communication

2. Policies are in place for engaging communities and people affected by crisis, reflecting the priorities and risks they identify in all stages of the work

3. External communications

ASCEND

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Slide No.	**33**

Trainer Notes	1. **Policies for information sharing are in place and promote a culture of open communication**
	2. **Policies are in place for engaging communities and people affected by crisis, reflecting the priorities and risks they identify in all stages of the work**
	• Organisational commitment to participation and listening to communities
	• Restricting information, confidentiality and non-disclosure
	3. **External communications, including those used for fundraising purposes, are accurate, ethical and respectful, presenting communities and people affected by crisis as dignified human beings.**
	• Share information based on risk assessment
	• Due care must be exercised when making use of stories and images from affected communities

2.5

Facilitate communities and people affected by crisis to have access to safe and responsive mechanisms to handle complaints

- Ensure the affected people have the right to complain to an agency and to receive an appropriate and timely response.

- Complaints system can help an organisation to recognise and respond to malpractice, manipulation and exploitation.

ASCEND

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Slide No.	**34**
Trainer Notes	Introduce the fifth commitment of Core Humanitarian Standards

Commitment 5 ensure the complaints mechanism.
- Formal mechanisms for complaints and redress are an essential component of an agency's accountability and give affected communities some element of control over their lives.
- A complaint contains a specific grievance and can alert an organisation to serious misconduct or failures in the response, allowing them to take timely action to improve programme quality.

Performance Indicators

1. Affected communities are aware of complaint mechanisms established

2. Affected communities consider the complaints mechanisms accessible, effective, confidential and safe

3. Ensure the timeframe of complaints

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| Trainer Notes | Performance indicator for the 5th commitment:
• Communities and people affected by crisis, including vulnerable and marginalised groups, are aware of complaint mechanisms established for their use.
• Communities and people affected by crisis consider the complaints mechanisms accessible, effective, confidential and safe.
• Complaints are investigated, resolved, and feedback to the complainant within the stated timeframe. |

Key Actions

1. Design the complaints mechanism with the consultation from affected communities

2. Welcome and accept complaints, and raising awareness about the complaint

3. Manage the complaints

ASCEND

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Slide No.	**36**

Trainer Notes	**Key actions in fifth commitment:**

1. **Consult with communities and people affected by crisis on the design implementation and monitoring of complaints processes.**
   Designing a complaints mechanism that consulted with affected communities and other stakeholders; and conducting training to understand the mechanism

2. **Welcome and accept complaints, and communicate how the mechanism can be accessed and the scope of issues it can address**
   ensure that different groups within the affected population know about complaints mechanism, and managing their expectations

3. **Manage complaints in a timely, fair and appropriate manner that prioritises the safety of the complainant and those affected at all stages**
   There are three main concerns in this action:
   - Managing the complaints
   - Documentation the complaints mechanism
   - Protect the complainants

Organisational Responsibilities

1. Complaints handling process is documented and in place

2. Organisational culture based on established policies and processes

3. Affected communities aware of the expected behaviour of humanitarian staff

4. Mechanism for the complaints that do not fall within the organisation's scope

ASCEND

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Slide No.	37

Trainer Notes	

1. **The complaints response process for communities and people affected by crisis is documented and in place. The process should cover programming, sexual exploitation and abuse, and other abuses of power**

2. **An organisational culture in which complaints are taken seriously and acted upon according to defined policies and processes has been established.**

3. **Communities and people affected by crisis are fully aware of the expected behaviour of humanitarian staff, including organisational commitments made on the prevention of sexual exploitation and abuse.**
   Staff behaviour and codes of conduct

4. **Complaints that do not fall within the organisation's scope are referred to a relevant party in a manner consistent with good practice.**
   Scope and referral

2.6

Deliver humanitarian assistance in coordinated and complementary manner

Communities and people affected by crisis should receive coordinated, complementary assistance.

Performance Indicators

1. Affected communities do not identify gaps and overlaps in the response	**3. Organisations coordinate needs assessments, delivery, and monitoring**
2. Formal and informal coordination mechanisms for sharing information	**4. Local organisations report adequate participation and representation**

ASCEND

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Slide No.	**38**

Trainer Notes	Introduce the sixth commitment of Core Humanitarian Standards
	Commitment 6 ensure the delivery of humanitarian assistance
	Performance indicator for the 6th commitment:
	• Communities and people affected by crisis do not identify gaps and overlaps in the response.
	• Responding organisations share relevant information through formal and informal coordination mechanisms.
	• Organisations coordinate needs assessments, deliver humanitarian aid, and monitor its implementation.
	• Local organisations report adequate participation and representation in coordination mechanisms.

Key Actions

1. Identify the roles, responsibilities, capacities and interests of different stakeholders

2. Ensure the complementation of humanitarian response

3. Participate in relevant coordination bodies and collaborate with others

4. Share necessary information through appropriate communication channels

ASCEND

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Slide No.	**39**

Trainer Notes	**Key actions in sixth commitment:**

1. **Identify the roles, responsibilities, capacities and interests of different stakeholders**
   Consider collaboration and, where possible, the sharing of resources and equipment to optimise the capacity. In humanitarian assistance, collaboration can be done with private sector and military

2. **Ensure humanitarian response complements that of national and local authorities and other humanitarian organisations**
   Humanitarian agencies have an essential role to play in supporting the state's response and coordination function

3. **Participate in relevant coordination bodies and collaborate with others in order to minimise demands on communities and maximise the coverage and service provision of the wider humanitarian effort**
   encourage coordination

4. **Share necessary information with partners, coordination groups and other relevant actors through appropriate communication channels.**
   Will identify the gaps or duplication

Organisational Responsibilities

1. Policies and strategies for commitment to coordination and collaboration

2. Clear and consistent agreement when working with partners

ASCEND

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Trainer Notes	1. **Policies and strategies include a clear commitment to coordination and collaboration with others, including national and local authorities, without compromising humanitarian principles**
	ensure that the Commitment to coordination is included in organisational policies and resourcing strategies
	2. **Work with partners is governed by clear and consistent agreements that respect each partner's mandate, obligations and independence, recognising their respective constraints and commitments.**
	Need a clear and shared understanding of each other's organisational mandate, and mutual roles and responsibilities

2.7

Show ability to learn from experiences for improved assistance

- Delivery of improved assistance as organisations learn from experience and reflection

- Learning from success and failure to modify and adapt current and future work

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Slide No.	**41**
Trainer Notes	Introduce the seventh commitment of Core Humanitarian Standards
	Constant interaction with service users is necessary to make changes and adaptations as soon as possible. Collaboration with other agencies can also enhance learning.

Performance Indicators

1. Identify improvements to the assistance and protection

2. Improvements are made to assistance and protection interventions

3. The assistance and protection provided reflects learning from other responses

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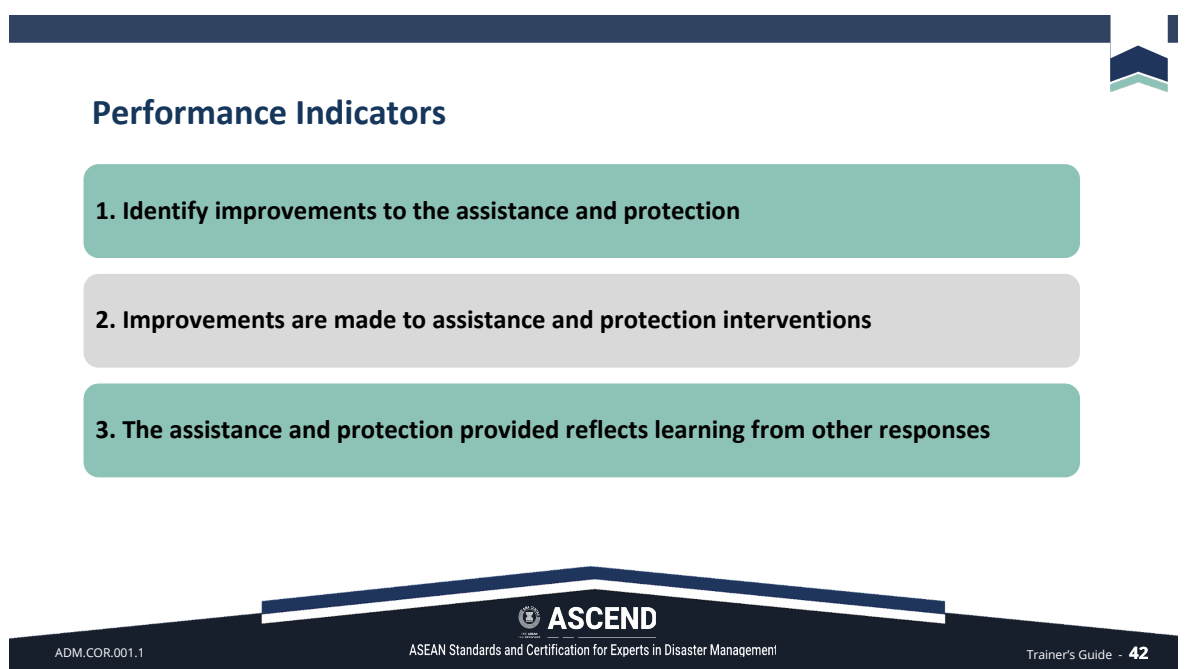
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Trainer Notes	Performance indicator for the 7th commitment:

Performance indicator for the 7th commitment:

- Communities and people affected by crisis identify improvements to the assistance and protection they receive over time.
- Improvements are made to assistance and protection interventions as a result of the learning generated in the current response.
- The assistance and protection provided reflect learning from other responses.

ASCEND

Key Actions

1. Draw on lessons learned and prior experience when designing programmes

2. Learn, innovate and implement changes on the basis of monitoring and evaluation, and feedback and complaints

3. Share learning and innovation internally and externally

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Trainer Notes	**Key actions in seventh commitment:** 1. **Draw on lessons learned and prior experience when designing programmes** Learning from experience Simple and accessible monitoring system give the same opportunities to humanitarian actors to learn both from failure and success. 2. **Learn, innovate and implement changes on the basis of monitoring and evaluation, and feedback and complaints** innovative approaches, methods and tools for solving some of the challenges in humanitarian response. 3. **Share learning and innovation internally, with communities and people affected by crisis, and with other stakeholders** Collaboration and sharing of lessons programme effectiveness and transparent → Accessible monitoring and evaluation which allows sharing and decision-making between stakeholders, can support system-wide learning activities (introduce fresh perspectives and ideas, and maximise the use of limited resources).

Organisational Responsibilities

1. Evaluation and learning policies are in place

2. Accessible mechanisms exist to record knowledge and experience

3. Contributes to learning and innovation in humanitarian response

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Trainer Notes	1. **Evaluation and learning policies are in place, and means are available to learn from experiences and improve practices** Evaluation and learning policies → Learning cycle should be included performance review and improvement plant, and need to be understood by all staff. 2. **Mechanisms exist to record knowledge and experience and make it accessible throughout the organisation** Knowledge management and organisational learning. Organisational learning leads to practical changes 3. **The organisation contributes to learning and innovation in humanitarian response among peers and within the sector** Peer and sector learning. Consider to compile and publish reports on humanitarian responses, including key lessons learned and recommendations for revised practices during future responses

2.8

Ensure own and team members' competencies and management of assistance
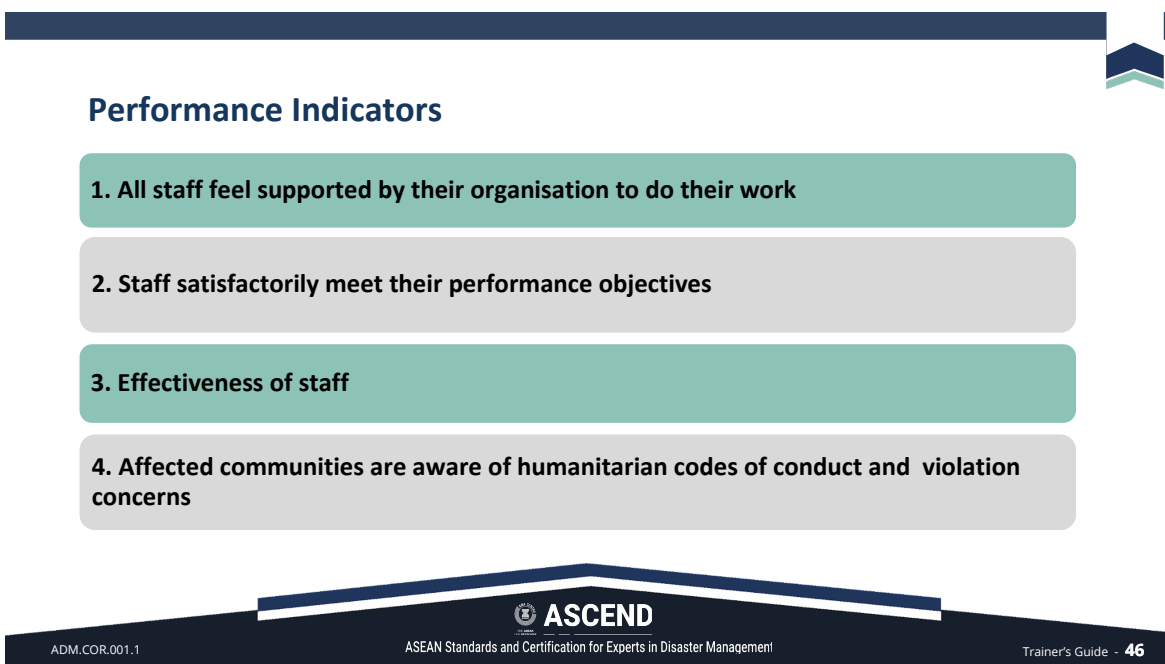
- Communities and people affected by crisis receive the assistance they require from competent and well-managed staff and volunteers.

- Eight commitment including:

  - The action of staff;

  - Organisations capacity;

  - Responsibilities related to staff, and

  - The organisation's approach to its workforce

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Slide No.	45
Trainer Notes	Introduce the eight commitments of Core Humanitarian Standards

Performance Indicators

1. All staff feel supported by their organisation to do their work

2. Staff satisfactorily meet their performance objectives

3. Effectiveness of staff

4. Affected communities are aware of humanitarian codes of conduct and violation concerns

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Slide No.	**46**
Trainer Notes	Performance indicator for the 8th commitment: • All staff feel supported by their organisation to do their work. • Staff satisfactorily meet their performance objectives. • Communities and people affected by crisis assess staff to be effective in their knowledge, skills, behaviours and attitudes. • Communities and people affected by crisis are aware of humanitarian codes of conduct and raise concerns about violations.

Key Actions

1. Work based on mandates and values, as well as agreed objectives and standards

2. Staff adhere to the policies and understand the consequences

3. Staff develop and use the necessary personal, technical and management competencies

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Trainer Notes	Key actions in eighth commitment:

1. **Staff work according to the mandate and values of the organisation and to agreed objectives and performance standards**
   Different terms and conditions apply to different types and levels of staff.
2. **Staff adhere to the relevant policies and understand the consequences of not adhering to them.**
   Organisations should develop accessible policies and conduct training relating to organisational mandate, policies and codes of conduct
3. **Staff develop and use the necessary personal, technical and management competencies to fulfil their role and understand how the organisation can support them to do this**
   - Performance standards and development of competencies
   - The organisation should support the staff starting from providing induction and on-the-job training, giving opportunities to grow and develop, until conducting assessment for staff skills and behaviours.

Organisational Responsibilities

1. Has the management and staff capacity and capability	**4. A code of conduct is in place**
2. Staff policies and procedures compliant with local employment law	**5. Policies are in place to support the improvement of staff**
3. Job descriptions, work objectives and feedback processes are in place	**6. Policies are in place for the security and the well-being of staff**

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Trainer Notes	

1. **The organisation has the management and staff capacity and capability to deliver its programmes**
   The organisation should consider reducing turnover rate and retaining existing staff to ensure that the required capacity and capability is met to deliver the programmes.

2. **Staff policies and procedures are fair, transparent, non-discriminatory and compliant with local employment law.**
   Organisational policy and practice promote the role of national staff at management and leadership level to ensure continuity, institutional memory and more contextually appropriate responses

3. **Job descriptions, work objectives and feedback processes are in place so that staff have a clear understanding of what is required of them**
   Organisation should make the jobs description accurate and up to date; meanwhile, the staff should develop individual objectives for work aspirations and competencies which are documented in a development plan

4. **A code of conduct is in place that establishes, at a minimum, the obligation of staff not to exploit, abuse or otherwise discriminate against people**
   The organisation's code of conduct is understood, signed and upheld, making it clear to all representatives of the organisation

what standards of behaviour are expected and what the consequences will be

5. **Policies are in place to support staff to improve their skills and competencies**
Organisations should have mechanisms to review staff performance, assess capacity gaps and develop talent

6. **Policies are in place for the security and the well-being of staff.**
Organisations should establish policies that ensure the security and well-being of staff (e.g., support their physical and emotional health, sexual harassment and abuse), and staff should be informed/aware about it.

2.9

Able to manage resources effectively, efficiently and ethically

Communities affected by crisis bear the true costs of mismanagement, negligence or corruption, so it is vital that organisations use resources wisely and honestly in order to ensure maximum impact.

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Slide No.	**49**

Trainer Notes	Introduce the ninth commitment of Core Humanitarian Standards
	• Resources are finite and need to be used with care
	• Responsible for the effective and efficient use of resources donated to and managed by the organisation

Performance Indicators

1. Affected communities are aware of community-level budgets, expenditures and results achieved

2. Affected communities consider that the available resources are being used properly

3. The resources obtained for the response are used and monitored well

4. Humanitarian response is delivered in a way that is cost-effective

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Trainer Notes	Performance indicator for the 9th commitment:

- Communities and people affected by crisis are aware of community-level budgets, expenditures, and results.
- Communities and people affected by crisis consider that the available resources are being used:
    - for what they were intended; and
    - without diversion or wastage.
- The resources obtained for the response are used and monitored according to agreed plans, targets, budgets and time frames.
- Humanitarian response is delivered cost-effectively.

Key Actions

1. Design programmes and implement processes to ensure the efficiency

2. Manage and use resources to minimise waste

3. Monitor and report expenditure against budget

4. Consider the impact of using local and natural resources

5. Manage the risk of corruption and take appropriate action

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Slide No.	**51**

Trainer Notes	**Key actions in ninth commitment:**

1. **Design programmes and implement processes to ensure the efficient use of resources, balancing quality, cost and timeliness at each phase of the response**
   Adapt procedures in rapid-onset crises to enable faster financial decision-making and cope with challenges

2. **Manage and use resources to achieve their intended purpose, minimising waste.**
   - Using resources for their intended purpose
   - Organisations should ensure staff with specific skills and systems are in place to manage risks related to procurement, cash-based assistance and stock management.

3. **Monitor and report expenditure against budget**
   - Monitoring and reporting on expenditure
   - Organisations should establish system for planning and monitoring financial to track all financial transactions so that programme objectives are met

4. **When using local and natural resources, consider their impact on the environment.**
   - Environmental impact and use of natural resources

- Conducting a rapid environmental impact assessment can determine risk and put mitigating measures in place as early as possible in the response or programme.

5. **Manage the risk of corruption and take appropriate action if it is identified.**
   - Managing corruption risks
   - Project information should be open and transparent to encourage stakeholders to report abuses of power

ASCEND

Organisational Responsibilities

1. Policies and processes governing the use and management of resources are in place

Several things to consider:

- Funding and gifts-in-kind
- Environmentally responsible organisations
- Corruption and fraud
- Conflicts of interest
- Auditing and transparency
- Risk management

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Trainer Notes	**Policies and processes governing the use and management of resources are in place, including how the organisation:**
	• Accept and allocates funds and gifts-in-kind ethically and legally;
	• uses its resources in an environmentally responsible way;
	• prevents and addresses corruption, fraud, conflicts of interest and misuse of resources;
	• conducts audits verifies compliance and reports transparently;
	• assesses, manages and mitigates risk on an ongoing basis; and
	• ensures that the acceptance of resources does not compromise its independence.

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Trainer Notes	Close presentation and thank the participants.

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