

**TRAINER'S  
GUIDE**



TECHNICAL COMPETENCY UNIT



# ADM.TEC 004.1

Identify Various Types  
of Assessment



## ASCEND

ASEAN Standards and Certification  
for Experts in Disaster Management

## ASEAN Standards and Certification for Experts in Disaster Management

# IDENTIFY VARIOUS TYPES OF ASSESSMENT

ADM.TEC.004.1

### Trainer's Guide



ONE ASEAN  
ONE RESPONSE



#### Project Sponsors:



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

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

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The ASCEND Programme and  
Toolbox Development:

# Overview



**ASCEND**

## 1.1

# The ASCEND Programme

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

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

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

## 1.2

# The objectives of ASCEND

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

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

## 1.3

# Advantages and benefits of an ASCEND certification

### For ASEAN

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

### For AHA Centre

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

### For disaster management professionals

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

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

**1.4**

## The ASCEND Toolbox

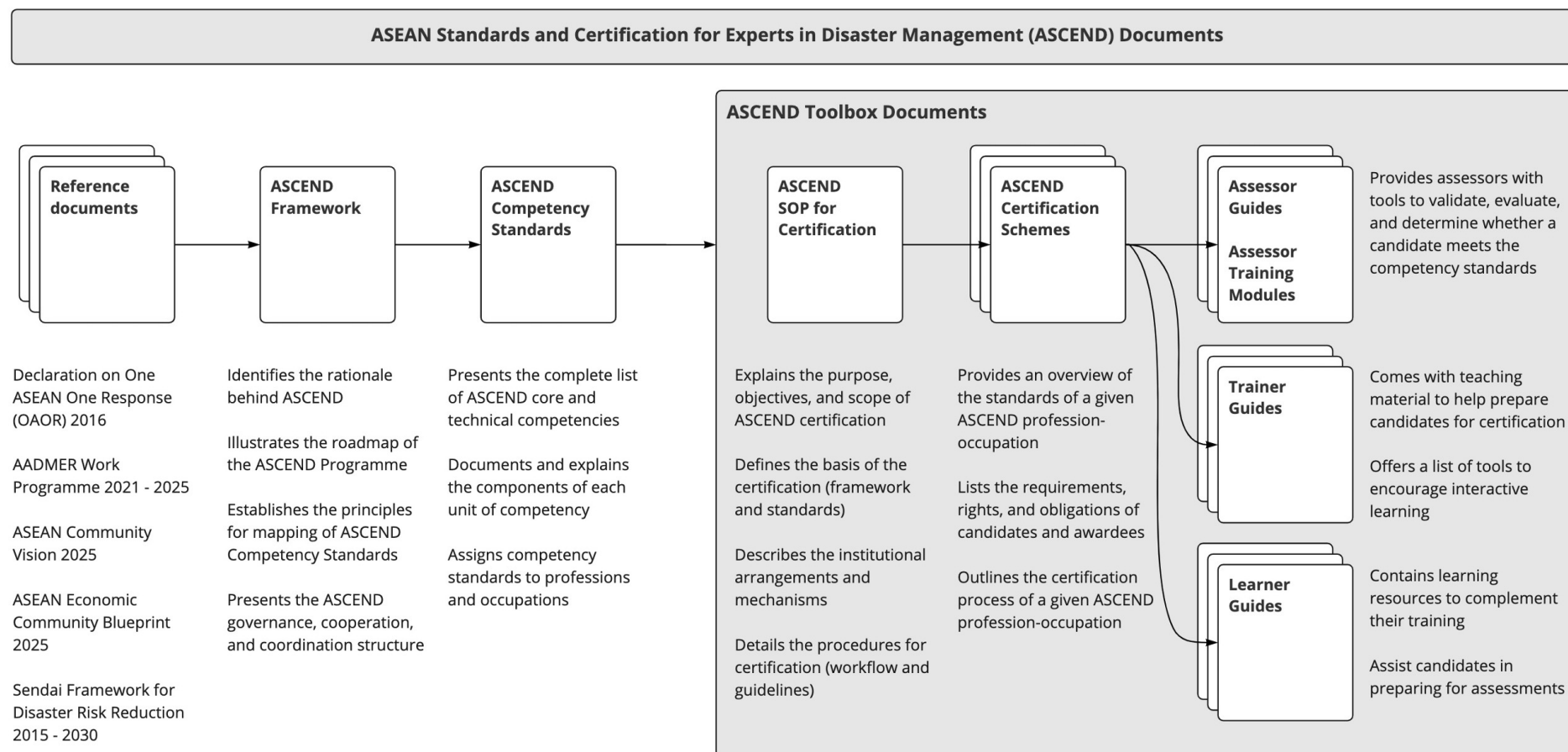
A set of technical requirements must exist before it is possible to implement the ASCEND programme in participating ASEAN Member States. The first requirement is the ASCEND Competency Standards that contains forty-three (43) regionally recognised core and technical competencies in selected disaster management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

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

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

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

*Figure 1: Overview of ASCEND Toolbox Documents*







# Competency-based Training (CBT): Introduction for Trainers



## ASCEND

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

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

## Competency-based learning and assessment

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

**Table 1:** Competency areas and descriptions

Competency area	Description
<b>Experience</b>	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.
<b>Knowledge</b>	Refers to what the candidate needs to know to make informed decisions on how to perform the work effectively.
<b>Skills</b>	Refers to the ability of the candidate to apply knowledge to complete occupational tasks and produce work outcomes or results at the standard required.
<b>Attitudes</b>	Refers to associated beliefs, feelings, motivations, and values that influence a candidate to make decisions and act according to occupational standards and the professional work setting.

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

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

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

## What do trainers do?

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

The role of trainers is to:

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

## Using the trainer's guide

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



## ASCEND

## 3.1

## Competency standards

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

## 3.2

## ASCEND Competency Standards

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

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

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

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

**Table 2:** *Components of the ASCEND Competency Standards*

Component	Description
<b>Unit title</b>	Describes the critical work function to be performed in an occupation.
<b>Unit number</b>	<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"> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Unit description</b>	Provides information about the critical work function covered by the unit.
<b>Elements</b>	Presents the occupational tasks required to perform the critical work function in the unit.
<b>Performance criteria</b>	Lists the expected outcomes or results from the occupational tasks to perform and the standard required.
<b>Unit variables</b>	Advises on how to interpret the scope and context of this unit of competence.
<b>Assessment guide</b>	Outlines the evidence to gather and evaluate to determine whether the candidate is competent in the unit.
<b>Linkages to other units</b>	Explains the connection of the competency standard to other units of competency.

<b>Critical aspects of assessment</b>	Lists the types of evidence or demonstrated abilities assessors need to observe to determine the candidate's competency.
<b>Context of assessment</b>	Notes the settings or situations in which candidates need to demonstrate their ability during ASCEND assessments.
<b>Resource implications</b>	Identifies the resources needed to conduct the assessment.
<b>Assessment methods</b>	Describes the different assessment methods to assess the competency of candidates in the specific unit.
<b>Key competencies</b>	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** : **Identify Various Types of Assessment**

**Unit number** : **ADM.TEC.004.1**

**Unit description** : This unit covers the ability to identify types of assessment in a humanitarian setting, assessment continuum and learning from the assessment experiences

### ELEMENT AND PERFORMANCE CRITERIA

### UNIT VARIABLE AND ASSESSMENT GUIDE

#### Element 1.

#### **Describe types of humanitarian needs assessments**

- 1.1 Distinguish joint, harmonised, and uncoordinated assessments
- 1.2 Describe advantages and disadvantages of each type of humanitarian needs assessments

#### Element 2.

#### **Explain assessment continuum in a humanitarian setting**

- 2.1 Explain phase one of the assessment
- 2.2 Describe phase two of the assessment
- 2.3 Explain phase three of the assessment
- 2.4 Describe phase four of the assessment

#### 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.

Rapid assessment is defined as the process of gathering information on the needs and existing capacities of the affected population, possible areas of intervention and resource requirements, which is undertaken immediately following a sudden crisis. Rapid assessment normally takes one week or less and should be followed by a more detailed assessment.

**Types of assessments, which are joint, harmonised, and uncoordinated, are characterised as follow:**

- Joint assessment occurs when data is collected, processed, and analysed in a single process among agencies and results in a single report.
- Harmonised assessment occurs when agencies collect, process and analyse data separately. Still, the collected data can be compared (common operational data sets, key indicators, and geographical and temporal synchronisation are used) and compiled into a database that is used for shared analysis.
- Uncoordinated assessments occur when agencies conduct each own assessment with incomparable data sets and therefore cannot be used for shared analysis

**Phases of assessment in humanitarian setting:**

## 2.5 Identify assessment preparedness measures

### Element 3. Identify lessons on humanitarian assessments

- 3.1 Describe benefits arise from humanitarian needs assessments
- 3.2 Identify challenges and provide potential solutions to overcome the challenges
- 3.3 Describe humanitarian needs assessment in urban settings

- **Phase 0:** preparedness, with the purpose of preparedness planning and gathering pre-crisis data.
- **Phase 1:** initial assessment, with an indicative period of the first 72 hours after a disaster occurrence. The assessment purpose is to:
  - Estimate the scale and severity of the impact of the disaster.
  - Locate affected population/identify disaster locations.
  - Inform initial response decisions.
  - Inform phase 2 of assessment
- **Phase 2:** multi-Cluster/Sector Initial Rapid Assessment, with an indicative period within two weeks of the disaster. The assessment purpose is to:
  - Inform initial planning of humanitarian response, highlighting priority actions.
  - Define focus for in-depth assessments.
  - Establish a baseline for monitoring
- **Phase 3:** in-depth sectoral or multi-cluster assessments, with an indicative period within four weeks of the disaster. The assessment purpose is to:
  - Analyse situation and trends
  - Adjust ongoing response
  - Inform detailed planning for humanitarian/early recovery activities
- **Phase 4:** further in-depth sectoral or disaster recovery assessments, indicatively after the first month. The assessment purpose is to:
  - Analyse situations and trends.
  - Inform phasing out of life-sustaining activities.
  - Inform detailed planning for further humanitarian and recovery activities

Disaster recovery assessments may include Post Disaster Needs Assessment, Damage and Loss Assessment or Humanitarian Recovery Needs Assessment

**Benefits of humanitarian needs assessment** may include:

- Better decisions for response are made
- Increased chance of appropriate humanitarian assistance
- Community capacity is considered, thus enhancing the quality and outcomes of a humanitarian program
- Easier to monitor progress and measure program results

**Enabling factors to coordinated assessment** may include:

- Strong leadership from the Government
- Robust disaster preparedness measure
- Positive feeling from previous coordinated assessment
- Realistic planning
- Adequate resources
- Global and local considerations are applied

**Challenges of humanitarian needs assessment** may include:

- Logistics constraints/ access
- Time pressure
- Rapidly change information
- Security-related
- Language and culture related
- Lack of trust
- Unequal partnership
- Weak linkage to decision making
- Lack of preparedness
- Lack of clarity on roles and responsibilities, and coordination structure

**Potential solutions to overcome assessment challenges** may include:

- Alternative logistics means
- Negotiate for access
- Team composition
- Messaging
- Apply safety and security measures
- Hire local team member

## Assessment Guide

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

- Ability to implement the most appropriate type and phase of humanitarian needs assessment to be conducted at a certain condition
- Ability to apply assessment in an urban setting
- Ability to identify characteristics, methodology and reports of humanitarian assessments
- Ability to contribute or provide feedback on an assessment planning development based on experiences and lessons
- Ability to manage personal preparedness to conduct a rapid assessment

## Linkages to other Units

This is a technical unit that underpins effective performance in all other units. Combined training and assessment may be appropriate.

## Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to implement the most appropriate type and phase of humanitarian needs assessment to be conducted at a certain condition
- Demonstrated ability to apply assessment in an urban setting
- Demonstrated ability to identify characteristics, methodology & reports of humanitarian assessments
- Demonstrated ability to contribute or provide feedback on an assessment planning development based on experiences and lessons
- Demonstrated ability to manage personal preparedness to conduct a rapid assessment
- Observation that the assessee has the right skills and attitude toward various types of assessment

## 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

## 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
- Roleplays
- Third-party reports completed by a supervisor
- Project and assignment work

## Key Competencies in this Unit

**Level 0** = irrelevant, not to be assessed

**Level 1** = competence to undertake tasks effectively

**Level 2** = competence to manage tasks

**Level 3** = competence to use concepts for evaluating

Key Competencies	Level	Examples
Collecting, organising, and analysing information	2	Identifying lessons from previous assessments
Communicating ideas and information	2	Comparing assessment in urban and rural areas
Planning and organising activities	1	Determining assessment methods
Working with others and in teams	1	Agreeing assessment continuum for small scale disaster
Using mathematical ideas and techniques	0	n/a
Solving problems	1	Filtering out raw information into baseline
Using technology	1	Defining appropriate technology for rural & urban setting



Preparing for Training Sessions:

# Equipment, Material, and Tools



ONE ASEAN  
ONE RESPONSE

## ASCEND

## 4.1

## Onsite training

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

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

## 4.2

## Online training

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

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

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

Apps and tools	Description
<b>Zoom</b>	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

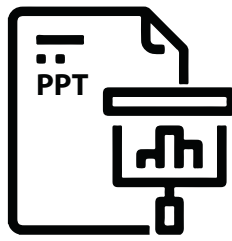
Google Forms is a survey administration software for collecting and organising different kinds of information. Responses are automatically gathered and neatly presented in charts, sheets, and more.

<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



**ASCEND**

## 5.1

# Instructions for using PowerPoint presenter

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

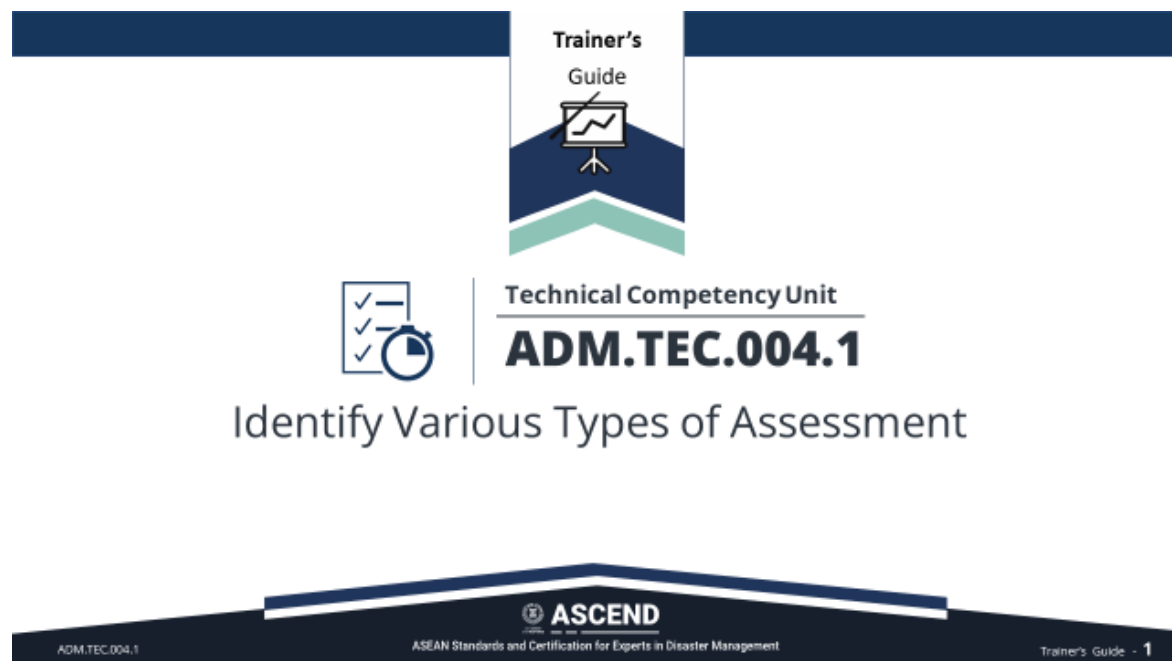
Connect your computer (desktop or laptop) to a projector. Double click on the PowerPoint presentation to open the file. In PowerPoint, click on the **Slide Show** tab and select the **Use Presenter View** checkbox. Choose which monitor to display Presenter View **ON**. Finally, select **From Beginning**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

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

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


**5.2**

## PowerPoint slides and presenter notes

*Image 1: Slide 1*


**Slide No.** 1

**Trainer Notes** Trainer welcomes students to class.

*Image 2: Slide 2*


**Elements of this Competency Unit**

<p><b>1</b> Element 1. Describe types of humanitarian needs assessments</p>	<p><b>3</b> Element 3. Identify lessons on humanitarian assessments</p>
<p><b>2</b> Element 2. Explain assessment continuum in a humanitarian setting</p>	

  
ASEAN Standards and Certification for Experts in Disaster Management


ADM.TEC.004.1
Trainer's Guide - 2

**Slide No.      2**

**Trainer Notes**

Read the “Competency Unit” in the Trainer Guide and introduce the elements of the competency unit to learners.

- Participants can obtain more detail from their Learner’s Guide
- At times the course presents advice and information about various protocols. Still, where their workplace requirements differ from what is presented, workplace practices, standards, policies, and procedures must be observed.

*Image 3: Slide 3*


**Element 1**

## Describe types of humanitarian needs assessments

**Performance Criteria**

- 1.1 Distinguish joint, harmonised, and uncoordinated assessments
- 1.2 Describe advantages and disadvantages of each type of humanitarian needs assessment

ADM.TEC.004.1


**ASCEND**  
ASEAN Standards and Certification for Experts in Disaster Management

Trainer's Guide - 3

**Slide No.**      **3**

**Trainer Notes**      Briefly talk about the sub-elements of Element 1 and why Rapid Assessment Officer needs to know these.

Image 4: Slide 4



## Distinguish joint, harmonised, and uncoordinated assessments

1.1

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**Introduction**

Learn the consequences if those organisations conduct individual, independent or uncoordinated assessments.


**Types of assessments**

Coordinated assessments

Harmonised assessments

Joint assessments

Uncoordinated/in dependent assessments



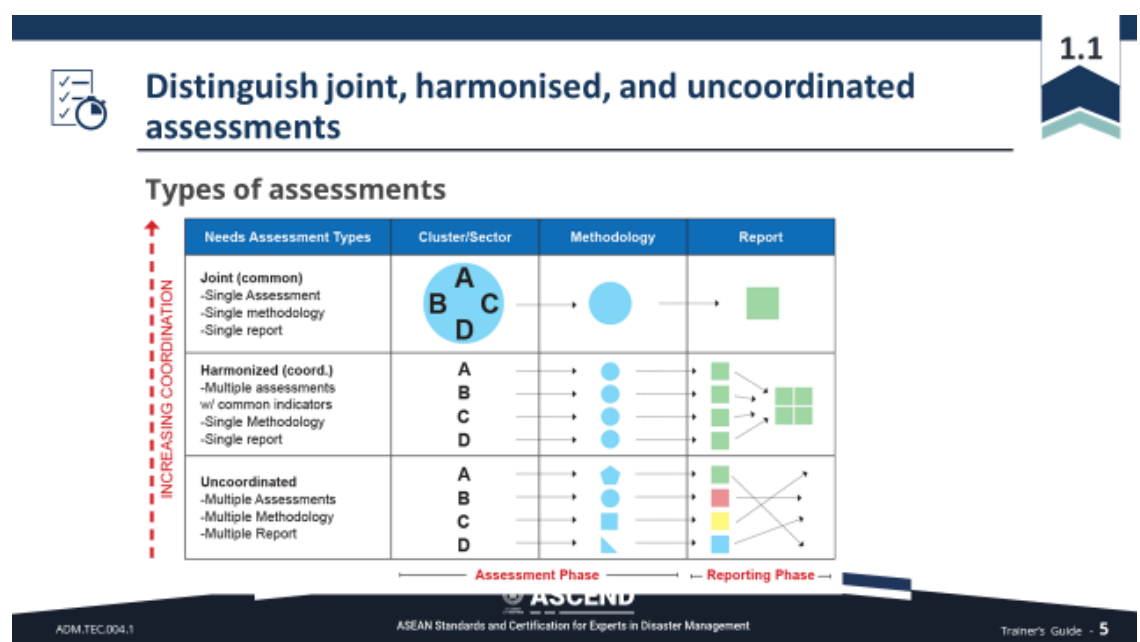
ADM.TEC.004.1
ASEAN Standards and Certification for Experts in Disaster Management
Trainer's Guide - 4

**Slide No.**      **4**

**Trainer Notes**

Following a rapid-onset disaster, multiple organisations will carry out assessments. In this performance criteria, we will learn likely consequences if those organisations conduct individual, independent or uncoordinated assessments in which outputs are incomparable to those who work together through a joint or harmonised assessment.

Image 5: Slide 5




Slide No.      5

### Trainer Notes

Type of assessments:

- **Coordinated assessments** are those planned and carried out in partnership with humanitarian actors.
- **Harmonised assessments** occur when agencies collect, process and analyse data separately. Still, the collected data is sufficiently comparable to be compiled into a single database and used in a shared analysis.
- **Joint assessments** occur when data collection, processing, and analysis form one single process among agencies within and between clusters/sectors, leading to the production of a single report.
- **Uncoordinated/independent assessments** are those in which data sets are not interoperable, and results cannot inform the overall analysis.





## Distinguish joint, harmonised, and uncoordinated assessments

1.1

### Key Activities

Key actions for harmonised assessments:


Ensure the geographical and temporal synchronisation of assessments

Use a consistent set of common operational datasets

Use a consistent set of agreed sectoral indicators

Establish a process for collating data from multiple assessments

Establish a process for conducting intra- and inter-sectoral data analysis



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**Slide No.****6****Trainer Notes**

A rapid assessment officer and coordinator must ensure the following critical actions for harmonised assessments.

1. **Ensure the geographical and temporal synchronisation of assessments.** While data collection, processing, and analysis may be undertaken separately, there is coordination on the timing and location of the assessments. This approach will generate complete data sets for locations rather than partial data sets from many locations. The same applies to timing.
2. **Use a consistent set of common operational datasets (CODs).** It is essential to aggregate and compare assessment information throughout the emergency cycle. By using CODs, agencies can ensure their ability to correctly interpret and compare data that crosses from one information source to another.
3. **Use a consistent set of agreed sectoral indicators.** A consistent and commonly agreed set of indicators is key to harmonising assessments. The disaggregation of data by age, sex and diversity are vital in all phases of an assessment. The selection of indicators should be prioritised according to who needs the information and for what purposes.
4. **Establish a process for collating data from multiple assessments.** When possible, collation of assessment data should include primary and secondary data facilitated by Common Operational Datasets. All data should be disaggregated by sex and age to the extent possible.

5. **Establish a process for conducting intra- and inter-sectoral data analysis.** The value of coordinated assessments lies mainly in developing a shared analysis of the situation. Once the sectoral data analysis is completed, an inter-sectoral analysis can start.

Image 7: Slide 7



## Distinguish joint, harmonised, and uncoordinated assessments

1.1

### Key Activities


Key actions for joint assessments:

Agree on collaborative arrangements when conducting a joint assessment.

Jointly design and plan the assessment

Jointly collect, analyse and interpret assessment data

Ensure the clearing of assessment results and a shared communication strategy


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**Slide No.      7**

### Trainer Notes

A rapid assessment officer and coordinator must ensure the following key actions for joint assessments.

1. **Agree on collaborative arrangements when conducting a joint assessment.** Clear and agreed-upon roles and responsibilities for those involved are crucial to the success of joint assessments and help build broad ownership.
2. **Jointly design and plan the assessment.** Participants to a joint assessment should agree beforehand on the primary data collection methodology
3. **Jointly collect, analyse and interpret assessment data.** Assessors need to be identified, organised and trained before going to field locations to collect the data. It is essential to agree on cleaning, analysing and interpreting assessment data.
4. **Ensure the clearing of assessment results and a shared communication strategy.** The accuracy of an assessment report should be verified and cleared before its dissemination. The report must remain strictly confidential until cleared by the assessment team. Sharing/disseminating the raw data can increase transparency and more in-depth cluster/sector-specific analysis.

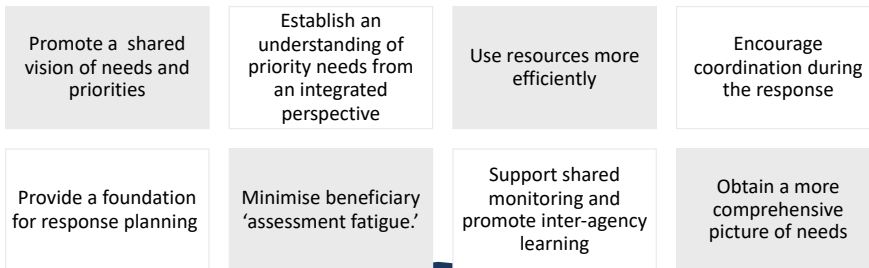


## Describe advantages and disadvantages of each type of humanitarian needs assessment

1.2

### Coordinated assessment advantages

Knowing the advantages and disadvantages of each type of need assessments can help to implement them effectively.



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### Trainer Notes

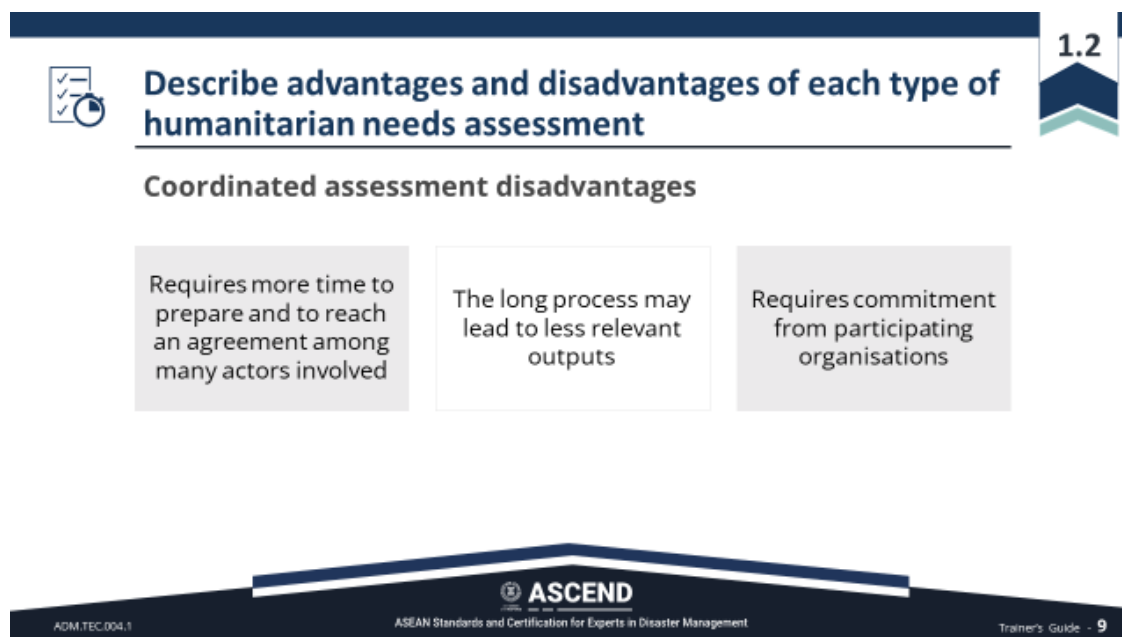
Knowing the advantages and disadvantages of each type of need assessment can help implement them effectively.

Advantages of harmonised and joint assessments:

- Promote a shared vision of needs and priorities among participating organisations
- Establish an understanding of priority needs from an integrated perspective, as each participating organisations contribute their expertise
- Increase coverage of disaster-affected areas and populations being assessed through primary data collection.
- Use resources more efficiently, as coordinated assessment minimises duplication of efforts
- Better information on the humanitarian situation can be provided to decision-makers, including Government and donors
- Encourage coordination during the response. Following coordinated assessment activities, participating organisations are encouraged to coordinate implementing, monitoring, and evaluating the humanitarian program.
- Provide a foundation for response planning
- Minimise beneficiary 'assessment fatigue.'
- Support shared monitoring and promote inter-agency learning
- Obtain a more comprehensive picture of needs
- Allow clusters and agencies to analyse and decide on the most appropriate strategies and to support affected countries, as gaps can be identified with greater precision and consistency between and within-cluster/sectors is ensured



Image 9: Slide 9



**1.2**

**Describe advantages and disadvantages of each type of humanitarian needs assessment**

**Coordinated assessment disadvantages**

- Requires more time to prepare and to reach an agreement among many actors involved
- The long process may lead to less relevant outputs
- Requires commitment from participating organisations

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**Trainer Notes**

Knowing the advantages and disadvantages of each type of need assessment can help implement them effectively.

Disadvantages of coordinated assessment:

- It requires more time to prepare and reach an agreement among many actors involved. Ideally, the preparations of coordinated assessment start before disaster occurrence.
- The long process may lead to less relevant outputs, especially if the disaster situation changes dramatically after primary data collection. Significant assistance may have arrived during coordinated assessment analysis and reporting and thus should be re-assessed.
- It requires commitment from participating organisations. Besides contributing significantly to the coordinated assessment, they may have other priorities to respond to.






Image 10: Slide 10




## Describe advantages and disadvantages of each type of humanitarian needs assessment

1.2

### Individual or uncoordinated assessment

Advantages	Disadvantages
<ul style="list-style-type: none"> <li> Relatively quicker</li> <li> Useful to confirm the situation in a relatively small area</li> </ul>	<ul style="list-style-type: none"> <li> Can causes assessment fatigue</li> <li> Incomparable results may have incompatible datasets and different ways to collect and analyse data</li> <li> Governments and donors, may lose interest if there are contradictory outputs.</li> </ul>



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### Trainer Notes


Individual or uncoordinated assessment

#### Advantages

- Relatively quicker, especially if the geographic areas to be assessed is not wide.
- It is helpful to confirm the situation in a relatively small area against the general situation

#### Disadvantages

- When carried out by various organisations in the same target area, it causes assessment fatigue.
- Incomparable results can be expected as individual assessments may have incompatible datasets and different ways to collect and analyse data
- Since individual assessments can lead to different and incomparable results, decision-makers, especially governments and donors, may lose interest if there are contradictory outputs. Ultimately, people in need may not receive the proper assistance.


*Image 11:* Slide 11


## Element 2

# Explain assessment continuum in a humanitarian setting

### Performance Criteria

- 2.1 Explain phase one of the assessment
- 2.2 Describe phase two of the assessment
- 2.3 Explain phase three of the assessment
- 2.4 Describe phase four of the assessment
- 2.5 Identify assessment preparedness measures




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**Slide No.**                      **11**

**Trainer Notes**                      Briefly talk about the sub-elements of Element 2 and why Rapid Assessment Officer needs to know these.

Image 12: Slide 12

2.1



## Explain phase one of the assessment

### Introduction

**Assessment approach** depends on the phase in which the assessment is conducted. Three factors influence the approach:

1. how time-critical the assessment results are
2. quantity and type of information required
3. human and financial resources

**Assessment Framework has the following phases**

**Phase 1**  
 Initial or preliminary assessments

→


**Phase 2**  
 Rapid assessments

→

**Phase 3**  
 In-depth assessments

→

**Phase 4**  
 In-depth assessments, including on recovery needs

  
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**Slide No.****12****Trainer Notes**


Phases of need assessment were developed to enhance our understanding of rapidly changing disaster situations.

An assessment framework presents the approach to follow during each of the four Phases, including the recommended types of assessments and their purpose, the methodology for data collection, the link to funding proposals, and key outputs.



Image 13: Slide 13

2.1




## Explain phase one of the assessment

### Phase one characteristics

<b>Focus</b>	• Measure the scale and severity of disaster impact, forecast its evolution, locate affected populations and identify priority needs
<b>Timeframe</b>	• 3 days
<b>Sources</b>	• Mostly secondary data sources with primary data from remote sensing and direct observation
<b>Resources</b>	• Mainly provided by national authorities and key actors
<b>Reporting</b>	• Initial or Preliminary assessment report or potential scenario for a response

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### Trainer Notes

The report of phase one should, therefore, briefly summarise:

- the severity of the disaster (without necessarily providing precise figures);
- actions being taken locally;
- local coping capacities (including locally available resources);
- the immediate priorities for external relief, where it is required and in approximately what quantities;
- possible, if there are alternatives, suggest the best logistical means of delivering that relief, and;
- a forecast of possible future developments, including new risks.

Image 14: Slide 14



## Describe phase two of the assessment

2.2

### Introduction

- Multi-sector/cluster initial rapid assessment is advisable.
- All organisations involved in the process should have a common methodology
- An assessment and information working group may be developed to ensure the quality of the assessment.
- The group will accommodate the use of common operational datasets and key indicators.

**ASCEND**

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### Trainer Notes

In this phase, a multi-sector/cluster initial rapid assessment is advisable. All organisations involved should have a common methodology to compare their data, analysis, and report. An Assessment and Information working group may be developed to ensure the quality of the assessment. The group will accommodate the use of common operational datasets and key indicators.




Image 15: Slide 15




## Describe phase two of the assessment

2.2



### Phase two characteristics

<b>Focus</b>	• Overall impact of the crisis and strategic humanitarian priorities
<b>Timeframe</b>	• 14 days
<b>Sources</b>	• Mix of secondary and primary data
<b>Resources</b>	• Mainly provided by national authorities and key actors
<b>Reporting</b>	• Rapid assessment report with cross-cluster/sectoral analysis and conclusions




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**Slide No.****15****Trainer Notes**


While different organisations may have varied definitions of rapid assessment, it generally has an indicative timeframe of two weeks after sudden onset disaster and must cover different needs or sectors.

Image 16: Slide 16




## Explain phase three of the assessment

2.3



### Phase three characteristics

<b>Focus</b>	• Situation and trend analysis, and operational planning
<b>Timeframe</b>	• After one month
<b>Sources</b>	• Increase primary data sources
<b>Resources</b>	• Mainly provided by the Cluster/Sector lead agency and members
<b>Reporting</b>	• Intra- and Inter-cluster/sector in-depth reports



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**Slide No.****16****Trainer Notes**

Assessment data and reports from previous phases of assessment should be made available for this phase, focusing on a single sector/cluster in-depth needs assessment. In this phase, assessments will give a detailed situation and trend analysis of needs and responses from each sector/cluster.



## Describe phase four of the assessment

2.4

### Introduction

- Recovery considerations are more emphasized.
- Recovery considerations need to be integrated into humanitarian assessments and programming.
- Comprehensive recovery framework will:
  1. Guide the design and implementation of early and long-term recovery programmes and
  2. Help determine international development assistance needs.

**ASCEND**

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### Slide No.


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### Trainer Notes

In this phase, recovery considerations are more emphasised. When humanitarian needs are largely met, the pressure for disaster recovery is increasing.


The PDNA collects information on economic damages and losses and the recovery priorities - including the human development needs of the affected population - into a single consolidated assessment report. This information is used as a basis for developing a comprehensive recovery framework,





## Describe phase four of the assessment

2.4




### Early Recovery Framework

Guiding Principle:

National ownership	Participatory of practice	Initial assessments of needs and capacities	Understanding the context
Do no harm	Risk reduction and conflict prevention	Equality and local capacities	Gender equality
Cross-cutting issues		Synergy between different actors	Accountability

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

An approach that addresses recovery needs that arise during an emergency's humanitarian phase uses humanitarian mechanisms that align with development principles.

Image 19: Slide 19








## Describe phase four of the assessment


2.4

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### Early Recovery Framework

Main purpose is to find out how the disaster impacted on:

-  people's means of making a living
-  people's ability to safely and adequately shelter themselves
-  health
-  access to key services
-  vulnerability and strategies for coping with the disaster



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**Slide No.****19****Trainer Notes**


An approach that addresses recovery needs that arise during an emergency's humanitarian phase uses humanitarian mechanisms that align with development principles.

The assessment should also facilitate a better understanding of:

- the interaction of livelihoods, shelter, health, WASH, food, and access to key services in terms of reducing or increasing people's vulnerability and ability to cope;
- people's own assessment of their key needs and highest priorities;
- the capacity and interest of International Federation members to respond, particularly the National Society of the affected country;
- whether there are any stakeholders, policies or processes that may positively or negatively affect the ability to respond to the priority needs identified by the affected communities;
- what other organisations are doing, so that programmes or activities are not duplicated

Image 20: Slide 20

2.4



## Describe phase four of the assessment

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**Early Recovery Framework**  
Needs assessment differentiate into three phases:


Initial Assessment

Rapid Assessment

In-depth Assessment

**Differentiating Criteria:**

<ol style="list-style-type: none"> <li>1. Objective</li> <li>2. Type of decisions to inform</li> <li>3. Timeframe</li> <li>4. Design</li> <li>5. Sampling strategy</li> </ol>	<ol style="list-style-type: none"> <li>6. Data collection techniques</li> <li>7. Unit of measurement</li> <li>8. Resources</li> <li>9. Cost</li> <li>10. Outputs</li> </ol>
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**Slide No.****20****Trainer Notes**

It should be noted that many organisations, including the AHA Centre, differentiate needs assessment into three phases (note that Phase 3 and 4 in MIRA is rather combined into Phase 3: in-depth assessment).





## Identify assessment preparedness measures

2.5

### Key Preparedness Activities

Raise awareness	Agree on assessment coordination structures
Review existing assessment planning	Set out collaborative arrangements
Prepare Common Operational Datasets	Compile baseline data and risk analyses
Develop assessment tools and data collection methodology	Ensure the organisation of logistics and human resources
Define the parameters of the assessment design	Develop a process around communicating findings



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### Trainer Notes


Preparedness is key for successful coordinated assessment as a part of much larger emergency preparedness work

The following activities are recommended to prepare for coordinated assessments:

- **Raise awareness.** Use the preparedness phase to advocate for coordinated assessments. Target to increase knowledge and understanding of coordinated assessments and collective analysis.
- **Agree on assessment coordination structures.** Maximise the use of existing coordination mechanisms, especially for inter-cluster/sectoral coordination for preparedness and contingency planning. Identify key stakeholders for the assessment preparedness processes and the support provided.
- **Review existing assessment planning,** particularly government contingency planning, assessment formats and approaches. Review technical guidelines that have been produced and used.
- **Set out collaborative arrangements** relative to the assessment. Agree on standard operating procedures draft terms of reference for an Assessment Working Group. Develop partnerships with national research institutions and other national bodies with data collection capacity.
- **Prepare Common Operational Datasets** and identify key humanitarian indicators to be collected. These activities allow comparable analyses between organisations that conducted assessments.



- **Compile baseline data and risk analyses.** Work with partners to collect baseline data, populate key indicator sets, and compile common datasets. Based on vulnerability and risk mapping, adapt fact sheets and lessons learnt to the national context and link them to the scenarios in the contingency plans.
- **Develop assessment tools and data collection methodology.** This includes adopting standard operating procedures, reporting formats, information requirements and questionnaires.
- Ensure the organisation of **logistics and human resources**. This includes securing agreements for the funding and transportation of required equipment. Identify participants for the assessment team, ensure an appropriate gender balance, and train in-country capacity where needed.
- Define the **parameters of the assessment design**. Clarify the purpose and audience, the targeted phases and the methodologies. Identify how the information will be collected, processed, and analysed. Agree on an outline for the technical and analytical assessment reports and who will be responsible for producing them.
- Develop a **process around communicating findings** and identify how the information will be shared and disseminated broadly.

*Image 22: Slide 22*



### Element 3

## Identify lessons on humanitarian assessments

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#### Performance Criteria

- 🔹 **3.1** Describe benefits arise from humanitarian needs assessments
- 🔹 **3.2** Identify challenges and provide potential solutions to overcome the challenges
- 🔹 **3.3** Describe humanitarian needs assessment in urban settings




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**Slide No.**                      **22**


**Trainer Notes**                      Briefly talk about the sub-elements of Element 3 and why Rapid Assessment Officer need to know these.

Image 23: Slide 23



## Describe benefits arise from humanitarian needs assessments

3.1



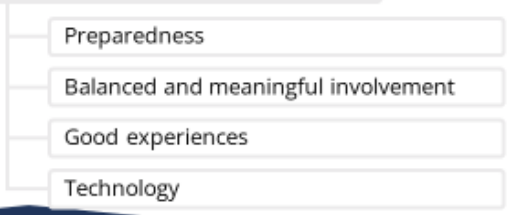
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### Introduction


Need to identify factors that contribute positively to a good assessment process and results.

**Strong leadership from the Government**

**Clear coordination structure**



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**Strong leadership from the Government.** It is safe to say that half of the battle has been won when the host government has a positive view and attitude toward assessments.

**Clear coordination structure.** In countries where stronger and well-established coordination structures amongst humanitarian actors with clear leadership exist, this has been shown to facilitate the integration and willingness of stakeholders to participate in coordinated assessments and share information.

1. **Preparedness.** The extent of preparedness to conduct assessments, including a clear definition of roles and responsibilities of all parties involved, agreed minimum set of indicators - by cluster- that should be collected/analysed jointly, as well as agreed data collection and analysis tools, speeds up the process of coordinated assessments.
2. **Balanced and meaningful involvement** between international stakeholders and national actors, since assessment design and planning stages.
3. **Good experiences** from previous assessments contribute to whether they will engage in future assessment with similar design and tool
4. **Technology.** Appropriate technology enables us to speed up data collection and processing, allowing the results of assessments to be released in a relatively short time, which subsequently contribute to good recommendations for humanitarian programming.

Image 24: Slide 24



## Identify challenges and provide potential solutions to overcome the challenges

3.2



### Key challenges and potential solutions

Human resources	Time pressure	Poor analysis	Bias
Training or briefing	Logistics and Administration support	Trust	Unequal partnership
Continuity.	Unclear link to decision making	Limited resources	Sectoral/inter-sector balance

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**Slide No.****24****Trainer Notes**

There must be many other challenges that we may encounter, but the main purpose of the following description is for us to detect them early and look for potential solutions before they arise. It is crucial to be ahead of the game in a rapidly changing environment.

1. **Human resources.** These challenges include inadequate staff in terms of number and capacity and staff turnover along the assessment process. Personnel or team assigned for rapid assessment must be selected as soon as the implementation of a rapid assessment is confirmed. For secondary data review, members of the team must be employable immediately. They should be dedicated for the full duration to ensure quality assessment. Taking the time to recruit appropriately skilled staff composing the right team may save time later in the assessment process. The more qualified the assessment teams are, the more accurate and reliable the outputs. Include people who speak the language of the area to be assessed. Have a mix of men and women of different ages within the team. Make sure that national staff members are comfortable with the idea of going to the selected sites. Clear management lines in support functions are key to making the assessment process run smoothly. Lack of reporting lines and clear responsibilities may preclude the feasibility of the assessment. After all, assessment design should adapt to available human resources.
2. **Time pressure.** The window of opportunity for an assessment is extremely short and requires rapid decisions. The earlier


assessment starts after a sudden onset disaster, the better. Analyse available data when you can, although it is yet to be completed. Manage your time effectively, as the experience tells us that more time was allocated for data collection while much less time was left for data analysis and reporting. Ensure that the design and implementation of rapid assessment are based on the agreed dateline of the assessment report.

3. **Poor analysis.** Technical issues of analysis may include oversampling, lack of cross-sector analysis capacity, limited skills of enumerators, data reliability, and validity issues. We need to ensure sufficient time for data analysis related to the above point. The analysis must be validated by sectoral experts or generalists with local context knowledge and emergency programming experience. It may be useful to include representatives of the population living in the affected area. The information managers need not be the people undertaking the analysis, but they can't be completely separated from the analysis and reporting.
4. **Bias.** Remember that all people have a bias at a different level and of different varieties. Their perceptions are based on cultural background, experience, professional training, and many other factors. Ensure a balance in the perspectives of individual team members. Ensure team members are aware of their own biases and that team leaders challenge the team views and conclusions after each field visit. We may need to triangulate key information to check our biases.
5. **Training or briefing.** Due to time constraints, training for joint rapid assessment usually lasts a few hours. It is recommended to have brief training to ensure consistency in the data collection process. In some extreme cases, only team leaders are trained, and they properly brief team members before going to selected affected areas. Inappropriate training leads to unreliable and invalid data. Brief training may save the time of data cleaning and management. Ensure they all receive the same training and be aware they may not always operate together.
6. **Logistics and Administration support.** Be clear on who is responsible for providing logistical, financial and admin support for the field assessment. If financial arrangements are planned, make sure they are formalised on paper. A dedicated administrator/logistician participating in the design, organisation and monitoring of the field data collection has proven to be extremely valuable in the context of a medium and large scale disaster. A joint rapid assessment costs money. The lower the budget available for the assessment, the more important it will be to have dedicated support staff for logistics and administration. Pre-identification of support staff and pre-positioning logistic resources is key to ensuring a timely and efficient assessment.
7. **Trust.** When many actors who have not got to know each other are involved in the coordinated assessment, more time is required to get them familiar and gain trust. The majority of international actors may know each other institutionally but unnecessarily personally. This may not become a challenge if the assessment coordinator

can develop and maintain a good spirit among team members, despite their other pressing works.

8. **Unequal partnership** among participating agencies. Perhaps unintentionally, a sector or cluster lead agency seemingly dominates the assessment team with its knowledge and expertise. When the other participating agencies feel uncomfortable, they may provide less substantial inputs to the assessment efforts than they can be. This situation can cause ineffective results of the assessment and should be addressed as early as possible by the Assessment Coordinator
9. **Continuity.** Assessments are often seen as a one-time activity rather than a repetitive process. It is indeed a process of progressively collecting and analysing information. As information needs are refined over time, information should become more in-depth, sector-specific, and recovery-oriented. In many cases, an organisation that has continued its activities may be fully occupied with humanitarian program implementation, thus neglecting further assessment that informs updated situation. Thus, efforts should be made to persuade this organisation to maintain its engagement in further assessments.
10. **Unclear link to decision making.** Too often, an assessment, particularly a multi-sector one, becomes an end in itself. The assessment content is influenced by information needs and agendas from different agencies and sectors. Still, it can be disconnected from the decision-making process for the particular phase of the crisis. There is often a lack of clarity about the key stakeholders who will be the end-users of the information and which decisions and documents the assessment should inform. The primary function of a coordinated assessment is to provide information to inform decision making. This implies that to be useful, a humanitarian needs assessment process must provide relevant information to the right people at the right time throughout a crisis.
11. **Limited resources** for assessments. There must be a lack of or limited resources for assessments, including staff, logistics, and financial resources. Response plans and programmes usually do not include specific budgets for assessments. Actors' willingness to allocate resources for coordinated assessments depends on the level of buy-in to the assessment results and the perception of such exercises' benefits and value-added.
12. **Sectoral/inter-sector balance.** Whilst there is a common agreement that coordinated assessments bring benefits and can help save more lives and restore livelihoods, organisations often struggle to balance contributing to joint assessments and to carry out their own. This challenge is faced whether post sudden onset disaster where humanitarian actors have developed their own sectoral/agency guidance

*Image 25: Slide 25*



## Describe humanitarian needs assessment in urban settings


3.3

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**Introduction**

- Increased population density can increase vulnerability to disasters, especially among poor people
- May be more vulnerable to disaster due to poor urban planning, infrastructure, finance and governance
- Existing assessment tools need to be adapted to urban areas, and new tools need to be introduced.

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**Slide No.****25****Trainer Notes**


Despite perceptions that urban populations are better off than rural, there is increasing evidence that levels of urban poverty may be higher.

More than 90 per cent of urban populations live in small or medium-sized cities, which may be more vulnerable to disaster due to poor urban planning, infrastructure, finance and governance.

Assessment methodologies based on rural experience do not transfer comfortably to more complex population centres and are more expensive and administratively more demanding in urban areas



Image 26: Slide 26




## Describe humanitarian needs assessment in urban settings

3.3

### Key characteristics of an urban area

Density	Diversity	Industry	Security
Mobility and Fluidity	Complexity	Legality	Connectivity



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**Trainer Notes**

1. **Density.** Urban density with a crowded built environment creates hazards not usually seen in rural areas. Population density also increases risks, including epidemics that spread more easily in cities. Density may make access difficult, but it can also facilitate access due to the wide range of transport routes and proximity between communities. The specific risks associated with density should be considered during data collection, but so should the opportunities: human capital is much higher in cities; there is a wider range of skills and experiences to draw on.
2. **Diversity.** Cities tend to be home to various social and economic backgrounds and various livelihoods and classes. Diversity may also extend to ethnic, linguistic, and religious groups in some cities. Since stratification is not necessarily spatial, rich and poor may live close, complicating assessment activities and requires more rigour in site selection and sampling strategy.
3. **Industry.** Urban areas are more industrialised, and residents are more exposed to industrial hazards, including chemical, biological, radiological and nuclear materials. Many industrial accidents present serious ongoing safety or health risks to assessment teams, and caution should be taken in planning site visits. Usually, an expert assessment will need to be organised to assess specific industrial or environmental hazards, the expertise that may not exist in your organisation.
4. **Security.** Insecurity is generally higher in urban areas and of a different nature. Urban assessment must consider criminality

since crime incidence is much higher in urban than in rural areas. Safety measures and security threats awareness should receive great attention from the assessment team.


5. **Mobility and Fluidity.** Urban environments change more rapidly than rural. Migration in and out of urban areas is common, making it difficult to measure precisely the size and breakdown of urban populations at a given time. Within a city or town, people may commute from the area where they live to another or from the centre to the periphery for work or other reasons. Assessment design must take account of this pattern.
6. **Complexity.** It is useful to think about urban space as a series of networks – not just physical, but also political, social, and economical. Residents will be members of multiple, overlapping networks, interacting at different points. This system of networks is made more complex by many of the other factors described in this section – mobility, density, adaptability, and so on. This is partly why a purely geographic approach to assessing urban areas is not the best. In the context of assessments, the best way to understand complexity is to draw on a wide range of perspectives. Coordination and collaboration are therefore even more important in urban areas.
7. **Legality.** Legal issues impact access to basic services and goods. Assessment teams must be aware of them, although the only government can address them.
8. **Connectivity.** Residents of urban areas have access to more and better communications infrastructure than in rural areas. Most residents will have multiple channels for receiving and sharing information. Mobile phones create the opportunity to collect more real-time information from disaster-affected areas, collect information from a wider area with less risk to assessment teams, and use data on phone usage and call patterns to identify trends.

Image 27: Slide 27



## Describe humanitarian needs assessment in urban settings


3.3



### Assessment cycle in an urban context

- The characteristics of urban settings increase the challenge of assessment
- The characteristics of urban settings mean that coordination is vital to successful urban assessment
- Urban areas have a higher concentration of private companies with all the resources
- The complexity and diversity of urban areas require joint analysis by a range of stakeholders.

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### Trainer Notes

Each urban setting is unique and demands a modified data collection and analysis approach to ensure that the information delivered is relevant and timely for decision-making. Nonetheless, the **assessment cycle is the same.**

- We must be aware that while we might be used to working in sector-based clusters, urban environments require a coordinated, multi-sector approach.
- Civil society in urban areas is more developed, diverse, and visible than in rural areas.
- Data is usually more readily available for urban areas than rural ones, but their accuracy and reliability must be checked.
- The spatial and social organisation of cities is radically different to suburban or rural areas.
- Secondary data and spatial analysis may break down urban areas into smaller, more manageable units for assessment.
- The usual criteria for site selection still apply (group and site characteristics, combined with areas where there are gaps in existing knowledge).
- The complexity and diversity of urban areas require joint analysis by a range of stakeholders – not just operational staff from your agency with relevant knowledge and expertise, but staff from other agencies, government bodies, research or academic institutions, and so on.
- Reporting should be dynamic and fluid: all sharing mechanisms (private and public) must enable frequent and regular updates that respond to changing decision-making needs.

*Image 28:* Slide 28



**Slide No.** 28

**Trainer Notes** Close presentation and thank the participants.



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