

1st Edition

**LEARNER'S
GUIDE**



TECHNICAL COMPETENCY UNIT



ADM.TEC 001.1

Lead Coordinated Assessment



ASCEND

ASEAN Standards and Certification
for Experts in Disaster Management

ASEAN Standards and Certification for Experts in Disaster Management

LEAD COORDINATED ASSESSMENT

ADM.TEC.001.1

Learner's Guide



ONE ASEAN
ONE RESPONSE



Project Sponsors:



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

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

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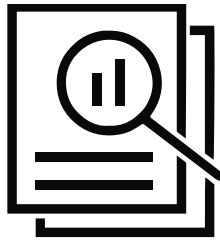
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ASCEND programme and
Toolbox:

Introduction



ASCEND

1.1

The ASCEND Programme

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

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

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

1.2

The objectives of ASCEND

- 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

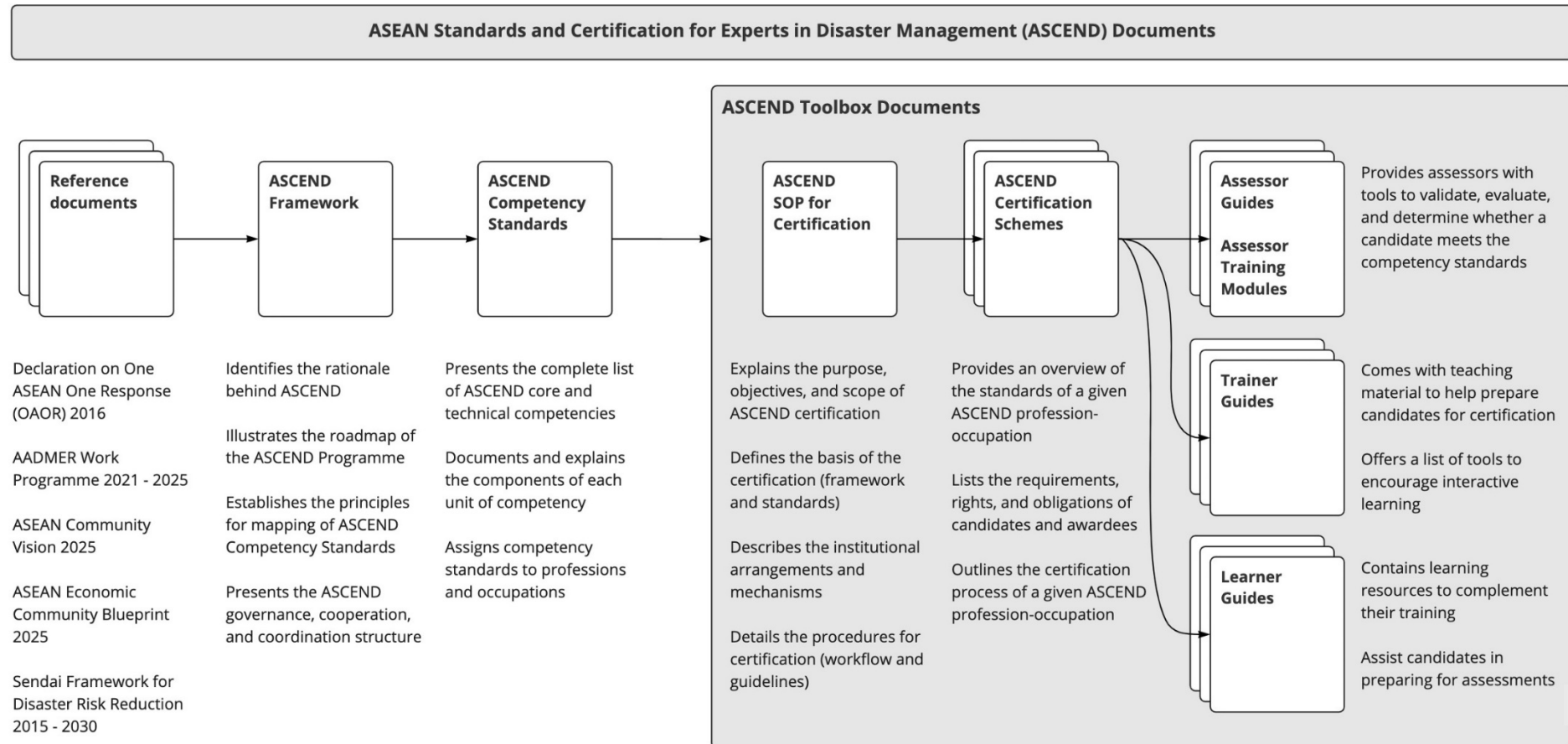
A set of technical requirements must exist before it is possible to implement the ASCEND programme in participating ASEAN Member States. The first requirement is the ASCEND Competency Standards, containing forty-three (43) regionally recognised core and technical competencies in selected disaster management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

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

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





The Learner Guide: Introduction for Candidates



ASCEND

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

Competency-based learning and assessment

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

Table 1: Competency areas and descriptions

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

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

readings and activities, a self-assessment checklist, and information about the oral interviews and written tests.

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

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

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



ASCEND Competency Standards and Unit Descriptor



ASCEND

3.1

Competency standards

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

3.2

ASCEND Competency Standards

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

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

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

Table 2: *Components of the ASCEND Competency Standards*

Component	Description
Unit title	Describes the critical work function to be performed in an occupation
Unit number	<p>A coding system to organise the units of competency. It also indicates the types of competency standards.</p> <ul style="list-style-type: none"> ADM.COR.000.0 are core competencies. These are general professional knowledge and skills related to international humanitarian principles and disaster management standards, including ASEAN mechanisms and procedures. ADM.TEC.000.0 are technical competencies. These are specific knowledge and skills needed to perform effectively in work areas under their chosen disaster management profession and occupation.
Unit description	Provides information about the critical work function covered by the unit.
Elements	Presents the occupational tasks required to perform the critical work function in the unit.
Performance criteria	Lists the expected outcomes or results from the occupational tasks to perform and the standard required.

3.3

Unit descriptor

Unit title : **Lead coordinated assessment**

Unit number : **ADM.TEC.001.1**

Unit description : This unit covers the ability to manage coordinated assessments performed by different humanitarian organisations

Element 1.

Build consensus for coordinated assessment

Performance Criteria

- 1.1 Convince key humanitarian actors of the importance and effectiveness of coordinated assessment
- 1.2 Manage expectations on coordinated assessment

Element 2.

Manage coordinated assessment process

Performance Criteria

- 2.1 Develop a coordinated assessment plan
- 2.2 Ensure technical skills of team members to conduct a coordinated assessment
- 2.3 Implement a coordinated assessment plan
- 2.4 Communicate coordinated assessment process and outputs accordingly

3.4

Glossary of Terms and List of Abbreviations

Terms and abbreviations	Descriptions
IASC	Inter-Agency Standing Committee
MIRA	Multi-Cluster Initial Rapid Assessment
NGOs	Non-Governmental Organisation(s)



Unit Readings and Activities



ASCEND

4.1

Element 1. Build Consensus for Coordinated Assessment

A coordinated assessment is defined as a multi-sectoral and multi-stakeholder process of collecting, analysing and interpreting data undertaken during the initial days and weeks of a disaster to assess needs and inform decisions on humanitarian action. Its goal is to have a shared understanding of the humanitarian impact and key priorities for response

1.1 Convince key humanitarian actors on the importance and effectiveness of coordinated assessment

A. Introduction

Complexity and uncertainty are the key features of the situation after a sudden onset of disaster occurrence. Basic needs such as food, water, shelter and health care must be urgently provided in a very limited time. While local resources might be limited and thus requires external assistance. This situation creates a challenge to conduct a coordinated assessment, as humanitarian actors may be tempted to respond to apparent needs directly. While some humanitarian actors understand the importance of coordinated assessments, others need to be convinced to contribute to collaborative assessment practice. Once they are convinced, they are expected to agree with the purpose, time frame, and resources allocated for the assessment.

B. Reaching agreement on rapid assessment

Agreement on rapid assessment with the rest of the key stakeholders is crucial to gain a collective understanding of the humanitarian situation and possibly complementing assistance to others. Each key stakeholder has its strengths and limitations. Reaching an agreement is also important to get their involvement in the assessment. As they participate, they will have more confidence in the assessment results and thus will likely use them for humanitarian action.

Whenever possible, the agreement should be written to ensure a shared understanding of the overall assessment objectives. It should be respected until the completion of the assessment. Respecting the agreement includes

communicating progress and potential obstacles along the assessment process.

A rapid assessment officer/coordinator should ensure that the agreement should clarify at least the following items:

- **Objectives and scope**

Good assessment is about having adequate, relevant information to make informed judgements about emergency response. What constitutes 'adequate' may depend on the local context and the level of a crisis. In many situations, access and security, time and resources set real limits on what is possible and appropriate.

- **Timing of the assessment.**

A rapid assessment is a snapshot of an emergency at a single point in time. Rapid assessments should be broad in scope. It should also capture overall patterns and trends. More detailed information can wait until in-depth sectoral assessments are conducted.

- **Resources allocated for rapid assessment, including**

- Human resources for data collection and analysis: specialists, generalists, support staff.
- Clarity of roles and tasks, including safety. For a big team, a clearer organisation structure may be needed.
- Equipment: Communication; Assessment equipment such as GPS, drones, and laptops.
- Money: for meetings, printings, and renting
- Data: who has it and how to get it

- **Clear linkages to decision-making and funding mechanisms**

C. Ways to convince humanitarian actors

The most effective way to convince humanitarian stakeholders is to show them the previous coordinated assessment's usefulness and value addition. A rapid assessment officer/coordinator should stress the importance of coordinated assessment results representing a shared picture of the situation. Joint or collaborative assessment must highlight priorities rather than all needs being seen as equal. Coordinated assessment is more relevant and useful in guiding the immediate response options or responses in the earliest days of a sudden-onset emergency. There is often limited information available.

When humanitarian actors doubt a coordinated assessment mechanism, it may be worth having them consider potential impacts when coordinated assessment is absent in the context of a major sudden-onset disaster. A rapid assessment officer/coordinator needs to understand stakeholders' concerns, discuss them openly, and negotiate to agree/compromise. Important factors that influence trust and buy-in are related to:

- **Understand, adapt to, and anticipate information needs**

Awareness of the decision-making process helps achieve an appropriate balance between timeliness, detail and accuracy. The assessment design and time frame must be decided based on a clear understanding of what decision-makers need to know. Please be mindful that a rapid coordinated assessment is always a part of a wider data collection and analysis process. Again, there will be an opportunity later to collect more in-depth information. Examples of decisions being informed by coordinated assessment include:

- The need for a response from external
- Definition of key priorities
- Definition and selection of standard programs (surveillance, vaccination campaign, Food for Work, registration, etc.)
- Needs analysis and background in funding documents
- Development of common advocacy messages
- The need for more in-depth assessments

- **Have clear and specific objectives**

Key stakeholders must agree on the objectives of the coordinated assessment. Typically, the objectives will include particular reference to a timeframe, geographic area to be covered, key documents and decisions the assessment will inform, and the sectors to be assessed. A rapid assessment officer/coordinator should ensure that stakeholders are clear about the coordinated assessment's goal and expected output, including the kinds of decisions and documents a coordinated assessment is likely to inform.

- **A coordinated need assessment**

It does not replace cluster/sector rapid assessments but rather complements them and informs their design. Clarity of coordinated assessment and sectoral assessment functions is crucial.

D. Factors influencing trust and buy-in

The level of trust and buy-in is influenced by different factors as described below:

- **Lack of understanding of the scope of coordinated assessments**
Despite guidance stating the purpose of coordinated assessments, there is always a possibility that some responders or stakeholders will lack understanding about the purpose and limitations of coordinated assessments.
- **Limited availability of resources**
Agencies are keen to undertake their own assessments to inform their response plan and programming and attract donor funding. This often leaves them with no/limited financial and/or human resources to participate in a coordinated assessment.
- **The perceived added-value of the coordinated assessment to agency/sector planning/programming and fundraising.**
The perception of the value-added of coordinated assessment varies across contexts. With coordinated assessments being useful to guide strategic decisions, there is a good level of buy-in at the senior decision-maker level. It is likely to have more buy-in for coordinated assessment in sudden-onset crises. The outputs of such assessments are the only reliable information available and consequently are highly relevant and useful to guide an immediate response. The lack of understanding of the added value of coordinated assessments can negatively impact buy-in levels amongst humanitarian actors.
- **Transparency on methods, tools and analytical approaches.**
The need to estimate needs and identify vulnerable populations influences trust and support from the stakeholders. However, low transparency has led to lower levels of trust in the assessment results.
- **Involvement of stakeholders.**
Early involvement of stakeholders in collaborative assessment processes can improve trust. Such engagements can contribute to better accountability of the participating stakeholders.
- **Continuous capacity building and sensitisation on coordinated assessment with local humanitarian actors.**
Dissemination through training, workshops and presentations across the humanitarian community and governmental organisations can lead to a better understanding of the advantages and limitations of coordinated assessment, contributing to greater engagement and buy-in.

- **Donor commitment to strongly support coordinated assessment.**
Many donors voiced enthusiastic support for the coordinated assessment, emphasising the importance of having operational humanitarian agencies agree on assessment results through a coordinated assessment process. However, organisations are frequently required to undertake agency/sector-specific assessments to access funding and inform their programming.
- **Clear messages from the higher level on the importance and necessity of coordinated assessment.**
If there is no clear message from the top level regarding the need for a coordinated assessment, or if sector/cluster leadership is weak, advocacy is needed.

1.2 Manage expectations on coordinated assessment

A. Introduction

Besides key humanitarian actors that we need to convince, a rapid assessment officer/coordinator should listen to and manage the expectations of wider stakeholders. While they may not be part of the assessment team, their perceptions and expectations are important for an effective humanitarian response. Managing expectations does not necessarily mean compliance. Expectations must be responded to and clarified, while we cannot meet every single need of the stakeholders.

A rapid assessment officer/coordinator should maintain transparency and involve everybody. When there is a legitimate expectation from an organisation willing to contribute resources for assessment, this should be done widely with key actors.

B. Different stakeholders, different expectations

Response to expectations should be situational and contextualised to individual stakeholders (Table 3). We need to make sure that perceived value from each stakeholder is understood and managed. This may not an easy

work, especially when we are constrained by time. The following chart can help us assess the stakeholders' expectations and deal with them.

A rapid assessment officer/coordinator needs to learn the stakeholder mapping to understand the political economy dynamics of an urban area and coordinate appropriately, as shown in the illustration of Power Analysis Grid (Figure 2), where Power measures the stakeholders' likelihood to help or impact a humanitarian project. While interest measures their likelihood of support or opposition to the project's goals and objectives.

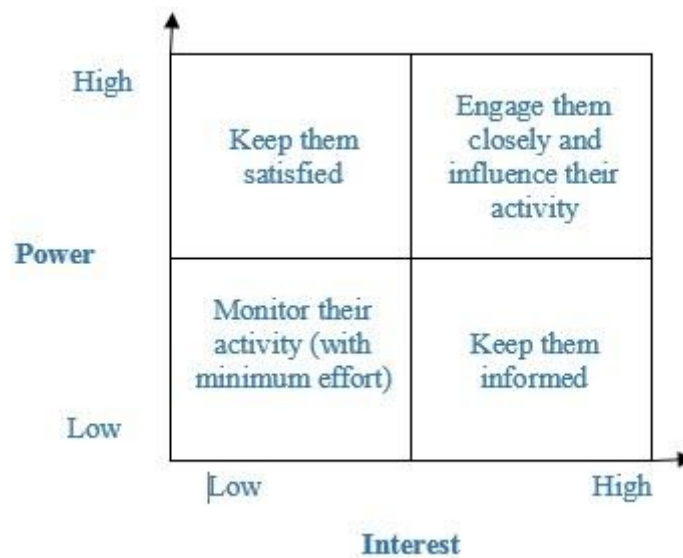
Table 3: *Examples of expectations*

Stakeholders	Expectations	Possible response to expectations
Local Government officials	They will influence or provide direction toward their own preference or perception	Inform the purpose and design of coordinated assessment
National government officials	They have their top-down views and expectations on how assessment should be conducted.	Inform the purpose and design of coordinated assessment
Local NGO staffs	High interest to participate in assessment (although their capacity is uncertain)	Check their possibility to contribute or help in monitoring thereafter
Affected people	Certainly, they will get assistance according to their voiced needs	Inform about humanitarian priorities
Responders in assessment (interviewees, group discussion participants, key informants)	They will be among the first people to assist and be assisted.	Inform about humanitarian targeting, based on the Humanitarian Principles

C. Stakeholder Analysis Grid

Because the stakeholders are numerous and varied, while resources are limited, the following Grid Analysis can help us focus on maximum results

Figure 2: Grid Analysis



Our limited resource focuses on stakeholders who have higher power and interest. In this case, they are likely national and local governments and responding donor agencies. Thus the rapid assessment officer/coordinator should engage them closely and positively influence and inform their response plan. The coordinator needs to keep other powerful stakeholders satisfied with the rapid assessment results, hoping they will engage. The coordinator should at least keep the actors at the lower level informed of the assessment activity.

4.2

Element 2. Manage coordinated assessment

2.1 Develop a coordinated assessment plan

A. Introduction

When an agreement to conduct a coordinated assessment is reached, A rapid assessment officer/coordinator need to ensure that the stakeholders have a common understanding of its scope. Having an agreed joint assessment framework is an effective way to help us develop the emergency response plan.

Whether working for/with the government or non-governmental organisations, the rapid assessment officer/coordinator can benefit from the joint assessment framework, namely Multi-Cluster Initial Rapid Assessment (MIRA), developed by international humanitarian organisations and responders.

B. Define scope, scale and objectives

The objectives, scale and scope of the MIRA must be identified at the beginning of the process to ensure that all actors agree on and understand the work to be undertaken. A rapid assessment officer/coordinator must consider the following variables:

- The geographical scope of coverage of the assessment: which areas will be assessed?
- The level of assessment: is information required at the district, provincial or national level?
- Transboundary disasters: Did the disasters affect more than one administrative boundary?
- The level will vary for each type/item of information and should always be the lowest at which data is needed.
- The linkages to decision-making and funding mechanisms: is the assessment expected to inform ongoing decision-making and funding mechanisms? Which ones and how?

However, the objectives are not immutable and may be revised according to changes in the situation or if fresh evidence brings a new, more accurate understanding of information needs and gaps.

C. Adapt and agree upon the MIRA Framework

The MIRA Framework underpins each step of secondary data collation and primary data collection and serves as a tool to support data analysis.

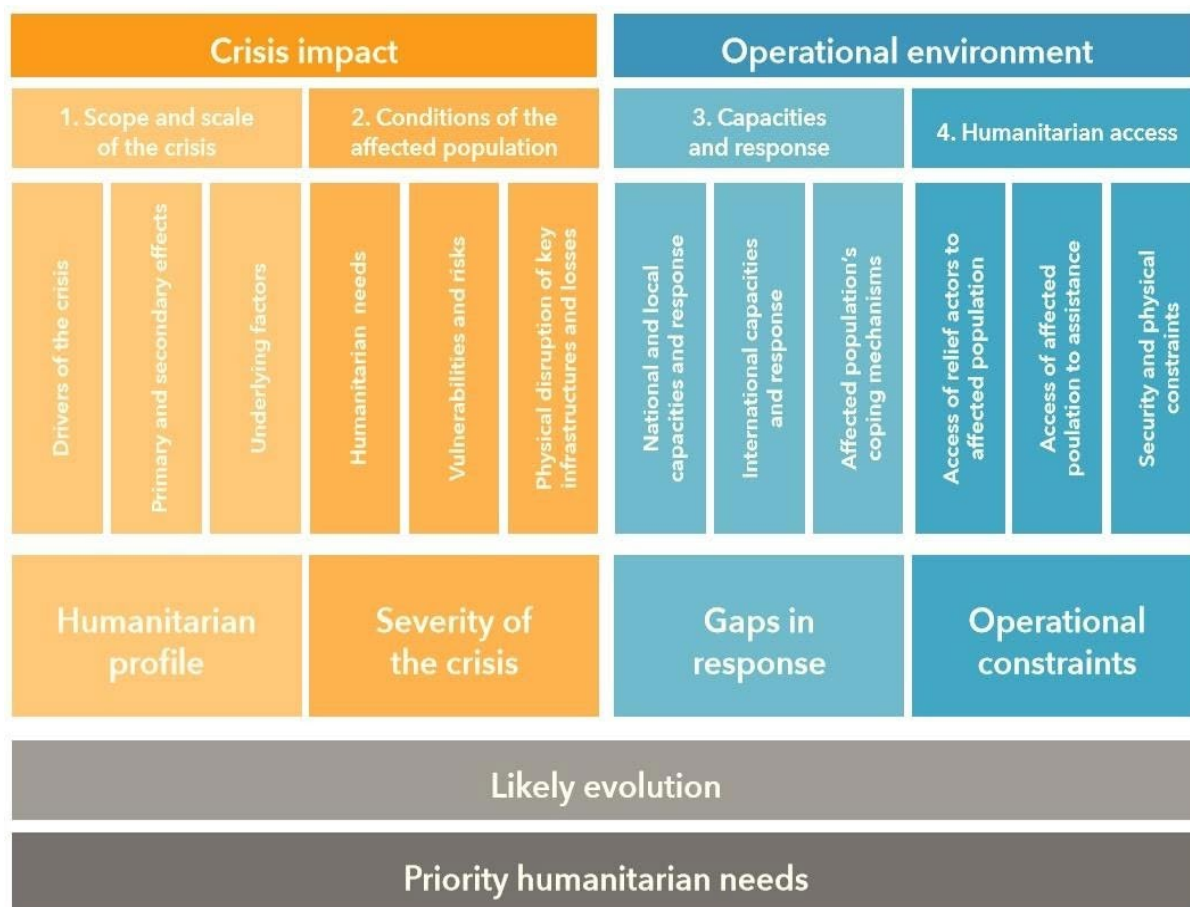
The Framework is based on eight themes:

- Drivers of the crisis and underlying factors
- Scope of the crisis and humanitarian profile
- Status of populations living in affected areas
- National capacities and response
- International capacities and response
- Humanitarian access
- Coverage and gaps

- Strategic humanitarian priorities

The further delineation of the themes supports the process of data analysis. Each theme is further divided into key questions. The answers to these questions emerge through secondary and primary data analysis.

Figure 3: MIRA Analytical Framework (Source: MIRA Manual 2015 endorsed by IASC Need Assessment Task Force)



Crisis impact identifies humanitarian needs, vulnerabilities and risks, disruption to key infrastructures, while the operational environment correlates with the ability of disaster responders to deal with the crisis.

The analysis of crisis impact will lead to outputs of humanitarian profile and severity of the crisis. The operational environment analysis will result in gaps in response and operational constraints outputs.

Table 4: *Assessment Framework for Crisis Impact on Various Dimensions*

Themes	Key questions	Dimensions			
		Status and Impact	Vulnerabilities and Risks	Trends	Information Gaps
Drivers of the crisis and underlying factors	<ul style="list-style-type: none"> What are the main drivers of the crisis, and what are the underlying factors of increased vulnerability? 	What are the main drivers of the crisis (including environmental, socio-political, climatic and economic factors)?	What are the underlying factors (often pre-existing conditions) of the crisis (including environmental, socio-cultural and economic context and demographic governance) that may lead to increased vulnerabilities?	<ul style="list-style-type: none"> How are the main drivers likely to evolve in the short, medium and/or long term? How are underlying factors expected to evolve in the short, medium and/or long term? 	
Scope of the crisis and humanitarian profile	<ul style="list-style-type: none"> What is the geographical extent of the affected area? 	<ul style="list-style-type: none"> Which areas are affected? What is the severity and nature of the crisis in each area (e.g. which areas are most affected?) 	What are the pre-existing conditions in those different areas that may lead to increased vulnerabilities?	<ul style="list-style-type: none"> Are other areas expected to be affected in the short, medium and/or long term? Which ones and how? Is the geographical extent of the crisis likely to decrease? 	Does the event involve multiple jurisdiction and administrative boundaries?
	<ul style="list-style-type: none"> How many people are affected? 	<ul style="list-style-type: none"> How many people are affected (ratio male/female)? Where are they? How many girls, women, boys and men were affected? Where are they? 	<ul style="list-style-type: none"> Identify which groups are most at risk? How many are they, and where are they? How differently are those groups affected? 	How are the number, type and location of people affected likely to change in the short, medium and/or long term?	

Status of populations living in affected areas	. What are the main characteristics (mortality, morbidity and dignity/quality of life) of affected populations?	What are the crisis's status and impact on mortality, morbidity and dignity/quality of life of affected populations?	Identify which areas or groups are in vulnerable condition or most at risk? How are girls, women, boys and men distinctly affected? How differently are those areas or groups affected?	What is the predicted evolution in mortality, morbidity and dignity/quality of life?
	. What is the condition of affected populations in terms of protection?	What is the status of protection? What was the impact of the crisis on protection?		What is the predicted evolution in terms of protection?
	. What is the condition of affected populations in terms of livelihoods?	What are the status of local livelihoods and income opportunities? What was the impact of the crisis on local livelihoods and income opportunities?		What is the predicted evolution in terms of livelihoods and income opportunities?
	. What is the condition of affected populations in terms of access to and utilisation of basic services and goods?	What are the status of access to and utilisation of basic services and goods? What was the impact of the crisis on access to and utilisation of basic services and goods?		What is the predicted evolution in terms of access to utilisation of basic services and goods?
National Capacities and Response	. What are the local coping mechanisms of affected communities?	What are the known coping mechanisms of local communities, and how were they affected? Are they adaptable and sustainable?	Are coping mechanisms weaker for certain areas or groups, and which ones?	How sustainable are known coping mechanisms in the short, medium and long term?
	. What are the national/ sub-national, private sector, non-governmental and government capacities to respond?	What are the existing capacities (both regular and those specifically designed for crisis response), and how have they been affected by the crisis?	How sustainable are these capacities in the short, medium and/or long term? Can these capacities be expected to scale up, where and how?	

- 0. What are their interventions to date in response to the crisis?**
- Have the actors identified undertaken any initial assistance or interventions in response to the crisis?
- How many people were targeted, reached and covered by the different interventions?

International Capacities and Response

What is the international response capacity, and how has it been affected?

What is the international response capacity (both regular capacities & those specifically designed for crisis response), and how were they affected?

Are there any preparedness and coordination procedures in place?

How sustainable are these capacities in the short, medium and/or long term?

Can these capacities be expected to scale up, where and how?

Which agencies/organisations are operating where and in what sectors of intervention?

Which agencies/organisations are operating where and in what sectors?

What are their interventions to date in response to the crisis?

What interventions are the actors identified already providing?

Humanitarian Access

What are the logistic considerations regarding the effects of the emergency and options for a response?

What are the main considerations affecting the response (availability and quality of air/road/water transportation networks, telecommunications and storage facilities)?

Which affected areas or groups are most likely to be affected by these constraints?

How are logistics constraints expected to evolve?

What are the security considerations?

What are the main considerations affecting the local population and the delivery of assistance (armed groups, gender-based

Are security considerations likely to evolve in the short, medium and/or long term? Where and how?

violence, sexual exploitation and abuse, and UXOs), and where are they?

	How do civil-military relations feature in the context?	What are, if any, civil-military relations? How do they affect the local population and the response?	Are civil-military relations likely to evolve, and how?	
	What proportion of the affected population (disaggregated by sex and age and according to the sector) is reachable for humanitarian interventions?	What proportion of the affected population is reachable by humanitarian interventions?	Are there groups or areas in need or specific needs (sectors) that are not sufficiently reachable? Which and where?	How is the proportion of the affected population reachable by humanitarian interventions likely to evolve in the short, medium and/or long term?
Coverage and Gaps	To what extent are the conditions of affected populations (disaggregated by sex and age and according to the sector) being addressed?	What proportion of the affected population is protected and assisted?	Are there vulnerabilities in the population that need to be particularly addressed? Do the male and female populations have equal access to aid?	How is the protected and assisted proportion of the affected population likely to evolve?
Strategic Humanitarian Priorities	What are the strategic priorities for humanitarian interventions?	Based on the information gathered through the above questions, what are the strategic priorities for humanitarian interventions in terms of geographical areas, affected groups and priority cluster/sector response domains?	What are the priority geographical areas and affected groups to be targeted and how (core areas of interventions – e.g. cash for work; food; provision of health services or drugs)? How are the distinct needs for protection and	Are these priorities expected to evolve over time? In which timeframe and how? Is the influence of cross-cutting issues expected to
	Are there other key issues to be considered	What are the key cross-cutting issues to consider in prioritising		

(environment, HIV, disability, etc.)?

humanitarian interventions?

the assistance of girls, boys, women and men addressed in the priorities?

evolve over time? In which timeframe and how?

D. Design for assessment

Design and plan your project by defining and organising the analytical approaches you want to use. The main activities include:

- Understand your primary audience and know what and when it needs
- Clarify the main questions and the analytical objectives
- Reflect on the context of your analysis and consider ethical issues to understand what factors can influence or affect the analysis, the issue, the participants, or the audience
- Break the issue down into components or parts to better understand it and choose the best analytical approach
- Select data requirements and target the source of your data collection
- Find useful partners for collaboration and pool expertise
- Frame end product(s) and draft outline(s)
- Plan activities, contingencies, and budget resources

At the end of the design phase, you should have:

- **Terms of reference**
General and specific objectives of the analysis project, its scope (groups, geographical areas and sectors), final outputs (PPT presentation, report, database, etc.), timeframe, the work plan of activities and key milestones, resources required and budget, organisations and individuals with whom to collaborate, dissemination plan.
- **Methodology (a theory of how your inquiry and investigation will proceed)**
Analysis framework and plan, details on data collection techniques and sources of information, sampling plan, processing plan, main categories of analysis, definitions and thresholds.
- **Supporting documentation**

style guide, visual identity, security or data protection guidelines, data management and cleaning procedures, job descriptions, training materials, data collection instrument(s), enumerator instructions, branding, etc.

- **A draft outline** of the final product(s)

2.2 Ensure technical skills of team members to conduct a coordinated assessment

A. Introduction

Coordinated assessment in the first weeks of a disaster requires dedicated and skilled staff. Although getting an ideal team member might be impossible, the assessment officer/coordinator must ensure that the team can jointly achieve the goals of coordinated assessment.

The assessment team will vary with the size of the assessment undertaken, the type of crisis and the context in which the assessment is carried out. The team composition should be determined based on the circumstances surrounding each assessment, considering:

- the scale of the disaster,
- objectives and scope of the assessment,
- type of information necessary to collect,
- source of information,
- data collection methods are chosen,
- in-country available resources,
- security conditions

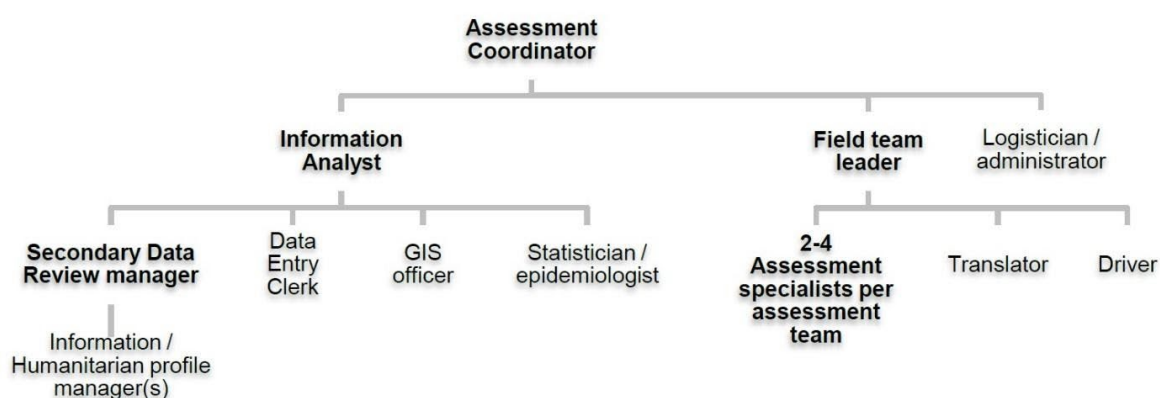
B. Team composition

The Assessment Coordinator/Officer needs to have strong problem-solving abilities. Such ability includes ensuring that the team has the required technical capability to ensure the data and information agreed by the different stakeholders are covered to guarantee the reliability and validity of the information delivered. The Assessment Coordinator/Officer must ensure the

best and most cost-efficient data collection method is chosen to access the required information.

Depending on the team members' skill set and the context and scope of the exercise, one team member may undertake different roles in the assessment. During a large scale emergency, we may require more complex team members. The below picture provides an example of the different functions and responsibilities needed within the assessment team. The following organigram presents possible roles within an assessment team and does not suggest it must comprise all positions.

Figure 4: Team Organigram



In the above organigram, positions highlighted in bold represent the functions considered critical for guaranteeing the success of a joint rapid assessment when both secondary and primary data collection/analysis work is necessary. The other functions are ad hoc support roles that may be required depending on circumstances or only for a certain period of time.

The success of an assessment team depends on the experience, capacity and skills of recruited staff and a clear and transparent division of functions and responsibilities between team members. Such transparency includes developing and sharing updated and relevant job descriptions for each post and clarifying reporting lines.

Existing teams can increase their appropriateness and diversity through new recruitment as required, noting that different skills are required for assessment planning, data collection, data analysis and reporting.

Because time constraint is a major factor during joint rapid assessments, successful primary data collection depends heavily on the pre-identification of

team members. One way to achieve this is by maintaining a trained assessment pool.

As much as possible, human resources involved in field data collection should be drawn from the affected country. The resources may include staff from national ministries and/or national disaster management agencies, civil protection units (when appropriate and possible), national and international NGOs, international organisations, the Red Cross/Red Crescent societies, and civil society partners involved in humanitarian relief interventions.

Recruiting and training staff from local institutions such as universities, research institutes and (local or federal) government agencies such as the Bureau of Statistics etc. can also be valuable for the primary data collection exercise but only when trained in the joint rapid assessment methodology and were led by experienced assessment team leaders.

Team diversity should be appropriate to the local culture and context and should have a balance of:

- Women and men, specifically in geographical areas where access to women is restricted for men
- Ethnicity and religion, specifically where inter-ethnic/inter-religious conflict has occurred
- Age, specifically in locations where older persons will be most accessible through other older persons (as opposed to young men soliciting responses from older women and vice versa)
- Organisations, social and technical background to minimise bias, mandate or sector-focused assessment
- National and international staff to ensure nothing is missed, misinterpreted, overemphasised or misrepresented

As much as possible, the assessment team should include:

- Generalists with qualitative and participatory appraisal experience
- Persons with strong interpersonal skills, objectivity and neutrality
- Specialists chosen because of their specific expertise and skills (sectoral expertise such as public health specialists and protection experts)
- Persons with previous disaster and emergency response experience and emergency programming
- Persons with knowledge of local context

As a needs assessment is a dynamic endeavour, it is important to recruit both generalists with good analytical skills and flexibility to capture the overall situation in the first hours/days of a disaster, and specialists, who can quickly identify problems in the area of interest. The following table presents the advantages and disadvantages of professional profiles. It provides a balanced view of the strength and weaknesses of the team's combination of profiles best suited to meet the needs assessment requirements in its specific disaster context.

Table 5: *The difference of Team Structure*

Team structure	Advantage	Disadvantage
Generalist(s)	<ul style="list-style-type: none"> Team can be assembled quickly Increased flexibility Reduced time and expense Broad coverage in a short space of time Good overall analysis of the situation 	<ul style="list-style-type: none"> Technical problems may be overlooked Lack of specific skills may result in the need for follow-up assessment when technical problems are identified
Specialist(s)	<ul style="list-style-type: none"> Can quickly identify problems in their area of expertise 	<ul style="list-style-type: none"> May miss or misinterpret the wider context Can take more time to recruit sector specialists for all subjects needed May overlook cross-cutting issues
Multi-disciplinary	<ul style="list-style-type: none"> Diverse experiences provide a good overview for overall analysis A quick investigation of technical problems avoiding the need for immediate follow-up 	<ul style="list-style-type: none"> Difficult to assemble the full range of professions Some technical expertise remains unused Difficult to coordinate Large teams can present a security threat and be intimidating to small communities

C. Training or orientation

Brief orientation remains important despite time limitations for assessment. The training or orientation may include:

- Assessment background, objectives and methodology
- Time schedule, assessment timeframe and geographical scope
- Assessment team structure, roles and responsibilities, reporting and communication lines
- Site and target group selection process and guidance
- Adequate induction and briefing specific to each role
- Techniques and tools to be used, such as questionnaire, semi-structured interviews and direct observation techniques
- Mandatory group work and practice on how to use the assessment tools
- Reporting/debriefing requirements
- Communications, security and emergency procedures
- Administrative and logistics arrangements, such as transport and accommodation
- Instructions on the correct use of equipment if to be used

Orientation or training required for data collection in the field which may include:

- locating affected population
- seeking information regarding the impact of disaster upon households
- survey on damage, needs and capacity
- data collection techniques including how to conduct focus groups, interviewing and methods for validating data

2.3 Implement coordinated assessment plan

A. Introduction

Once completed with the planning, the rapid assessment coordinator/officer can carry on with data collection and analysis. In this performance criteria,

he/she will learn things to keep in mind by the leader during data collecting and analysis.

B. Manage efforts between data collection and analysis

One general problem with rapid assessments is that too many detailed, sector-specific questions have been included in questionnaires, but these data might never be fully analysed and used. Much of the information collected is not needed for the key (strategic) multi-sector decisions that need to be made in the aftermath of a crisis.

The over-complex questionnaires that have been used in recent disasters have been the outcome of sector participation segueing into a “battle of questions” where the perception has evolved that a large, one-off data collection exercise is/will be the only chance clusters and agencies have at getting information from the field. Thus the coordinated assessment questionnaire becomes, unrealistically, the sum of all sector assessments.

Too much focus on the data collection gives little time for analysis. Preparing, before its collection, how data will be analysed is critical to making sure the coordinated assessment produces more than just descriptive information about what has happened as a result of the disaster. Unless it is built into the assessment process, there is a potential risk where findings are to be presented without analysis, interpretation and making sense of the change in people’s lives due to the disaster and how this is likely to evolve. This involves developing an analysis plan based on the purpose and objectives of the assessment and beginning mapping out what the final product, or the report, should look like as soon as possible.

Analysis should start as soon as sufficient secondary and primary data is available to allow consolidation and feed into regular updates on what is known about the situation

C. Manage the right balance of focus between secondary and primary data

It is often incorrectly assumed that a coordinated assessment automatically implies a large scale, resource-intensive field data collection exercise. An assessment is more than a primary data collection exercise. It is a process that includes secondary as well as primary data.

Primary data is important, but it should not be the only source of information. Primary data becomes more important over time as access to impacted areas and populations increases.

The attempts to collect too detailed information for the initial phase of a crisis and overreliance on a single data collection method are not useful. These exercises use extensive resources and time.

- **Secondary Data Analysis**

Secondary data is the key information source during the initial days and weeks after a disaster. Secondary data plays a crucial role in the early stages of an emergency when collecting primary data is limited by human resources, time and access constraints. Secondary data analysis uses pre- and in-crisis secondary information to form a clear and up-to-date picture of the situation and promote a common understanding.

When analysing secondary information, it is necessary to:

- Compare the situation prior to the crisis with the in-crisis situation and international standards or other relevant thresholds.¹³ Experience and lessons learnt from similar situations can be used to identify risks and the likely evolution of the crisis.
- Make a clear difference between the crisis-related impact and pre-existing vulnerabilities (underlying factors) exacerbated by the crisis or that will increase the vulnerability of affected populations or the crisis impact on them. Pre-crisis information provides very useful insights on how the disaster may have affected the livelihoods, systems and infrastructures.
- Cross-analyse key data and use additional information sources to understand or make reasonable inferences about unmeasured conditions or situations. This helps better understand what is happening, where, and why.
- Look at the differences between groups (including males and females), sub-groups, sectors and places. Different impacts on vulnerable groups must be identified.
- Identify constraints, information gaps and needs for further assessment. It is important always to consider what is missing.

- Use assumptions, judgment and “educated guesses” to overcome the “known unknowns”.
 - Evaluate the reliability, credibility (i.e. level of bias, source’s credentials, data collection method, confidence intervals, etc.) and the usefulness of the data (i.e. information sufficiently recent and relevant to the analysis of secondary data, level of disaggregation, etc.).
 - Conduct a sectoral analysis before combining and consolidating findings into a cross-sectoral analysis
- **Primary data analysis**
Primary data helps to:
 - compensate for the lack of random or statistically representative sampling
 - understand the nature of the most pressing issues, concerns and needs
 - give depth to the findings of secondary data reviews
 - support the prioritisation of interventions

Primary data contains first-hand information collected from people who directly experienced an event. Primary data collection methods include:

- interviews
- focus groups
- surveys using investigation forms
- direct observations
- purposive sampling
- minutes from meetings

One of the challenges in leading a joint assessment is implementing primary data collection. This assessment can be delayed due to the lengthy primary data collection process, leading to ineffective results. The Rapid Assessment Coordinator/Officer must ensure that the primary data collection and analysis really serve the purpose of the coordinated assessment.

When implementing the coordinated assessment, the following principles can lead to greater success:

- One of the key objectives of assessments is to identify immediate humanitarian priorities by analysing affected communities’ needs and coping mechanisms and understanding the authorities’ capacities to respond. Humanitarian organisations should focus on the gaps between these needs, capacities and gaps. Whenever possible,

assessments are led by national governments, as they have a prime responsibility to lead humanitarian efforts. Assessments should be designed to promote ownership or engagement by national and local authorities, including the national disaster management agency, line ministries, and other national capacities.

- Planning for coordinated assessments should be an integral part of inter-agency emergency preparedness and contingency planning. Joint assessments are best undertaken when preparedness measures have been implemented in advance. Tools and frameworks developed when preparing for coordinated assessments should align with those agreed at the global level and adapted to the local context.
- Each assessment builds on existing information and data. New assessment data expands the previous analysis and adds value to assessments and information systems in a “rolling assessment” process.
- Links between assessment and monitoring are ensured. Needs assessments should be designed with the situation and performance monitoring in mind. Initial data on needs can be used as baseline data for comparison with data subsequently drawn from monitoring systems and help show whether interventions have been successful in responding to identified needs.
- Assessments collect exactly the data that are required for decision-making. This includes both quantitative and qualitative data. The early identification of key humanitarian indicators can facilitate timely processing and decision-making, prevent the collection of too much information and thus avoid a slowdown in the assessment’s implementation, fatigue among assessed communities and delay in the data processing.
- Assessments are designed/conducted using participatory approaches and communicated transparently. We should have local knowledge of the context and utilise the most appropriate participatory approaches. Assessment results should accurately reflect the different views of affected populations. Special arrangements should be made to ensure that information collected is sensitive to specific types of vulnerabilities.
- Assessments adequately address priority cross-cutting issues such as gender, age, HIV/AIDS and the environment. Our assessment team

should be gender-balanced to capture every group's perspective and access information from all vulnerable groups

- Information management considerations are integrated throughout the assessment planning, design, analysis, and reporting.
- Contextual analysis is undertaken when interpreting assessment findings. Contextual considerations allow for a clearer understanding of priority needs and better-targeted assistance.
- Early recovery begins during the emergency response and occurs parallel with relief activities. It is an effective and indispensable component of crisis response, as it can stabilise a situation, prevent further deterioration of local and national capacities, and shorten the need for humanitarian assistance

2.4 Communicate coordinated assessment process and results accordingly

A. Introduction

Following the analysis, the final step of the assessment cycle is communicating the results and process. Results are the outputs of analysis that can be considered for the response. At the same time, the process is the learning we obtained along the assessment cycle, for example, team dynamic, efficiency, and overcoming challenges. We should be aware that the use of coordinated assessment for decision making can be limited due to delays in producing the outputs and short-ranging dissemination amongst stakeholders. There may be a need to disseminate the assessment outputs in the local language.

Results of the assessment report may vary depending on the report audience's needs. They may include the following information, but not in great detail, considering the rapid context of the assessment.

- An analysis of the most predominant threat
- Areas that are most at risk
- Distribution of most vulnerable population
- Main characteristics of the affected population
- Total number affected by the disaster

- Mortality and morbidity rates
- Total number and types of injuries (minor, severe) and illness
- Emergency health situation
- Damage to economic resources, properties, road or infrastructures and community structures
- Shelter needs
- Food supply situation
- Water and sanitation situation
- Psychosocial and mental well being
- Impact on major livelihood
- Other organisations present in the target zone, including secondary sources of information
- Level of continuing or emerging threat
- Level of response from different organisations
- Level of response by the affected country and capacity to cope with the situation

B. Stick to coordinated assessment goal

The final goal of a coordinated assessment is not an academically rigorous monograph of 50 pages. Rather, it seeks to create a shared situational awareness around problems and priorities generated by the disaster. Moreover, information gathered during coordinated assessment in emergencies is time-bound and of time-limited validity. It is more important to be approximately right than precisely wrong or out of date.

Highlighted learning: it is far more useful to share coordinated assessment findings through an iterative process that is ongoing and updated regularly. There is a need to identify publically available report detailing key findings and summarising the assessment aims, limitations and methodology and where more information can be found. This way, there is less emphasis on perfect information and more emphasis on developing a shared understanding of the impact of the disaster.

- Share coordinated assessment information and findings as soon as possible. Call for regular meetings with key stakeholders to discuss new findings, update the analysis, agree on key priorities and reach a common understanding of the situation.
- Make information available online where possible so all stakeholders can access it.
- To create shared situation awareness from the outset, a series of interim reports or meeting presentations may be appropriate and user

friendly. However, it is good practice to make available a full report detailing key findings, tools, limitations and methodology of the assessment

C. Appropriateness

Different users and audiences of the information from a coordinated assessment will need different levels of detail. It may be useful to be ready with other formats to suit these different needs. These formats could include key summary points, sector-specific sections, presentations, and a more traditional, all-inclusive report.

Emergency responders often have a limited data absorption capacity during an emergency. Most will not have time to consider reports longer than five pages. Highlighted learning:

- Identify what end-users are expecting from the assessment at the outset. Ask what do stakeholders want to see? How often would they like to receive updates? What is the most helpful form the information could take?
- Structure reporting mechanism and outputs around user needs. Adapting the analysis plan to accommodate this is crucial.
- Data management systems should allow for quick extraction of information, feeding into different formats and based on different user expectations.
- Make findings as user friendly as possible. Use visual attributes such as maps, photos, graphs and charts. Keep reports brief and bullet findings for ease of absorption.
- Share findings with affected communities and national authorities to ensure accountability



Self-assessment Checklist



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Self-assessment Checklist

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

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



Oral Interview and Written Test Guide



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Oral interview and written test guide

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

On observations

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

On oral interview

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

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

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

On written tests

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

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

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



Recommended Readings



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Recommended Readings

ACAPS (2012). *Technical Brief – Building an Effective Assessment Team*. Accessible [here](#)

ACAPS (2012). *Technical brief – Coordinated Assessment in Emergencies, Key lessons from field experience*. Accessible [here](#)

ACAPS. (2013). *ACAPS Summary Brief on Scenario Development, Switzerland*. Accessible [here](#)

ACAPS. (2015). *Technical Brief – Rapid Humanitarian Assessment in Urban Settings, Switzerland*. Accessible [here](#)

ACAPS. (2016). *Meeting Information Needs? A Review of Ten Years of Multi-sector Coordinated Needs Assessment Reports, Switzerland*. Accessible [here](#)

ASEAN. (2015). *ASEAN-ERAT Guideline, Indonesia*. Accessible [here](#)

Benini, A., P. Chataigner, N. Noumri, N. Parham, J. Sweeney and L. Tax. (2017). *The Use of Expert Judgment in Humanitarian Analysis – Theory, Methods, Applications. Switzerland: Assessment Capacities Project - ACAPS*. Accessible [here](#)

Emergency Capacity Building Project. (2007). *The Good Enough Guide. United Kingdom*. Accessible [here](#)

IASC. (2012). *Operational Guidance for Coordinated Assessments in Humanitarian Crises. Switzerland*. Accessible [here](#)

IASC. (2015). *The Multi-Cluster/Sector Initial Rapid Assessment. Switzerland*. Accessible [here](#)

IFRC. (2008). *Guidelines for Assessment in Emergencies. Switzerland*. Accessible [here](#)

OCHA. (2014). *UNDAC Handbook 2014. Switzerland*. Accessible [here](#)

OCHA. (2016). *Review of Coordinated Assessment and Joint Analysis Processes and Outputs. Switzerland*. Accessible [here](#)

ODI-Humanitarian Policy Group Report 15. (2003). *According to need? Needs assessment and decision-making in the humanitarian sector. United Kingdom.* Accessible [here](#)

The AHA Centre. (2015). *ASEAN-ERAT Guidelines. Indonesia.* Accessible [here](#)

The Sphere Project. (2014). *Sphere for Assessments. Switzerland.* Accessible [here](#)

UNHCR. (2015). *Emergency Information Management Toolkit. Switzerland.* Accessible [here](#)



Training Evaluation Sheet



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Training evaluation sheet

Name of Training

Competency unit title and number

ADM.TEC.001.1 Lead coordinated assessment

Location of training

Date of training

Instructions

Please tick (✓) your level of agreement with the statements below

Strongly Agree

Agree

Neither Agree or Disagree

Disagree

Strongly Disagree

Training content and facility

The training objectives were clearly defined and met.

☐
☐
☐
☐
☐

The training content was organised and easy to follow.

☐
☐
☐
☐
☐

The training material was relevant and useful to me.

☐
☐
☐
☐
☐

The training facility is adequate and comfortable.

☐
☐
☐
☐
☐

Training delivery and activities

The trainers/presenters were knowledgeable and well prepared.

☐☐☐☐☐

The trainers/presenters were engaging and helpful.

☐☐☐☐☐

The length of the training was sufficient for learning.

☐☐☐☐☐

The pace of the training was appropriate to the content and attendees.

☐☐☐☐☐

The activities and exercises encouraged participation and interaction.

☐☐☐☐☐

What did you like most about this training?

What parts of the training could be improved?

Other comments and feedback:

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



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ASEAN Standards and Certification for Experts in Disaster Management

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