

**TRAINER'S
GUIDE**



TECHNICAL COMPETENCY UNIT



ADM.TEC 005.1

Conduct Rapid Assessment



ASCEND

ASEAN Standards and Certification
for Experts in Disaster Management

ASEAN Standards and Certification for Experts in Disaster Management

CONDUCT RAPID ASSESSMENT

ADM.TEC.005.1

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

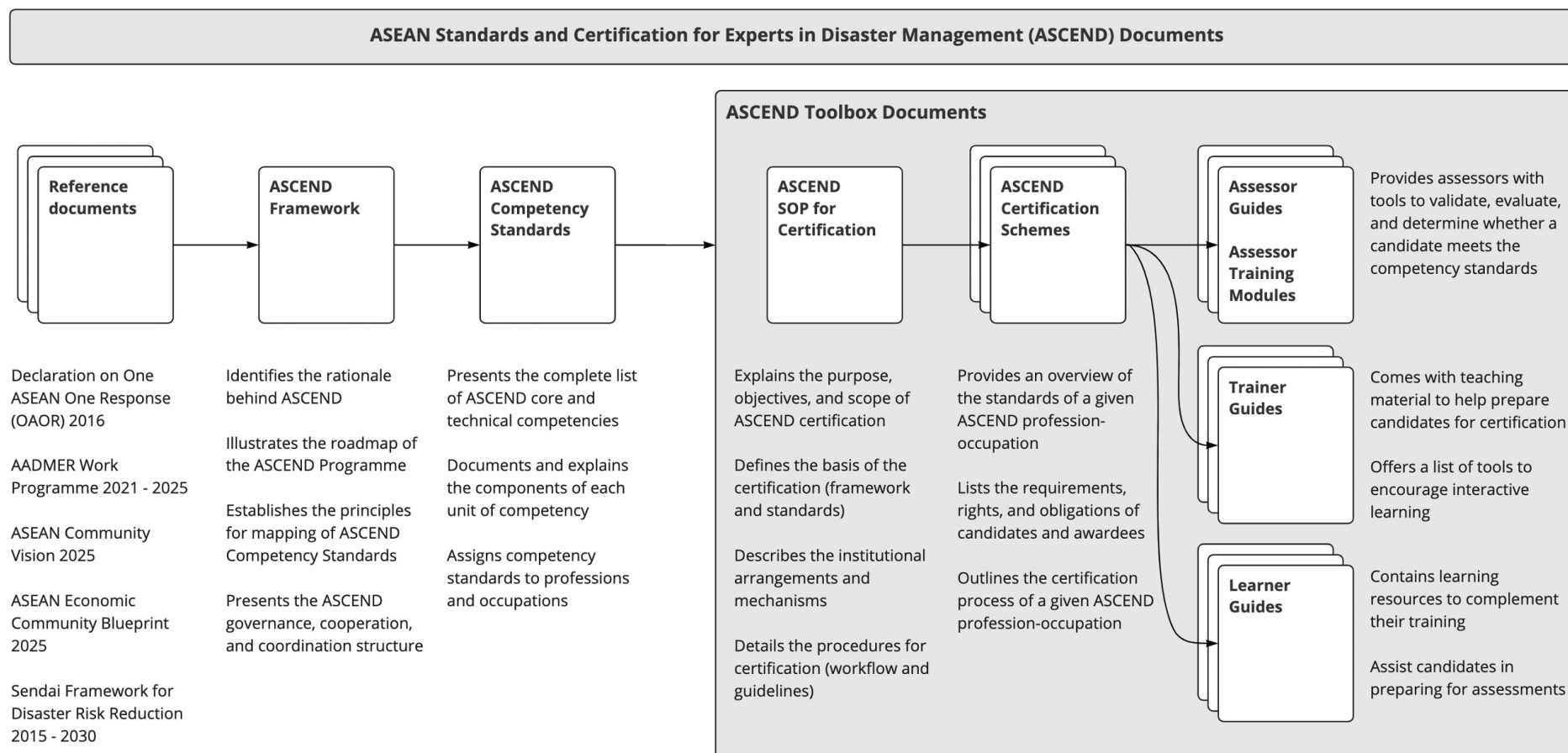
A set of technical requirements must exist before it is possible to implement the ASCEND programme in participating ASEAN Member States. The first requirement is the ASCEND Competency Standards that contains forty-three (43) regionally recognised core and technical competencies in selected disaster management 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
Experience	Refers to the qualifications of the candidate that make them eligible to pursue certification. It includes the candidate's formal education, work experience, professional training, and job-relevant life experiences.
Knowledge	Refers to what the candidate needs to know to make informed decisions on how to perform the work effectively.
Skills	Refers to the ability of the candidate to apply knowledge to complete occupational tasks and produce work outcomes or results at the standard required.
Attitudes	Refers to associated beliefs, feelings, motivations, and values that influence a candidate to make decisions and act according to occupational standards and the professional work setting.

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

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

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

What do trainers do?

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

The role of trainers is to:

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

Using the trainer's guide

The material in this trainer guide is designed to assist trainers in conducting learner-centric activities that recognise prior experience, maximise engagement, teach for understanding, and build on learner strengths. The guide provides suggestions on how to prepare training sessions that enhance candidate participation and minimise disruptions during the session. It also offers a list of equipment and tools that trainers may use to encourage interactive learning and supplement traditional methods like lectures, case discussions, demonstrations, group exercises, simulation games, 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 (pp. 36-40), and ASEAN Disaster Management Occupations Map. The Certification Schemes also outline the ASCEND competencies under selected professions and occupations, eligibility criteria, basic requirements and rights of candidates, and obligations of certification holders. Assessor Guides describe the components of particular competency standards and offer tools to determine the candidate's qualifications. Trainer and Learner Guides expound on a given competency standard's elements and performance criteria for learning and assessment preparation purposes.

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

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

Table 2: *Components of the ASCEND Competency Standards*

Component	Description
Unit title	Describes the critical work function to be performed in an occupation.
Unit number	<p>A coding system to organise the units of competency. It also indicates the types of competency standards.</p> <ul style="list-style-type: none"> • ADM.COR.000.0 are core competencies. These are general professional knowledge and skills related to international humanitarian principles and disaster management standards, including ASEAN mechanisms and procedures. • ADM.TEC.000.0 are technical competencies. These are specific knowledge and skills needed to perform effectively in work areas under their chosen disaster management profession and occupation.
Unit description	Provides information about the critical work function covered by the unit.
Elements	Presents the occupational tasks required to perform the critical work function in the unit.
Performance criteria	Lists the expected outcomes or results from the occupational tasks to perform and the standard required.
Unit variables	Advises on how to interpret the scope and context of this unit of competence.
Assessment guide	Outlines the evidence to gather and evaluate to determine whether the candidate is competent in the unit.
Linkages to other units	Explains the connection of the competency standard to other units of competency.

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

3.3

Unit of Competency

Unit title : **Conduct Rapid Assessment**

Unit number : ADM.TEC.005.1

Unit description : This unit covers the ability to undertake rapid assessment, which outputs contribute meaningfully to decision making on disaster response

ELEMENT AND PERFORMANCE CRITERIA

UNIT VARIABLE AND ASSESSMENT GUIDE

Element 1.

Prepare for rapid assessment

- 1.1 Develop a rapid assessment plan
- 1.2 Develop rapid assessment tool and methodology

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.

Element 2.

Gather data

- 2.1 Undertake secondary data collection
- 2.2 Perform primary data collection
- 2.3 Perform data verification, validity, and reliability

Key stakeholders may include officials from:

- National Disaster Management Office and other relevant Government offices at national and sub-national level
- Related ASEAN entities, i.e. ASEC and AHA Centre
- Red Cross / Red Crescent
- National and International NGOs
- United Nations agencies with humanitarian mandate
- Private sector

Element 3.

Conduct essential analysis

Agreement for rapid assessment with key stakeholders may include:

- Assessment purposes. The main purpose of rapid assessment is to ensure effective analysis, better decision making and strategic planning
- Duration of time for assessment



- 3.1 Identify steps of analysis
- 3.2 Analyse quantitative and qualitative data
- 3.3 Perform impact analysis

Element 3. Conduct essential analysis

- 4.1 Identify key recipients of the rapid assessment results
- 4.2 Develop report based on the recipients' profile
- 4.3 Develop rapid assessment data and information properly

- Resources committed and allocated, i.e. staff, equipment, and funding

Rapid assessment plan may consist of information on:

- Scope
- Goal and objectives
- Methodology
- Human resources involved
- Task division
- Time frame
- Limitation
- Equipment and financial resources required
- Security and safety considerations

Rapid assessment tools may include questionnaires or assessment forms. Rapid assessment methodology may include utilising secondary data, direct observation, key informant interview, and community group discussion

Sectors may include:

- Health
- Nutrition
- Food security
- Protection
- Camp coordination and camp management
- Education
- Shelter
- Water sanitation and hygiene
- Livelihood
- Non-food items
- Early recovery

Cross-cutting data may include:

- Human rights
- Environment
- Gender

Key recipients may include: ASEAN organisations (AHA Centre, the Secretariat, and member states), humanitarian agencies, donor community, and community representatives

Assessment report, which is aimed at providing decision-makers with humanitarian situations, may be delivered in the form of:

- Oral presentation or briefing
- Picture
- Video

- Written descriptive report
- Summarised bullet points
- Graph or diagram
- Infographics

Assessment Guide

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

- Ability to deal with key stakeholders for successful rapid assessment results
- Ability to use the right methodology and tools for assessment
- Ability to identify strengths and weaknesses of assessment methodology and tools
- Ability to effectively process data into information
- Ability to deliver an effective report based on the audience's profile

Linkages to other Units

This is a core 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 deal with key stakeholders for successful rapid assessment results
- Demonstrated ability to use the right methodology and tools for assessment
- Demonstrated ability to identify strengths and weaknesses of assessment methodology and tools
- Demonstrated ability to effectively process data into information
- Demonstrated ability to deliver an effective report based on audience's profile
- Observation that the assessee has the right skills and attitude toward the effective rapid 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 the most appropriate data collection methodology

Communicating ideas and information	2	Conduct WASH need assessment
Planning and organising activities	3	Developing a rapid assessment plan
Working with others and in teams	3	Dealing with key people who are unwilling to share information
Using mathematical ideas and techniques	1	Performing quantitative analysis
Solving problems	1	Dealing with logistical access
Using technology	1	Using technology to support assessment efficiency



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

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

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

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

<https://zoom.us/>

For collaboration, group exercises, lectures, and demonstrations.

Lucidspark

Lucidspark is a virtual whiteboard where training attendees can come together to create, developing, 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

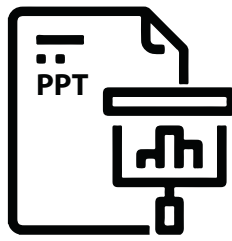
Google Forms is a survey administration software for collecting and organising different kinds of information. Responses are automatically gathered and neatly presented in charts, sheets, and more.

<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

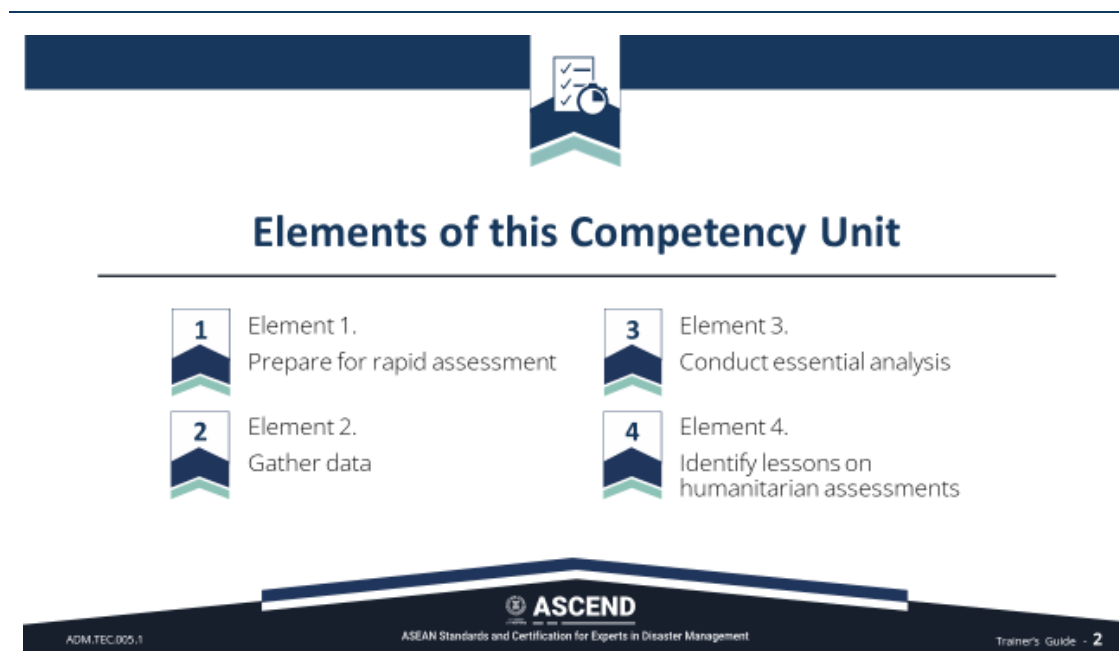


Slide No.

1

Trainer Notes

Trainer welcomes students to class.


Image 2: Slide 2

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

Prepare for rapid assessment

Performance Criteria

- 1.1 Develop a rapid assessment plan
- 1.2 Develop rapid assessment tool and methodology



ADM.TEC.005.1 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 it is important for Rapid Assessment Officers to know these.

Image 4: Slide 4



Develop a rapid assessment plan

1.1

Introduction

- Good **rapid assessment** can guide to meet crucial needs among the highest priorities and allocate our limited resources to achieve those needs.

Assessment plan

- It is crucial to ensure that implementation will not be unnecessarily diverted with these various stakeholders.
- The Plan will help to maximise the utilisation of resources and anticipating obstacles in advance due to limitations in the first days or weeks of disasters.

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ASEAN Standards and Certification for Experts in Disaster Management

Trainer's Guide - 4

Slide No. 4

Trainer Notes

- Rapid assessment helps in making decisions on response.
- In order to get a common understanding of the situation, rapid assessment should be **done inclusively** so that many organisations can get the benefits from it, and some may even contribute along the process.
- An accurate assessment depends on proper planning, design and preparation
- The main point is on speed and manageability.





Develop a rapid assessment plan

1.1

Diverse stakeholders

Stakeholders are commonly categorised as follow (1/2) :

Community	• disaster-affected, disaster survivors, assisted communities and assisting communities
Government	• national and sub-national levels and different institutions
NGOs	• local, national or international NGOs
Red Cross / Red Crescent society	• Serve as auxiliary to the government



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ASEAN Standards and Certification for Experts in Disaster Management

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Slide No. **5**

Trainer Notes

Many humanitarian organisations have their own rapid assessment tools and methodology. It is beneficial to be familiar with some of the tools and methods.


Stakeholders are commonly categorised as follow:

- 1. Community:** 'People helping people' in the aftermath of a disaster is a common practice and should continue to be so. Local communities are indeed the first responders. They play very crucial roles in life-saving action with their available, often limited, capacity.
- 2. Government:** at the national and sub-national levels and different institutions including police, civil defence and military. All Governments in ASEAN have a dedicated National Disaster Management Offices (NDMOs). In addition, many other government institutions have roles and responsibilities in disaster management, including emergency response.
- 3. NGOs (Non-Government Organizations):** not specific to humanitarian work, but different NGOs focus on community development, human rights, environment, education, health, and special groups within the community, such as disabled people.
- 4. Red Cross / Red Crescent society.** RC/RC have a good network with the government and a good relationship with the community. Internationally, there are IFRC (International Federation of Red Cross and Red Crescent Societies) and ICRC (The International Committee of the Red Cross). Like NGOs, they have good assessment resources, including specialists, guidelines and tools.



Image 6: Slide 6

1.1




Develop a rapid assessment plan

Diverse stakeholders

Stakeholders are commonly categorised as follow (2/2) :

Private Sectors	• -
Regional Organisations	• organisations with growing interest and capacity in disaster management (such as: ASEAN and Asian Development Bank)
International organisations	• United Nations funds, programmes, offices and agencies have specific mandates on the humanitarian crisis
Donor agencies and Embassies	• -

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ASEAN Standards and Certification for Experts In Disaster Management

Trainer's Guide - 6


Slide No. **6**

Trainer Notes

Many humanitarian organisations have their own rapid assessment tools and methodology. It is beneficial to be familiar with some of the tools and methods. Stakeholders are commonly categorised as follow:

5. **Private Sectors.** Engagement of profit companies in disaster response has a long history and shows an increasing trend in terms of the amount of assistance and number of companies.
6. **Regional Organisations.** The ASEAN Coordinating Centre for Humanitarian Assistance on disaster management (AHA Centre) is an inter-governmental organisation that aims to facilitate cooperation and coordination among the ASEAN Member States and the United Nations and international organisations for disaster management and emergency response in response ASEAN Region.
7. **International organisations:** They are coordinated by a UN Secretariat office, namely OCHA (Office for the Coordination of Humanitarian Affairs) that manages several tools related to rapid assessment, including V-OSOCC (Virtual On-Site Operations Coordination Centre) and UNDAC (United Nations Disaster Assessment and Coordination). In addition, the World Bank has a great role in disaster recovery work.
8. **Donor agencies and Embassies.** As humanitarian crisis knows no boundaries, other countries involved in disaster response by mobilising their resources that come from their embassies, aid agencies (such as USAID, JICA, NZAID, etc.), specialised organisations (such as International Urban Search and Rescue Teams, Emergency Medical Teams, militaries, etc.).

Image 7: Slide 7



Develop a rapid assessment plan


1.1

What is in the Plan?

In practice, the plan should have the following information or consideration:

<ol style="list-style-type: none"> 1. Overall situation 2. Disaster situation 3. Prior knowledge of the area 4. Information is available from secondary sources and judgement 5. Baseline data of the stricken area, 6. Possible information sources in the area 7. Identified information needs 8. Guidelines and standard working procedures 9. Data collection methods and data gathering procedures 10. Designated field investigation teams 	<ol style="list-style-type: none"> 11. Analysis of data 12. Presentation of information 13. Recording and dissemination of results 14. Time available and timing of the assessment 15. Possible future developments of the disaster and potential secondary disaster 16. Weather/climatic conditions/season 17. Local cultural and other social factors 18. Logistics and administration 19. Contingency plan for rapid assessment measure
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Trainer Notes

There is no formal consensus on what should be in the plan, but in practice, the plan should have the following information or consideration:

1. Overall situation, including security, freedom of movement, access.
2. Disaster situation: Type of disaster and expected consequences.
3. Prior knowledge of the area, including size, density, topography.
4. Information is available from secondary sources and your judgement of its reliability and credibility.
5. Baseline data of the stricken area, including shelter, food security, health, and protection.
6. Possible information sources in the area
7. Identified information needs
8. Guidelines and standard working procedures
9. Data collection methods and data gathering procedures, including target groups and site selection
10. Designated field investigation teams, including specific tasks, size and composition of the team and, therefore, its competencies and limitations
11. Analysis of data
12. Presentation of information
13. Recording and dissemination of results
14. Time available and timing of the assessment in the evolution of the situation.
15. Possible future developments of the disaster and potential secondary disaster
16. Weather/climatic conditions/season



17. Local cultural and other social factors that might impede and contribute to the assessment
18. Logistics and administration
19. Contingency plan for rapid assessment measure



Develop a rapid assessment plan

A field visit for primary data assessment

Elements of **Plan of Action** for the field visit:



Slide No. 8


Trainer Notes

The visit must be planned to ensure its meeting the objectives. The logistics of the trip must be realistically planned. Develop a Plan of Action for the field visit with the following elements.

1. Precise definition of the field trip: area to be visited, locations, route planning, time frame.
2. Team composition: number of participants, gender balance, representation from other agencies, sector specialists.
3. Distribution of tasks: assessment team Leader, sector-specific tasks, logistics, communications, reporting.
4. Main objectives: broad objectives, what questions need to be answered, who has the needed information, form of required output.
5. Data collection issues: Observation, Interviews, Surveys, Checklists, Sampling, Indicators and standards, Assumptions.
6. Logistics and organisation: Transport and movement plan, Accommodation, Communication, Supplies, Equipment
7. Security: Security clearance, briefing, comply with security standards.


Ensure the assessment process complies with common humanitarian standards

Image 9: Slide 9



Develop a rapid assessment plan

1.1



Adjust plan regularly based on updated situation

- Assessment plan should reviewed regularly and make necessary adjustments to ensure assessment success.
- An updated situation that would trigger Rapid Assessment Plan adjustment may include:

Security and safety concerns


Secondary disaster

Government decision

Donor pressure

Population movement

Changes include weather, access, security, number of displaced people, number of assistances, and coordination mechanisms.




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Trainer Notes

- The frequency depends on the situation. Commonly, changes are more frequent in the first days following a disaster and less frequent after a few weeks.
- Small plan adjustment that is decided and agreed upon by team members. Major change decisions that may involve strategic level or headquarters.

Image 10: Slide 10



Develop rapid assessment tool and methodology


1.2

Methodology

ASEAN-ERAT Guidelines adopt the following assessment methodology:

Planning	• Assessment planning is developed
Data Collection	• Data collection should consider 7 aspects
Data Analysis	• Aims at identifying significant facts, trends and anomalies in order to inform decision making
Reporting	• Short and clear with explicit recommendations, limitations of the assessment and any assumptions
Dissemination	• Share the report with the wider humanitarian community
Feedback	• Prepare for any feedback and requests for information

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Trainer Notes

Planning

In this phase, assessment planning is developed with a series of actions, including analysing secondary data and getting information from ASEAN partners, which resulted in an initial analysis of the disaster impact and an initial selection of locations and target populations to be assessed. The scope of planning includes internal arrangements such as roles and responsibilities, timing, logistical and security arrangements.

Data collection

Data collection should consider the following:

- Speed vs Quality
- Quantitative vs Qualitative information
- Collect only what can be used
- Consult the people affected
- Consider differing needs of marginalised groups
- Consider bias of information sources as well as of team members
- Look for changes to trends or the unexpected

Data Analysis

Data collected during the assessment should be analysed with secondary data, resulting in a recommended appropriate response, 'best case' and 'worse case' scenarios.

Reporting

The ASEAN-ERAT should prepare a brief report on the rapid assessment immediately following completion of the field trip and analysis


Dissemination

The ASEAN-ERAT rapid assessment report shall be sent to both the NFP and the AHA Centre. Permission should also be sought from the NFP/Local Emergency Management Agency and the AHA Centre to share the report with the wider humanitarian community

Feedback

In the margin of humanitarian setting, other assessment tools and techniques can be exercised, including:

- Problem tree analysis
- Gender analysis
- Strengths, weaknesses, opportunities and threats (SWOT) analysis
- Nutritional assessment
- Household food economy analysis
- Health assessment
- Cost and benefit analysis
- Capacity and vulnerability analysis
- 'Do No Harm' framework (Local Capacities for Peace)
- Network analysis
- Environmental impact assessment


Image 11: Slide 11

Element 2

Gather data

Performance Criteria

- 2.1 Undertake secondary data collection
- 2.2 Perform primary data collection
- 2.3 Perform data verification, validity and reliability




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Slide No. **11**

Trainer Notes Briefly talk about the sub-elements of Element 2 and why it is important for Rapid Assessment Officers to know these.

Image 12: Slide 12



Undertake secondary data collection


2.1

Introduction

Secondary data is data that is collected by someone else.

Secondary data is always the starting point because:

- a body of background work has already been carried out
- it has a pre-established degree of validity and reliability
- it is helpful in the research design of subsequent primary research
- it provides a baseline to compare primary data results to




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Trainer Notes Secondary data contains second-hand information collected prior to and following the occurrence of the event

Image 13: Slide 13

2.1



Undertake secondary data collection

Secondary data collection

Secondary data is obtained from two different research strand:

Quantitative by using existing databases, census, and government records


Qualitative by semi-structured and structured interviews and focus groups' transcripts.

There are three actions to focus on insourcing, gathering, collating and analysing data.

Anticipate and know what you are looking for

Know where to find important data

Assess and analyse the data


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Trainer Notes

- In preparedness planning, data sources are predominately secondary. There are three actions to focus on insourcing, gathering, collating and analysing data.
- Pre-disaster secondary data enables us to understand context, provide relevant information, avoid duplication, identify gaps and inform future data collection.

Image 14: Slide 14

2.1



Undertake secondary data collection


Secondary data collection

Common areas of focus while undertaking SDR for needs assessment purposes

Pre-post crisis	Geographical	Group	Livelihood
Vulnerability	Catchment area	Gender and age	Sector

Possible secondary data sources:

1. Pre-disaster Information
2. Particular Disaster Information




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Trainer Notes

1. **Pre-post crisis:** Pre-crisis Vs post-crisis data
2. **Geographical:** National key indicators Vs “affected area” key indicators
3. **Group:** Total population Vs specific sub-groups demographic data (refugees Vs residents)
4. **Livelihood:** Characteristic of different sub-set of socio-economic profiles (farmers Vs pastoralists)
5. **Vulnerability:** Characteristics of different vulnerable groups (disabled, food insecure, unemployed, etc.)
6. **Catchment area:** Characteristic of different livelihood zones (urban Vs rural, mountainous Vs riverine)
7. **Gender and age:** Characteristics of different categories of the population (Women Vs men, elders Vs youth)
8. **Sector:** Characteristics of different sectors (WASH, Health, Food security, etc.)

Image 15: Slide 15



Undertake secondary data collection


2.1

Secondary data collection

Key principles for secondary data collection:

- ☐ The more disaggregated the data, the more useful it is
- ☐ Importance of the data vs. the time needed to find it
- ☐ Collect only what you know you can use
- ☐ Provide a clear timeframe for data collection and identify priorities
- ☐ Let the data speak to you

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**Trainer
Notes**

1. **The more disaggregated the data**, the more useful it is for identifying the most vulnerable people.
2. **Importance of the data vs. the time needed to find it.** Some of the required data will not exist or will be difficult to find. Decide whether the importance of the data justifies the time required to find the data.
3. **Collect only what you know you can use.** Know the question you are trying to answer and the data you are looking for.
4. **Provide a clear timeframe for data collection and identify priorities.** Ensure everyone is aware and regularly updated about groups and geographical areas of concern.
5. **Let the data speak to you.** Be prepared for redirecting your collection efforts accordingly.

Image 16: Slide 16

2.2



Perform primary data collection

Introduction
 Primary data is data that you collect yourself. Main purposes of primary data collection:

Gather information not available through review of secondary data

Confirm or refute the information provided by secondary data


Provide the range of impacts of the disaster and identify risk factors

Identify priority groups and locations

Ensure that the affected population participates in identifying priorities

Identify key informants and priority sites

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Trainer Notes


Primary data contains first-hand information collected at the time of an event or by people who directly experienced an event.

The main purposes of primary data collection are:

1. Gather information not available through review of secondary data.
2. Confirm or refute the information provided by secondary data.
3. Provide a qualitative picture of the range of impacts of the disaster and identify risk factors.
4. Identify priority groups and locations requiring an immediate humanitarian response.
5. Ensure that the affected population participates in identifying priorities.
6. Identify key informants and priority sites for further data collection or monitoring.

Image 17: Slide 17

2.2



Perform primary data collection


Primary data and its sources

Participatory Methods

- People-centred approach with the highest probability of success because it can strengthen the most vulnerable voice.
- The key feature is their emphasis on participatory decision-making, enabling beneficiaries and stakeholders to analyse their situation rather than have it analysed by outsiders

Rapid Methods

- Seek to establish 'best' estimates, trends and directions as carefully as possible but within broader degrees of tolerance than more conventional methods



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Trainer Notes


- Participatory methods aim to gain a more in-depth understanding of a situation and increase knowledge, skills, and thus self-reliance among beneficiaries.
- Rapid appraisals are similar to participatory appraisals in many ways but are less in-depth and are normally used to gather data in a one-time study.

Image 18: Slide 18



Perform primary data collection

2.2



Primary data and its sources

Unit of Measurement

There are four principal units of measurement in the humanitarian needs assessment


Community-level

Household-level

Institution-level

Individual-level

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Trainer Notes

Data is generally collected at specific levels called units of measurement, which also determine the level of analysis. There are four principal units of measurement in the humanitarian needs assessment. It is important to note that different units should not be combined on a single data-collection form.


1. **Community-level** assessments take place at the neighbourhood, village, or camp level. The aim is to evaluate the availability and quality of community-shared resources, the existence of community-level needs, risks, threats, and coping mechanisms within a community.
2. **Institution-level** assessments look at the availability and quality of services and the condition of key public buildings such as schools and hospitals. In some situations, there may be more than one such institution for a particular community.
3. **Household-level** assessments are carried out to evaluate the needs of a household and are usually conducted with a representative or the head of the household. A household is defined as a group of persons (one or more) living together who make common provisions for food or other basic needs.
4. **Individual-level** assessments evaluate the needs of individuals. Such an assessment should be disaggregated by sex, age, and other diversity factors (e.g. instances when the needs of some individuals in a household differ from those of others within the same household due to their gender, age, or other diversity or vulnerability criteria)

Image 19: Slide 19



Perform primary data collection

2.2




Primary data collection methods

The primary data collection methods may include:

Direct observations	Participatory rural appraisal (PRA) techniques
Interview/semi-structured	Surveillance
Focus groups	Technical inspections
Survey (investigation forms)	Critical sector analysis
Purposive sampling	Household visits
Minutes from meetings	Transect walks

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**Trainer
Notes**


Primary data collection 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

As there is no single perfect tool or approach, we should consider combining different methods as appropriate.

Image 20: Slide 20

2.2



Perform primary data collection

Direct Observation

Two approaches to direct observation:

Structured observation

- The observer is looking for a specific behaviour, object or event
- Structured observation can also be used to detect the non-existence of a specific issue

Unstructured observation

- The observer is looking at how things are done and what issues exist
- Short set of open-ended questions can be developed that will be answered based on observations as a guide

Key Sites for Observations:

Observe conditions and particular features

Observe public facilities

Look around and talk with people

Observe market (goods and prices)


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Trainer Notes


- Direct observation provides an opportunity to assess the site's situation, including potential protection concerns and risk factors. It can be done by guided tour or independent walk
- Direct observation can be used to collect different types of information in an emergency rapidly. It does not require costly resources or detailed training, making it a quick data collection process that is easy to implement.
- However, because direct observation as a data collection technique provides a snapshot of the situation, it has limited power in a rapidly changing situation or substantial population movement.

Image 21: Slide 21



Perform primary data collection

2.2



Key Informant Interviews

Key Informant Interviews provide information on critical aspects of community life and meaningful indications about access, risks, priorities, vulnerabilities and capacities at the community level.

It can be done through:


Structured formats

Closed questions

Community-level questions

Time conscious

Can be carried out by phone, radio or in person



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Trainer Notes

The interviews help us to


- Provide detailed data about specific issues of affected communities.
- Clarify misinformation.
- Identify information gaps.
- Increase understanding of vulnerabilities.
- Highlight coping mechanisms and capacities.

Strengths and limitations:

- Key informant interviews can be organised quickly and carried out with few resources
- The greatest limitation of a key informant interview is that it provides a subjective perspective on the impact of a disaster
- **Semi-structured interview (checklist)** is a guided interview in which a limited set of questions are decided ahead of time
- **Structured interview** involves one person asking another person a list of pre-determined questions about selected topics using a questionnaire. The aim of a structured interview is to ensure that each key informant is asked exactly the same questions preferably in the same order.

Image 22: Slide 22

2.2




Perform primary data collection

Community Group Discussions

Group discussion provides an opportunity to reflect community consensus on the overall impact of the disaster and the priorities. Several things to consider when planning and conducting community interviews:

Use structured interview guides	Plan for additional sessions
Select representative communities	Size of participants
Schedule meetings the majority can attend	Diversity
Use a team of interviewers	Gender of participants and assessors
Plan the process among team members	Do not include children
Ensure participation	Conducted by two assessors

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**Trainer
Notes**

When carefully planned, community discussions have great potential for providing insights into how members of the community view operation activities and how they see the operation affecting their lives.


When planning and conducting community interviews, we should consider the following:

- Use structured interview guides.
- Select a few representative communities.
- Schedule meetings at times when the majority of people within the community can attend; the evening is often the most convenient.
- Use a team of interviewers as conducting a meeting with many people and taking extensive notes is beyond the capacity of most people.
- Plan the process among team members to ensure that participants have a fair say and that the interviewers don't take over.
- Ensure participation by a balanced representation of those attending. Prominent individuals should not dominate.
- Aim to be able to aggregate and summarise some of the data bearing in mind that extreme caution should be taken in attempting to quantify the data.
- Plan for additional sessions in addition to the main meetings for those who felt inhibited among the large group of people to discuss their thoughts.
- Discussion group differs from focus group
- Size (ideally 6-10 participants, however it can be challenging to control when the discussion is ongoing)
- Diversity

- Gender of participants
- Gender of assessors
- Do not include children
- Conducted by two assessors
- Complete in 90 minutes

Image 23: Slide 23

2.2



Perform primary data collection

Written Surveys with Questionnaire

It offers the opportunity for developing quantitative data. Some considerations in developing a written survey:

Start every questionnaire with a chapeau

Add the required classification questions

Include a clear introduction

Expression of approval of relevant authorities

Additional information

Informed consent


Ensure questions are visually distinct from one another

Start with an easy, topical and non-sensitive question

Start with general before specific questions

Ask sensitive questions later

Leave space for observations to be recorded

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Trainer Notes

- Conducted when the humanitarian is relatively stable, surveys usually have close-ended questions and responses are limited.
- The survey questionnaire should be pilot-tested to ensure its validity and reliability.
- A specific type of written survey called a Panel Survey is also an assessment methodology option. The questionnaire may be closed-ended as in the above descriptions, or open-ended as in the Delphi survey technique. The Panel may be sent a series of questionnaires over a period of time to help refine the assessment findings.


Some considerations in developing a written survey:

- Start every questionnaire with a chapeau
- Add the required classification questions to allow for stratification of the sample and further comparisons at the analysis stage:
- Include a clear introduction that covers:
 - The survey objective
 - The estimated duration of the interview (no longer than 50 min)
 - What the respondent can expect from the interview (compensation etc.)
- Expression of approval of relevant authorities
- Information on how the survey results will be used and how the respondent can access the findings
- Informed consent
- Ensure questions are visually distinct from one another. Clearly highlight enumerator cues.
- Start with an easy, topical and non-sensitive question.

- Start with general before specific questions. Ask important questions early to avoid possible negative impact of fatigue.
- Ask sensitive questions later in the interview, once rapport between respondent and enumerator has been established.
- Leave space for observations to be recorded

Image 24: Slide 24

2.2



Perform primary data collection

Sampling

Non-probability purposive sampling

Advantages

- Moderately rigorous
- Useful when targeting specific groups/specific affected areas
- Less time and less expensive

Disadvantages

- Generalisations are biased and not recommended

Representative/probability sampling

Advantages

- Most representative & rigorous type of sampling
- Allows results to be extrapolated

Disadvantages

- Can be expensive and time consuming
- Requires special training
- Can miss key informants
- More appropriate for quantitative

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Trainer Notes

Commonly, non-probability purposive sampling is recommended for rapid assessment. It takes the judgement of community representatives, project staff or assessors to select typical locations and/or informants according to certain pre-defined characteristics.


While for more in-depth or sectoral assessments, a representative or probability sampling is recommended. It is based on the principle that any location or informant has an equal chance of being selected relative to any other location or informant. It can be used in humanitarian contexts when lists of targeted households are available and all selected locations are accessible

Image 25: Slide 25



Perform primary data collection

2.2



Using Technology

Humanitarian actors make effort to improve both process and output of primary data collection by using appropriate technology, including KoBo. Advantages in using KoBo for needs assessment :

Collect GPS locations

Take photographs


Collect data offline

Sync data immediately or later

Collect data on paper form and data entry on browser

Collect on mobile devices

Design your own digital forms without programming




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Trainer Notes

- KoBo is taken as an example because it is commonly used by UN and NGO community, as well as the AHA Centre.
- Please note that besides needs assessment, digital data collection is also applicable to many humanitarian activities in monitoring & evaluation, identification & profiling, and tracking & inventory.

Image 26: Slide 26


Perform data verification, validity and reliability



Introduction

Data verification is the method to:

- Ensure that the collected data is correct and free from redundancies
- Ensure that the database consisting of information collected from different sources is accurate and thus ready to be used.



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**Trainer
Notes**

- Data verification is used to ensure that the collected data is correct and free from redundancies.
- Data verification ensures that the database consisting of information collected from different sources is accurate and thus ready to be used.

While different standards of classifying the data may apply, it is important to arrange it in a standard format to make it readable and easy to use.



Perform data verification, validity and reliability

2.3

Data verification

To make sure that the data is authentic and free from errors, it should be validated at different levels of data processing

Collecting Data

Storing data

Arranging data

Validity: the extent to which something is “true” and therefore generalisable

Reliability: related to the indicators and measures chosen as well as to the assessors



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Trainer Notes

- **Validation while collecting data:** When users are handed out virtual forms, certain fields are marked mandatory. It is to be made sure that these fields are duly filled, and no unnecessary repetition is made in the form. Before the user clicks the submit button, it should ensure that the form is filled correctly.
- **Validation while storing data:** When forms are being stored after they have been collected, it should be made sure that no two forms are the same. It will give rise to redundancies, and databases are very sensitive to redundancies.
- **Validation while arranging data:** As mentioned earlier, different companies have different formats and standards for arranging data. Data should be checked again for errors, inconsistencies etc., while being arranged in the format specified.

Validity:


- External validity, described below, relates to the degree to which the results may be extrapolated to a larger group of affected persons or communities.
- Construct validity is the extent to which the design and measure(s) used for a particular assessment/survey accurately describe the concept to which they are being applied

Reliability:

There are many sophisticated formulas for estimating the reliability of an assessment, but only one aspect will be discussed here. The extent to which different assessors using the same tool to assess the same situation come up with similar results is known as interrater reliability or IRR.



Image 28: Slide 28




Perform data verification, validity and reliability

2.3

Understanding biases

Selection Biases	Social Biases	Process Biases
<ul style="list-style-type: none"> • Anchoring Effect • Availability Cascade • Confirmation • Evidence Acceptance • Sallience 	<ul style="list-style-type: none"> • Group thinking • Halo Effect • Institutional • Mirror Imaging • Stereotyping 	<ul style="list-style-type: none"> • Clustering Illusion • Framing • Hindsight • Impact

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Trainer Notes

Almost all information has a bias. Bias is a part of doing assessments. Bias may be intentional, natural, contextual, or cultural differences. It cannot be eliminated, but its effects will be minimised through candid discussion amongst team members.

Different kinds of biases:

1. **Selection Biases** are caused by choosing non-random data for analysis. Some information is unconsciously chosen or disregarded, misleading us to a wrong conclusion
2. **Social Biases** are a result of our interactions with other people. The way we are processing and analysing information depends on our relations with the persons who provided us with information or hypotheses
3. **Process Biases** impact our ability to process information based on evidence. They prevent us from accurately understanding reality even when all the needed data and evidence are in our hands.


Image 29: Slide 29

Element 3

Conduct essential analysis

Performance Criteria

- 3.1 Identify steps of analysis
- 3.2 Analyse quantitative and qualitative data
- 3.3 Perform impact analysis



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Trainer Notes Briefly talk about the sub-elements of Element 3 and why it is important for Rapid Assessment Officers to know these.

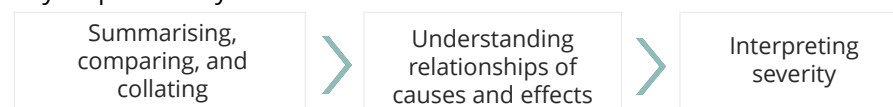


Identify steps of analysis

Introduction

Analysis is an important process to reach into assessment outputs.

Key steps of analysis:



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Trainer Notes


- A trained generalist or specialist can perform analysis in rapid assessment. Experiences show that analysis from a generalist person or team has a good balance of inter-sectoral analysis. It is certainly should be augmented by certain specialists.
- Analysis involves answering a series of key questions

Key principles are at the core of analysis:

- be clear and transparent with the methodology
- know the limitation of the tools
- be confident in the reliability of the data
- algorithms and scientific methods should be avoided
- use triangulation techniques
- involve experts
- be able to explain results and justify priorities

Image 31: Slide 31

3.1



Identify steps of analysis


Data Collation

Structure is the most important aspect of collating and managing data information. Basic principles to remember in collation are:

Keep it as simple as possible	Decide on the level required for decision making	Use simple tools	Create an archiving and retrieval system
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Aware of the pitfalls, inconsistencies and problem areas in data collation

Too much data compiled into one field	Look for inconsistencies in the data
Geographical locations can be confusing	Identify bias in the collection methodology
Look for the gaps in the data	Identify the challenges in storing & sharing info



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Trainer Notes

Structure is the most important aspect of collating and managing data information, which allows us to answer questions more clearly and identify gaps, inconsistencies and anomalies

Effective collation requires the data to be organised in a way that makes it easy to:

- compare
- contrast
- summarise
- prioritise
- identify gaps

Collation requires the data to be disaggregated. This means the data is divided into useful parts or groups. Data can be disaggregated by: geographical area (where), affected groups (who) or sectors (what)



Analyse quantitative and qualitative data

3.2

Introduction

The difference in the quantitative and qualitative data lies in the approach and the types of questions they seek to answer.

Key principles for secondary data analysis:

1. Scrutinise information & identify the underlying details
2. Separate the matter into key parts and/or essential elements
3. Ensure there is enough time to turn data into information.
4. Challenge your own assumptions & conclusions
5. Consider bias and reliability/credibility
6. Be sceptical when dealing with comparisons
7. Be careful of the actual meaning of the terms used.
8. Make sure to define technical terms correctly.
9. Ensure the secondary data review is properly referenced.
10. Clearly define when information is based on assumptions
11. Think about whether or not your findings make sense



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Trainer Notes

Key principles for secondary data analysis:


- Scrutinise information and identify the underlying details of important facts, patterns, trends, significant differences or anomalies that are not always readily visible. Consider the details.
- Separate the matter into key parts and/or essential elements; break things down; identify causes/key factors, features/possible results.
- Ensure there is enough time to turn data into information. Often a great deal of time is spent collecting information, but too little time is given to preparing for data collection, or analysing it.
- Challenge your own assumptions and conclusions. Discuss your findings with your colleagues and reach a consensus on conclusions.
- Consider bias and reliability/credibility. Don't rely on one source only.
- Be sceptical when dealing with comparisons. Researchers like to do a "regression," a process that compares one thing to another to see if they are statistically related. They will call such a relationship a "correlation." Always remember that a correlation DOES NOT mean causation.
- Be careful of the actual meaning of the terms used. Terms such as 'affected', 'household', or 'community' can mean different things in different areas. Definitions may change over time, and where this is not recognised, erroneous conclusions may be drawn. Define potentially confusing or sensitive terms.
- If you use technical terms, make sure you define them correctly. E.g., specify which type of malnutrition you are referring to (stunting, wasting, etc.)
- Ensure the secondary data review is properly referenced. A well-documented secondary data review and analysis allows for easier use



of the material by other interested parties and allows for greater product credibility.

- Clearly define when information is based on assumptions instead of on facts or sufficiently verified information.
- Think about whether or not your findings make sense (Does it fit in with the history and context? Does it make sense to the people living there? Etc.)

Image 33: Slide 33




Analyse quantitative and qualitative data

3.2

Quantitative Methods

Quantitative research uses methods adopted from the physical sciences designed to ensure objectivity, reliability and the ability to generalise.

Strengths	Precise estimates, backed by statistical theory, are often invaluable for decision-making and advocacy
Weakness	It can take human behaviour out of context in a way that removes the event from its real-world setting



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Trainer Notes


- Quantitative methods help to answer questions such as who, how much, and how many.
- The intent is to gather data to test a pre-determined hypothesis, and only answers to those questions/variables included in the questionnaire are collected

Quantitative Methods are useful in the following situations:

- When 'accurate' and 'precise' data are required.
- When sample estimates will be used to infer something about the larger population with the support of the statistical theory.
- To test whether there is a statistical relationship between variables.
- To produce evidence to prove that a particular problem exists or to justify a particular strategy.
- To identify the characteristics of a population (for example, during a baseline survey).

Image 34: Slide 34

3.2




Analyse quantitative and qualitative data

Qualitative Methods

Qualitative research methods provide the researcher with the perspective of target audience members through immersion in their culture or situation and direct interaction with them.

Strengths	<ul style="list-style-type: none"> • They generate rich, detailed data that leave the participants' perspectives intact and provide a context for their behaviour. • Respondents provide their own explanations in a participatory exchange with interviewers
Weakness	data collection and analysis may be labor intensive and time-consuming, and qualitative methods are often not objectively verifiable


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- These methods help to answer questions such as how and why. The focus is on presenting perceptions, judgments, and opinions and explaining meanings, processes and reasons.
- Qualitative interviews differ from traditionally structured interviews, in which formal questionnaires are used, not limited to a set of predetermined questions to be asked in sequence.
- When applying qualitative methods, the researcher becomes the data collection instrument, and results may vary greatly depending upon the researcher.

Qualitative Methods are useful when:

- A broader understanding and explanation is required on a particular topic for which quantitative data alone is not sufficient.
- Information is needed on what people think about a particular situation, and what are their priorities.
- Seeking to understand why people behave in a certain way.
- There is a need to confirm or explain quantitative findings from a previous survey, or from secondary data.
- Resources and time are in short supply.



Analyse quantitative and qualitative data

3.2

Qualitative and quantitative techniques in rapid assessment

Quantitative data

Phase I and II of an assessment

Quantitative information collected through primary data collection will be relevant only to the visited sites and cannot be generalised for all affected areas and groups

Phase III

Use of large representative sample sizes does not typically happen until phase III of an assessment when there is sufficient time and access to enable sampling of households and individuals

- **Advantage:** data which is collected rigorously, using the appropriate methods and analysed critically, is in its reliability.
- **Weakness:** it fails to provide an in-depth description of the experience of the disaster upon the affected population.



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Quantitative data guides in understanding the magnitude and scale of a humanitarian crisis by providing a numeric picture of its impact upon affected communities. It addresses the questions: how many and how much.

The main strengths of quantitative data collection are that it provides:


- numeric estimates
- opportunity for relatively uncomplicated data analysis
- verifiable data
- data which are comparable between different communities within different locations
- data that do not require analytical judgment beyond consideration of how the information will be presented in the dissemination process.

Weaknesses inherent in quantitative data include:

- gaps in information - issues that are not included in the questionnaire, or secondary data checklist, will not be included in the analysis
- a labour-intensive data collection process
- limited participation by affected persons in the content of the questions or direction of the information collection process.



Image 36: Slide 36



Analyse quantitative and qualitative data

3.2


Qualitative and quantitative techniques in rapid assessment

Qualitative data

The key contribution is that it **provides information** about the human aspect of the emergency by **acknowledging context to the priority needs** of affected populations and **respecting the core principle of needs** based assistance and ownership by affected populations.

Phase I and II of an assessment

One major challenge is finding the right balance in collecting and analysing qualitative information to identify trends and overarching issues for people affected by a crisis and to present



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Qualitative data focuses on determining the nature of the impact of a disaster upon affected populations. Qualitative data answers questions of how and why coping strategies have adapted, or failed to adapt, to the changed circumstance.

The main strengths of qualitative data collection are that it provides:


- rich and detailed information about affected populations
- perspectives of specific social and cultural contexts
- inclusion of a diverse and representative cross-section of affected persons
- an in-depth analysis of the impact of an emergency
- a data collection process that requires limited numbers of respondents
- a data collection process that can be carried out with limited resources.

Weaknesses inherent in qualitative data are that it:

- results in data that is not objectively verifiable
- requires a labour intensive analysis process (categorisation, recoding, etc.)
- needs skilled interviewers to carry out the primary data collection activities successfully.

Image 37: Slide 37

3.2




Analyse quantitative and qualitative data

Qualitative and quantitative techniques in rapid assessment

Four elements regarding qualitative and quantitative information:

- Both important to understanding the impact of a disaster upon an affected population
- Calls for specific and agreed upon technical methods and requires specific skills sets
- In qualitative research, the data collection instrument is the researcher
- Qualitative and quantitative data interpretation are inter-changeable


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Notes**

Four elements regarding qualitative and quantitative information are key to ensuring the use of the right types and right sources of information during a rapid needs assessment to improve decision making:

1. Qualitative and quantitative information are both important to understanding the impact of a disaster upon an affected population. However, given time and access constraints, primary qualitative information will often combine with secondary quantitative information to address knowledge gaps.
2. Qualitative and quantitative data collection calls for specific and agreed upon technical methods and requires specific skills sets for accurate collation, collection and analysis.
3. In qualitative research, the data collection instrument is the researcher. Thus, the assessment team is the core element in the problem's observation and analysis.
4. Qualitative and quantitative data interpretation are inter-changeable; the crucial consideration is how data is presented and what questions it is being used to answer.

Image 38: Slide 38

3.3



Perform impact analysis

Introduction


Vulnerabilities and capacities of affected people and the capacities of local actors to assist must be carefully assessed.

Vulnerabilities include but are not limited to:

Potential areas for harm or injury	Potential areas for damage or destruction	Social and organisation vulnerability
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Capacities may refer to:

<ul style="list-style-type: none"> • Local skills • Local environment • Technical skills 	<ul style="list-style-type: none"> • Financial status and capacity 	<ul style="list-style-type: none"> • Resource generation • Networking skills
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Trainer Notes

Risk analysis is described as a 'process to determine the nature and extent of risk by analysing potential hazards and evaluating existing conditions of vulnerability and capacity. Existing risks may include:

1. Depleted household food stocks
 2. Inadequate supply of essential foods
 3. Malnutrition
 4. Inadequate supply of emergency clinical medical services
 5. Severe climatic conditions aggravated by lack of shelter, warm clothing or heating fuel and/or water shortages
- An assessment of people's capacity to cope should state the risks to which they are most susceptible and should differentiate more clearly the levels of risk faced as a basis for determining appropriately prioritised and targeted responses.
 - Vulnerability and capacity analysis is often based on lengthy assessment methods, such as mapping, wealth ranking, semi-structured interviews and participatory methods, which are rarely feasible or appropriate in rapid-onset disasters. Vulnerability mapping is generally used before a crisis benefit humanitarian needs assessment analysis.

Image 39: Slide 39



Perform impact analysis

3.3

Understanding sectoral map

Maps are commonly used to analyse humanitarian needs. Sectoral maps and their needs analysis




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Trainer Notes

Maps provide visual and geographic information on shelters within the affected area. The visual strength maps can show how displaced people are distributed following a disaster.

This map shows basic structures and organisational facilities within a country or affected area. Products showing specific infrastructure themes will be important to those looking at specific vulnerabilities, so there must be individual products.




Image 40: Slide 40

Element 4

Identify lessons on humanitarian assessments

Performance Criteria

- 4.1 Identify key recipients of the rapid assessment results
- 4.2 Develop report based on the recipients' profile
- 4.3 Develop rapid assessment data and information properly




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Trainer Notes Briefly talk about the sub-elements of Element 4 and why it is important for Rapid Assessment Officers to know these.

Image 41: Slide 41




Identify key recipients of the rapid assessment results

4.1

Know our key recipients or audience

Things to consider when doing rapid assessment:

- The assessment report should meet the needs of its audience and answer the questions in their minds.
- Address the audiences at the level of their existing knowledge
- Think in terms of how much information your audience needs, not how much information you can provide.
- For some audiences, presenting the report with an explanatory note that is not part of the report may be a solution.




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Trainer Notes


Knowing our audience helps you shape the assessment results in a most likely way to gain their acceptance. That is all the more important when our goal is to persuade our audience, not simply to inform. We should pursue this effort so that people in need of assistance will get the right one informed by our assessment results.

Image 42: Slide 42



Identify key recipients of the rapid assessment results


4.1



Acknowledge their attitudes and concerns

Audience hold positive views	we should focus on reinforcing those views
Audience hold negative views	we have to anticipate their objections and prepare to respond.

We might start with **points to get agreement** from the audience before moving to the more controversial parts of the report.



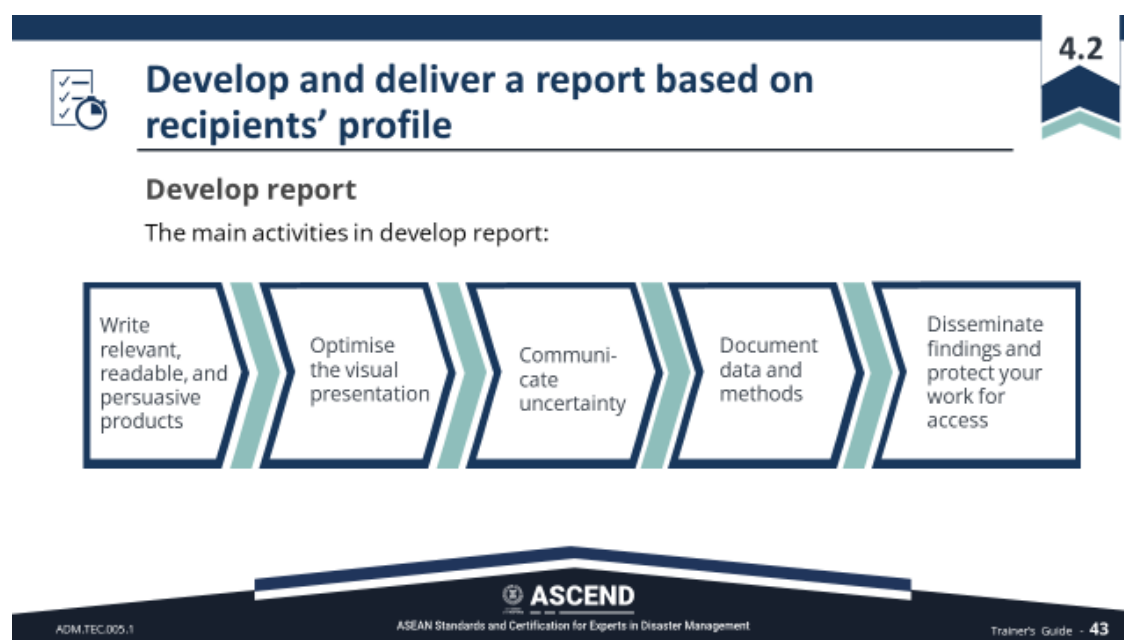
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Trainer Notes

We will have a better chance to persuade our listeners when we have some information about what they already think.

Image 43: Slide 43



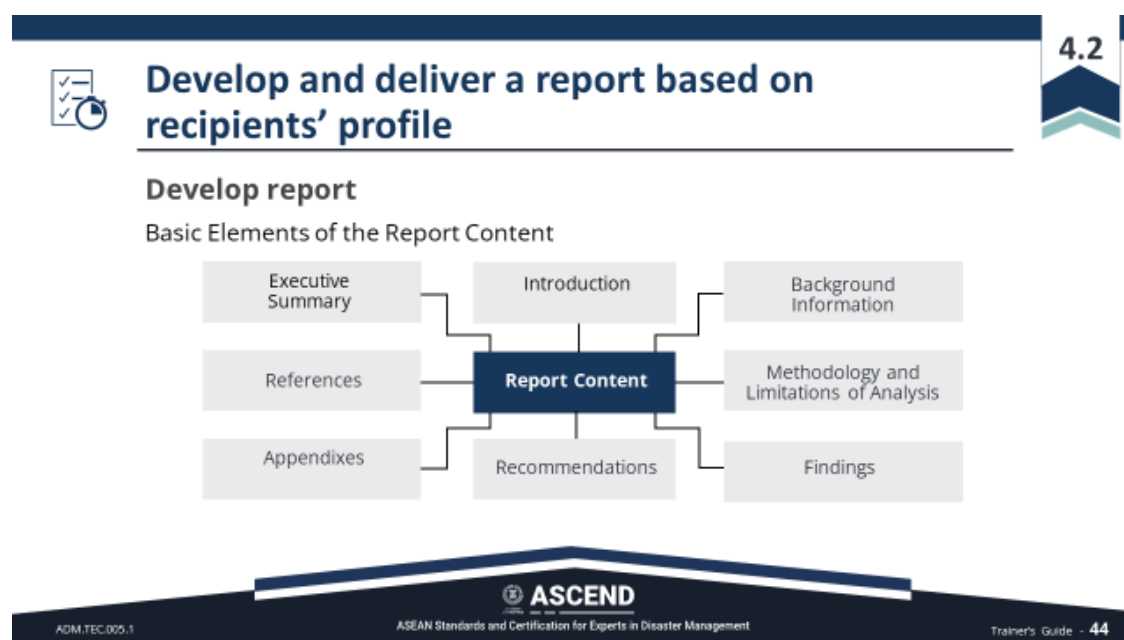
Slide No. 43

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Needs assessment informs decision-making concerning four main questions:

- whether to intervene;
- the nature and scale of the intervention;
- prioritisation and allocation of resources; and
- programme design and planning.

Image 44: Slide 44



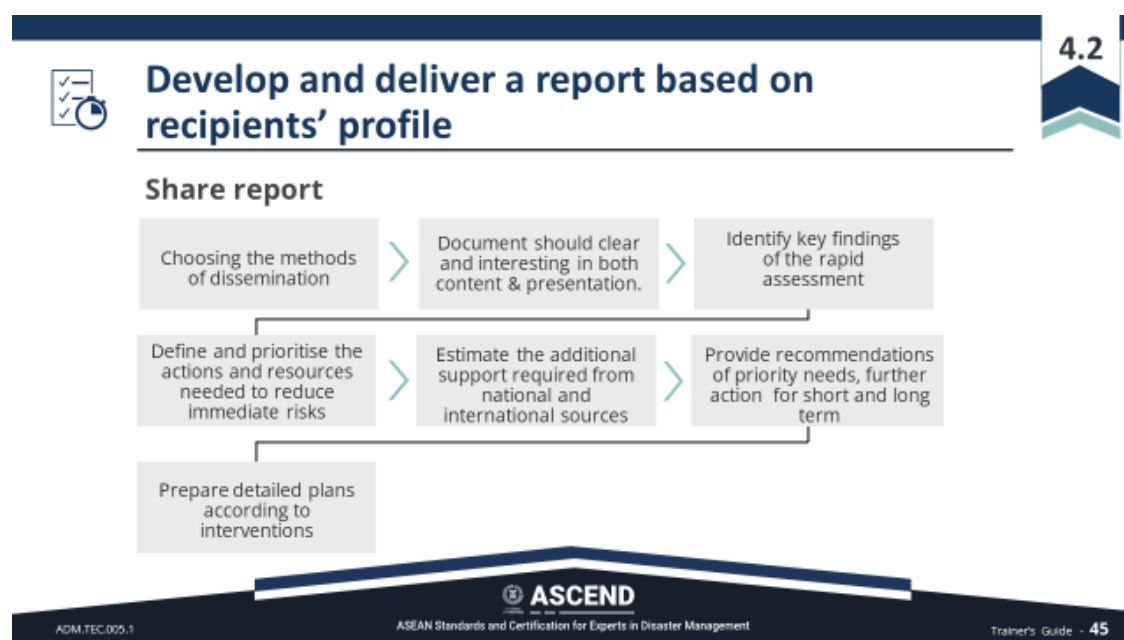
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Findings of rapid assessment report may include

- 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
- Situation of critical sectors such as emergency health, shelter, food supplies, water and sanitation, Psychosocial and mental well, and livelihoods
- Damage to economic resources, properties, road or infrastructures and community structures
- Other organisations present in the target zone, including secondary sources of information
- Continuing or emerging threat
- Response from different organisations
- Response by the affected country and capacity to cope with the situation

Image 45: Slide 45




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Trainer Notes

Aside from traditional hard-copy dissemination and via email addresses, there are many ways to disseminate assessment findings electronically, including the following:

- Organization web portals: AHA Centre, NDMOs, etc.
- Shared humanitarian portals: HDX, HumanitarianResponse.info, ReliefWeb, etc.
- IASC cluster-specific websites: sheltercluster.org, globalprotectioncluster.org, etc.
- Social media: Facebook, Twitter, Google+, etc.
- File synchronisation services: Sharepoint, Dropbox, Humanitarian Kiosk, etc.

Image 46: Slide 46



Develop and deliver a report based on recipients' profile

4.2

Be transparent on methods, terminology and assumptions used

All aspects of the assessment methodology need to be clearly articulated and openly shared. Highlighted learning:

Share the methodology process with end-users	Giving credit to participating stakeholders
Make the assessment questionnaires, tools, checklists, and other documentation publicly available	Key terms used in the assessment products should be clearly defined

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Trainer Notes

There are often multiple staff changes in the early days and weeks after a disaster. Having this information documented will help ensure all stakeholders are on the same page in understanding the assessment's purpose and reliability. Highlighted learning:

- Share the methodology process with end-users to strengthen the credibility of the CA process and findings.
- Giving credit to participating stakeholders in ways that highlight the networked approach is not a substitute for methodological accountability.
- Make the assessment questionnaires, tools, checklists, and other documentation publicly available, explaining how they were used during the coordinated assessment.
- Key terms used in the assessment products should be clearly defined to avoid misunderstanding and different interpretations. For example, what does affected mean? What does damaged mean? What is meant by site?

Image 47: Slide 47

4.3



Keep rapid assessment data and information

Record keeping purpose

Record keeping may have indirect purposes, such as:

Future disaster	The record at least gives information that particular data was available and it was accessible from a specific source
Training and exercises	Great source for training and disaster simulated exercises for more quality to the training or simulation exercises
Further research	As assessment continues to be refined, records of assessments will be beneficial for further study and research
Promotes open data practices	Some data should be freely available to everyone to use and republish as they wish.


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Notes**

When the assessment report is completed and conveyed, the final action is to record the assessment data. This practice is essential as other people, teams, or institutions can use the data for their humanitarian programming purposes, including monitoring and evaluation and disaster recovery work

Image 48: Slide 48



Keep rapid assessment data and information


4.3

Record keeping purpose

Data and documentation keeping may include the following actions:

Identify a good place to keep the record.	Select data to be kept
Secure storage	Safeguard any confidential information

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Notes**

Data and documentation keeping may include the following actions:

- Identify a good place to keep the record. In EOC, organisations, government, and non-government agencies such as universities. In a common virtual place such as reliefweb.int, AHA Centre portal
- Select data to be kept. Some unnecessary data may be removed. Name the data that is easily understood.
- Secure storage, including backup of electronic records, retention, archiving and retrieval of assessment results and required data
- Safeguard any confidential information

Image 49: Slide 49



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Trainer Notes Close presentation and thank the participants.



ASCEND

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