

**TRAINER'S
GUIDE**



TECHNICAL COMPETENCY UNIT



ADM.TEC 003.1

Conduct Comprehensive Analysis



ASCEND

ASEAN Standards and Certification
for Experts in Disaster Management

ASEAN Standards and Certification for Experts in Disaster Management

CONDUCT COMPREHENSIVE ANALYSIS

ADM.TEC.003.1

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

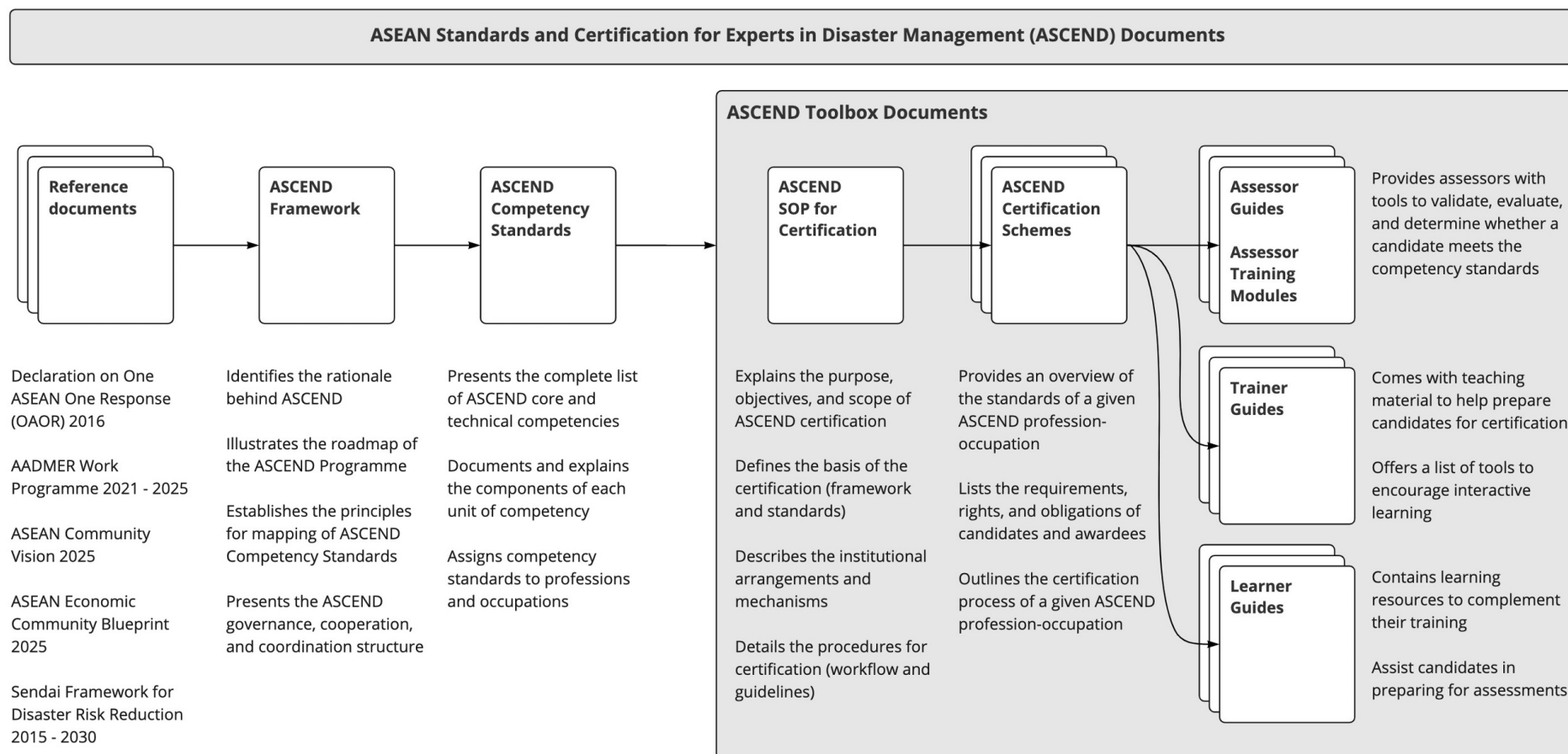
A set of technical requirements must exist before it is possible to implement the ASCEND programme in participating ASEAN Member States. The first requirement is the ASCEND Competency Standards that contains forty-three (43) regionally recognised core and technical competencies in selected disaster management 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, 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 Comprehensive Analysis**

Unit number : **ADM.TEC.003.1**

Unit description : This unit covers the ability to classify, sort, and analyse available data from all relevant sectors in order to define information of prioritised responses

ELEMENT AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
<p>Element 1. Analyse information on different sectors and from various sources</p> <p>1.1 Analyse data from all sectors</p> <p>1.2 Implement a range of analysis</p> <p>Element 2. Prioritise urgent and crucial issues</p> <p>2.1 Analyse acute and chronic issues</p> <p>2.2 Develop prioritisation of humanitarian needs</p>	<p>Unit Variables</p> <p>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.</p> <p>Sectors may include:</p> <ul style="list-style-type: none"> • Shelter • Health • Food (or food security) and nutrition • Water sanitation and hygiene • Protection • Education • Livelihood • Early recovery • Logistics • Telecommunications <p>Various organisations may include:</p> <ul style="list-style-type: none"> • Government: National Disaster Management Agency, Department of Health, etc. • Regional: ASEAN Secretariat and AHA Centre, ADB • International: UN agencies, World Bank • Red Cross/ Red Crescent societies: IFRC, ICRC, and national societies • Non-government organisations from the affected country or outside • Private-sector organisations that provide humanitarian assistance

- Other organisations include universities, faith-based organisations, scouts, etc.

Range of analysis may consist of:

- Exploratory analysis – engage and discover
- Descriptive analysis – summarise and compare
- Explanatory analysis – connect and relate
- Interpretive analysis – imply and conclude
- Anticipatory analysis – predict and forecast
- Prescriptive analysis – suggest and advise

Acute issues are issues that are directly resulted from a disaster occurrence. Acute issues may include:

- Displacement
- Increase number of diseases
- Increase unemployment
- Damaged WASH facilities
- Damage infrastructure
- Interrupted essential services of health, education, and economic

Chronic issues exist before the disaster and may be exacerbated by the disaster impacts. Chronic issues may include:

- Non-communication diseases
- Poor infrastructure
- Poor telecommunication network
- Poor health facility
- Poverty
- Poor literacy and school dropout
- Low income
- High unemployment
- Inequalities
- High crime rate
- Infertile land
- Poor quality of building and houses
- Chronic malnutrition
- Low immunisation coverage
- HIV and AIDS
- Seasonal dry season

Urgent and crucial needs to be prioritised may include:

- Evacuation of vulnerable people
- Construction or repair of temporary shelter
- Food distribution for the most vulnerable groups
- Ensuring emergency primary health care and facilities
- Debottlenecking logistics issues
- Provision of life-saving psychosocial support

- Provision of water for drinking, cooking, and personal hygiene

Assessment Guide

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

- Ability to perform a range of capacity and needs analysis
- Ability to effectively prioritise humanitarian assistances with strong justifications based on proper analysis
- Ability to elaborate potential impacts of the prioritised humanitarian assistances

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 perform a range of capacity and needs analysis
- Demonstrated ability to effectively prioritise humanitarian assistances with strong justifications based on proper analysis
- Demonstrated ability to elaborate potential impacts of the prioritised humanitarian assistances
- Observation that the assesses has sound analysis of the humanitarian situation

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 an actual 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	3	Comparing data from various partners
Communicating ideas and information	2	Communicating assessment results in commonly used terminology
Planning and organising activities	1	Selecting samples

Working with others and in teams	2	Engaging sector specialists for inter-sectoral analysis
Using mathematical ideas and techniques	2	Calculating quantitative data
Solving problems	3	Identifying biases
Using technology	3	Using assessment tools to strengthen analysis



Preparing for Training Sessions:

Equipment, Material, and Tools



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, 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

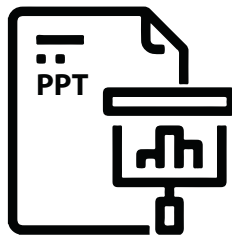
Google Forms is a survey administration software for collecting and organising different kinds of information. Responses are automatically gathered and neatly presented in charts, sheets, and more.

<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>

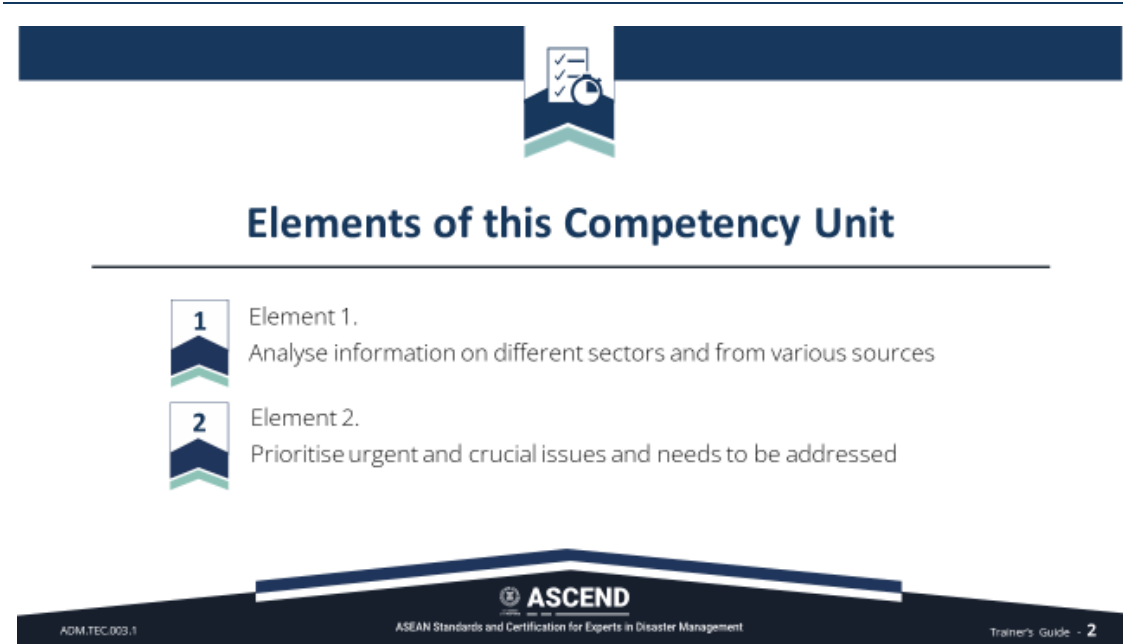
5.2

PowerPoint slides and presenter notes

Image 1: Slide 1

Slide No. 1

Trainer Notes Trainer welcomes students to class.

Image 2: Slide 2

The slide features a dark blue header with a central icon of a document and a magnifying glass. Below the header, the title "Elements of this Competency Unit" is centered. The main content area lists two elements, each preceded by a numbered icon (1 and 2) inside a blue and green chevron shape. The footer contains the ASCEND logo, the text "ASEAN Standards and Certification for Experts in Disaster Management", and the slide number "2" in the bottom right corner.

Elements of this Competency Unit

- 1 Element 1.
Analyse information on different sectors and from various sources
- 2 Element 2.
Prioritise urgent and crucial issues and needs to be addressed


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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

Analyse information on different sectors and from various sources

Performance Criteria

- 1.1 Analyse data from all sectors
- 1.2 Implement range of analysis

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Slide No. **3**

Trainer Notes

Briefly talk about the sub-elements of Element 1 and why Rapid Assessment Coordinators need to know these.

Image 4: Slide 4

1.1



Analyse data from all sectors

Introduction


In crisis and disaster settings, data analysis is commonly done within the **intra-sectoral analysis and inter-sectoral analysis**.

Intra-sectoral analysis

Highlighting relationships between the identified needs and the timeframes when the needs should be addressed, for instance, at the same time, immediately and in the medium and long term

Cross-cutting issues

A coordinated assessment needs to incorporate issues such as gender and age dimensions


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Slide No. **4**

Trainer Notes

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


Data analysis is commonly done within the intra-sectoral and inter-sectoral analyses in crisis and disaster settings. There is also a need to explore cross-cutting issues and the needs of specific groups in the population.

Coordinated assessments are increasingly being implemented and used, alongside inter-sector and sector-specific assessments as an evidence base to guide response decisions at different levels:

- immediate response in sudden-onset crisis or initial stages of conflict;
- strategic response planning in protracted crises or later stages of the emergencies;
- funding allocations; and
- to a lesser extent, operational programming decisions.

Image 5: Slide 5

1.1



Analyse data from all sectors

The Importance of Data Analysis

1 It should be iterative and start immediately


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

- Pay attention to the given time
- Do not wait until all the data is available

2 It should consider how situations change over time

The skill of analysis is to **combine** it with existing knowledge, baselines, pre-crisis information and secondary sources to tell the story of the impact of the crisis

- Explore how the situation is likely to unfold
- Make assumptions about what might happen



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**Trainer
Notes**


The analysis should be iterative and start immediately

Too much focus on the data collection gives little time for analysis. Preparing, before its collection, how data will be analysed is critical to ensure a coordinated assessment produces more than just descriptive information about what has happened as a result of disasters.

Analysis should consider how situations change over time

Rather than simply presenting the evidence, data, or information, a coordinated assessment should explore what the information indicates about the present impact of a crisis and how the situation is likely to unfold.

1.1



Analyse data from all sectors

The Importance of Data Analysis

3 It should identify information gaps

Highlight what is **not known** about the impact of a crisis or about the situation itself.

- “Not knowing if there’s a problem” and “knowing there’s no problem” is different

4 It should consider existing capacity


Consider the capacity in terms of **human resources, materials and logistics** that exist already at the country level/disaster-affected area.

- A coordinated assessment is crucial

5 It builds on comparison and convergence of evidence

Differences or similarities provide **important insights** into how the situation differs from one element of interest to another

- For example: between locations sectors, types of livelihoods, etc.



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Slide No.

6

Trainer Notes**Analysis should identify information gaps**

There has often been a tendency to over-emphasise what is known about a crisis and overlook what is missing. This focus has obscured that sometimes what is unknown about the impact of a crisis is just as important as what is known.

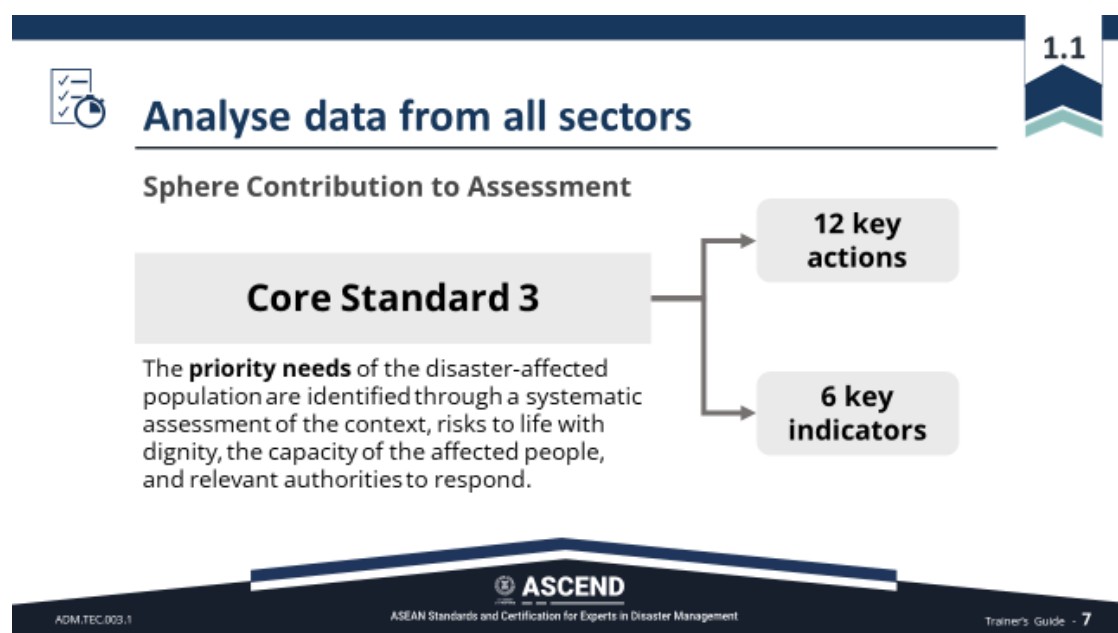
Analysis should consider an existing capacity

Ultimately, a humanitarian needs assessment is about identifying the gaps in the present capacity to respond to the impact of a crisis.

Analysis builds on comparison and convergence of evidence

Comparison and the convergence of evidence are at the core of the analysis process.

Image 7: Slide 7



Slide No. **7**

Trainer Notes <http://www.spherehandbook.org/>



Analyse data from all sectors

1.1

Common Sectors or Areas of Intervention

Nine areas identified by **The ASEAN Joint Disaster Response Plan (AJDRP)** are:

Sectors/Areas	Explanation
Search and Rescue	<ul style="list-style-type: none"> SAR teams: do technical SAR assessment Humanitarian assessment team: inform the number of missing person & location SAR teams must be aware of potential secondary disasters to avoid increased casualties.
Water Sanitation & Hygiene Services	<ul style="list-style-type: none"> WASH specialist must be present to assess the available sources of water Things to analyse: existing water supply, water supply quality (especially after disaster), etc.



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Trainer Notes

To better understand the overall humanitarian situation, rapid assessment should provide information on disaster-affected people, their demographic profile, and their location. The needs of the affected population are multi-sectoral, and thus our multi-sectoral analysis is crucially important.


The ASEAN Joint Disaster Response Plan (AJDRP) has identified nine areas of assets and capabilities to respond to humanitarian needs.

Each module has detailed assets and capacities that can be mobilised to respond to identified kinds of disasters. Therefore, analysis of needs must include the aforementioned areas to clarify the needs to mobilise the assets and capacities.



Image 9: Slide 9


1.1



Analyse data from all sectors

Common Sectors or Areas of Intervention

Sectors/Areas	Explanation
Health and Medical Services	<ul style="list-style-type: none"> Evacuation patients, handling with trauma, etc. needs health and medical services Things to analyse: health personnel, number of people affected, types of illness, etc.
Food Assistance	<ul style="list-style-type: none"> Children, pregnant, elderly are vulnerable to malnutrition Thing to analyse: loss of crops and animals, existing sources of income and food consumption, facility, etc.
Shelter and Essential Non-Food Items	<ul style="list-style-type: none"> Permanent reconstruction as an emergency shelter is important Things to analyse: type of shelters, their needs and demands, basic services, number of people in shelters, etc.


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Trainer Notes

Health and Medical Services

A sudden breakdown of infrastructure in a community may lead to a greater risk of epidemical diseases. To prevent an outbreak, health services for displaced people should be established based on the concept of primary health care.

Food Assistance

Children, pregnant, breastfeeding women, and the sick and elderly are often most vulnerable to malnutrition and have special needs.

Shelter and Essential Non-Food Items

Emergency shelter may be a priority in an early stage of the disaster. Survivors must be involved in the shelter assessment to ensure that it will meet their particular needs and be culturally acceptable. Materials should be provided that may be reused later in permanent reconstruction when possible.



Analyse data from all sectors

1.1

Common Sectors or Areas of Intervention

Sectors	Explanation
Protection	<ul style="list-style-type: none"> It is essential to protect children orphaned/separated from their family Things to analyse: condition of disabled people & children, mistreatment, protection of rights, sign of discrimination, etc.
Education	<ul style="list-style-type: none"> Education of children and youth is useful as they have to contribute to response positively Things to analyse: access and learning environment, teaching & learning, education policy.
Livelihood	<ul style="list-style-type: none"> Livelihood assessment and appropriate interventions should be carried out timely to prevent further protection issues Things to analyse: economic activity, increase in prices of goods, effect of local markets, etc.
Food Security	<ul style="list-style-type: none"> Food availability, food access, food utilisation, and stability have to be ensured for all the affected community.

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Trainer Notes

Protection

Organisations responsible for monitoring mistreatment, psychosocial support, organisations that work to protect rights.

Education

Children and youth are essential in any population affected by the crisis. The condition of school latrines can exemplify the education sector's link with WASH, and the WASH capacity of the school must be strengthened accordingly. Furthermore, school/education programmes can detect psychosocial and protection issues.

Livelihood


Impact of disasters on livelihoods can be exemplified by the situation of the local market and increase in prices, proper recovery strategies and organisation, affectation to dwellings.

Food security

It exists when all people, at all times, have physical, social and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life.



1.1



Analyse data from all sectors

Cross-sectoral issues

Common cross-sectoral issues are **gender, age, equality, disability, HIV and AIDS, and environment.**

Ensure involvement of all segments of population

→

There should be comprehensive analysis!

Use key informants from different social strata in structured interviews and community structures


Triangulate data from many social strata to obtain information on the various experiences different groups face

Include questions and themes that might be relevant to marginalised groups or less-vocal segments

Collaborate with specialised organisations that work with more isolated groups

Ensure that the affected communities & humanitarian actors jointly identify priorities for intervention

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Slide No.**11****Trainer Notes**

Some groups in the community may likely be worse affected by natural disasters than the general affected population. We should think of the groups not merely as passive victims but as powerful agents of change who possess specific knowledge and skills to contribute to disaster response and recovery effectively.

Image 12: Slide 12

1.1



Analyse data from all sectors

IFRC's DAPS (Dignity Access Participation Safety)



Dignity

For the Red Cross and Red Crescent Movement, human dignity means respect for the life and integrity of individuals. All Red Cross and Red Crescent emergency responders and emergency response programmes should contribute to the maintenance and promotion of human dignity.



Access

Emergency response programmes should provide access for all individuals and sub-groups within the affected population. Accordingly, the beneficiary selection and prioritisation criteria for accessing humanitarian goods, services and protection must be informed by a gender and diversity analysis to ensure that the assistance and protection reach people who are most at risk.



Participation

Participation refers to the full, equal and meaningful involvement of all members of the community in decision-making processes and activities that affect their lives. Sharing of information is a Core Humanitarian Standard for accountability to beneficiaries and is critical part of participation.



Safety

Females, males and other gender identities of all ages and backgrounds within affected communities have different needs regarding their physical safety. Monitoring the safety of project sites from the perspectives of diverse groups is essential to ensure that the assistance provided meets everyone's needs and concerns in an equitable manner.

For further information, please visit the **IFRC website**.



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

The IFRC Strategic Framework on Gender and Diversity Issues (and its Explanatory Note) provides direction to IFRC Secretariat and all Red Cross and Red Crescent National Societies to ensure that all of its actions promote gender equality and respect for diversity and are non-discriminatory towards people of all ages and backgrounds.



Analyse data from all sectors

1.1

Capability in various organisations

Understanding various organisations capabilities may help us **to seek the right support** for analysis if needed.

Technical Clusters	Cluster Leads	Guidance, tools and resources for learning	Technical Clusters	Cluster Leads	Guidance, tools and resources for learning
Nutrition	UNICEF	http://nutritioncluster.net/	Shelter (conflict, IDPs)	UNHCR	https://www.sheltercluster.org/
WASH	UNICEF	http://washcluster.net/	Shelter (natural disasters)	IFRC – as convener	
Health	WHO	http://www.who.int/health-cluster/en/	Education	UNICEF and Save the Children	http://educationcluster.net/
Food security	WFP and FAO	http://fscluster.org/			

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13

Trainer Notes

At the global level, there are various organisations with different capabilities. In UN-initiated Cluster Approach, cluster leads have been selected based on their expertise. With their vast experience from crises in different parts of the world, they can strengthen our analysis.





Analyse data from all sectors

1.1

Capability in various organisations


CROSS-CUTTING CLUSTERS		
Camp Coordination & Management (conflict, IDPs)	UNHCR	http://www.globalccmcluster.org/
Camp Coordination & Management (natural disasters)	IOM	
Protection Thematic: Child Protection Gender-Based Violence Land, Housing and Property Mine Action	UNHCR UNICEF UNFPA NRC UNMAS	http://www.globalprotectioncluster.org/
Early Recovery	UNDP	http://earlyrecovery.global/

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Slide No.**14****Trainer Notes**

Different NGOs may focus their work on several sectors. Rather than a specific sector, some NGOs address particular groups within the community or people with different abilities. Many other NGOs tend to spread their expertise out in several sectors. Their approaches imply the necessity to address multiple sector issues that disaster-affected populations need assistance.

Image 15: Slide 15




Analyse data from all sectors

Capability in various organisations

1.1

COMMON SERVICE CLUSTERS		
Logistics	WFP	http://www.logcluster.org/
Telecommunications	WFP	https://www.etcluster.org/



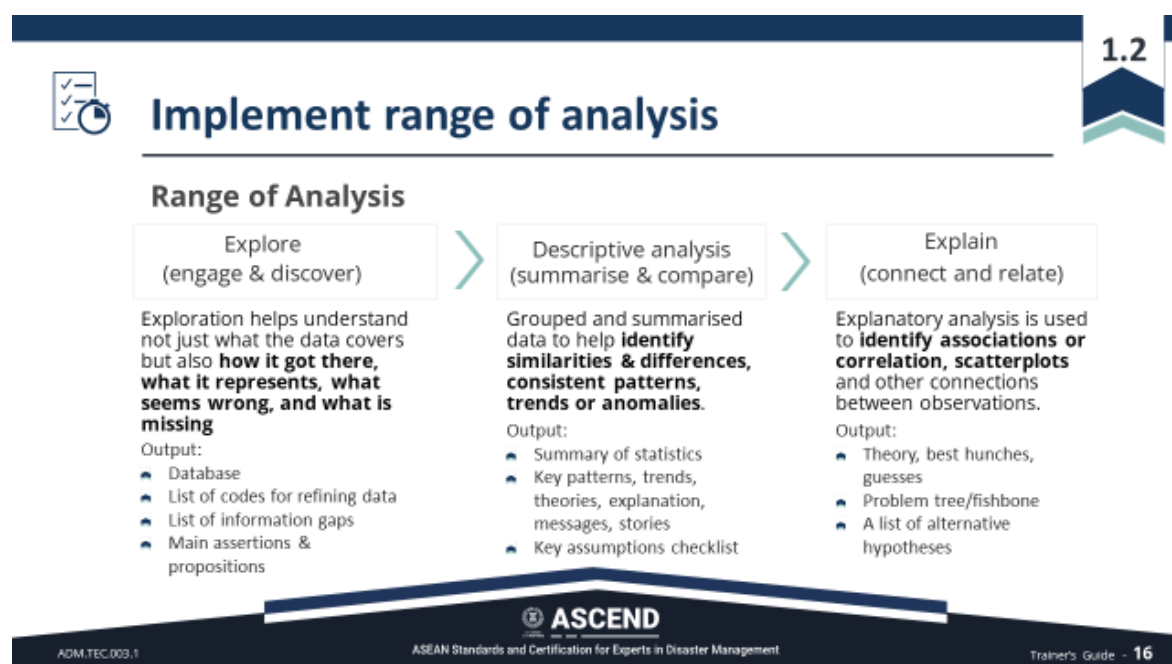
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Slide No.**15****Trainer Notes**

Different NGOs may focus their work on several sectors. Rather than a specific sector, some NGOs address particular groups within the community or people with different abilities. Many other NGOs tend to spread their expertise out in several sectors. Their approaches imply the necessity to address multiple sector issues that disaster-affected populations need assistance.

Image 16: Slide 16



Slide No.

16

Trainer Notes

A rapid assessment coordinator must be mindful of a variety of analyses. The term 'range of analysis' connotes various activities. In the humanitarian context, some common activities will be explained in this part, enriching our analytical skills.

Explore - the main activities are:

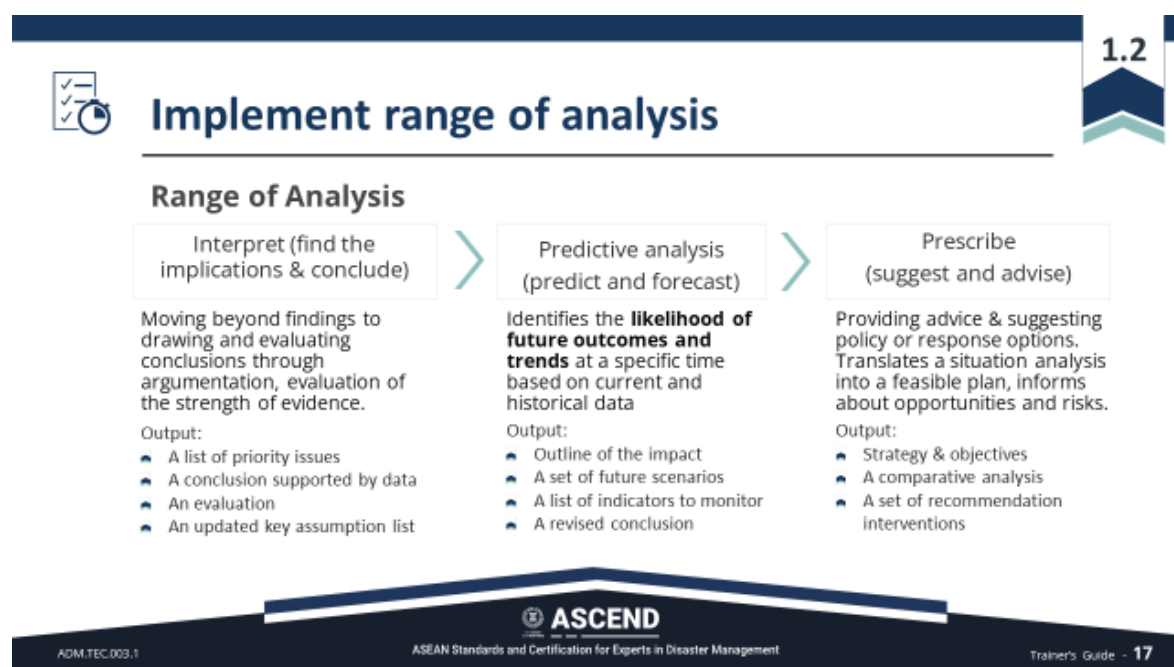
- Diagnose, clean and enrich your data to ensure it is as accurate and complete as can be
- Notice possible signals or stories in your data
- Code and refine your data as you reflect growing understanding
- Develop assertions and assess how well-founded your assumptions are

Descriptive analysis - the main activities are:

- Observe similarities and differences; create categories
- Summarise your observations and aggregate them at a different level of detail
- Compare and contrast between and within groups of data to find patterns, trends, and anomalies

Explain - the main activities are:

- Connect the dots and look for association and correlation
- Link effects back to causes
- Review main underlying processes, drivers and factors
- Develop plausible explanations and entertain rival explanations



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Trainer Notes

Interpret - the main activities are:

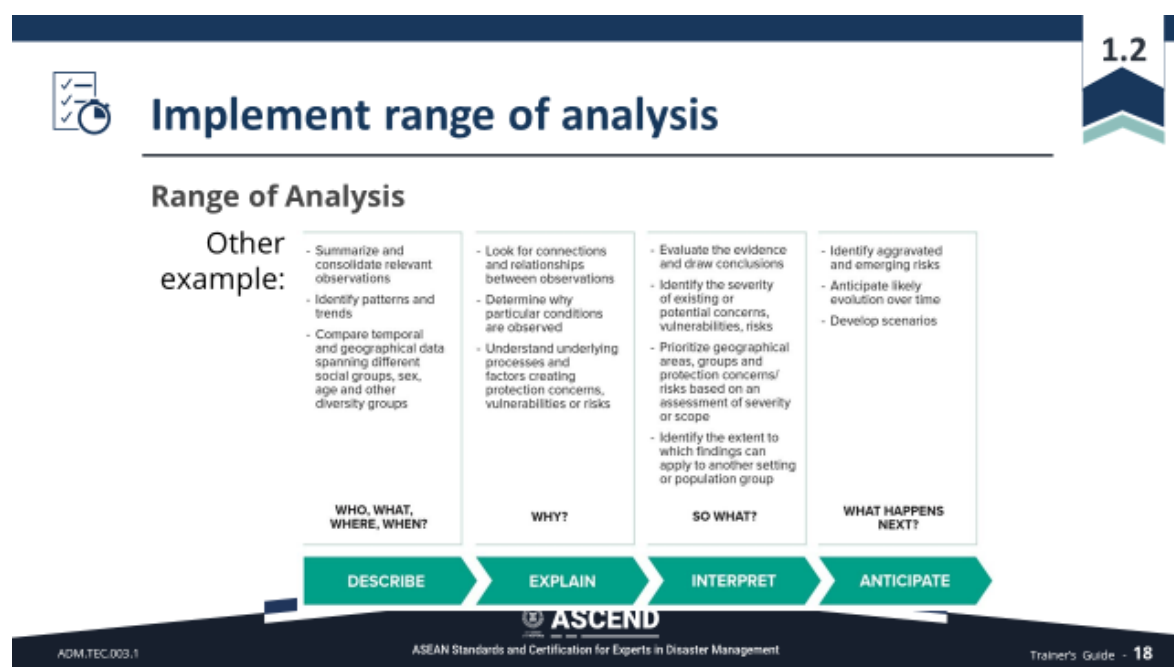
- Rate severity and prioritise issues
- Evaluate evidence and assess the plausibility
- Draw conclusions, find critical messages and build your case
- Generalise and transfer results where appropriate

Predictive analysis - the main activities are:

- Extend current conditions to forecast future outcomes
- Examine and develop alternative futures – this can be done by using scatter plot and linear regression analysis
- Amid lack of data, scenario analysis can offer alternative possibilities.
- Identify triggers and track new developments

Prescribe - the main activities are:


- Link problem, strategy and response
- Examine and weigh the impact of response options
- Suggest and advise on response

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

In a slightly different way, the analysis steps are described in the fourth stage.

Image 19: Slide 19


1.2




Implement range of analysis

Dealing with inconsistent information

In any assessment, one will be faced with the problem of inconsistent or conflicting information



The water source runs dry for two months of the year




The water source never runs dry

Why inconsistent occurs?

1. Perception
2. Access to information
3. Misrepresentation

How to identify inconsistency?

- Does the new information **contradict** secondary or baseline information?
- Does information collected by one informant support or contradict information from another?
- Does the information collected by different members of the assessment add up? Is it logical and consistent? Does the info **make sense**?




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

Conflicting information occurs when informants provide different answers to the same questions.

Asking these questions leads you to think of new questions or look for alternative information sources to clarify the situation. Triangulation is critical. Generally, verify important information by comparing inputs from at least three different sources. These sources should be as diverse as possible.


Image 20: Slide 20


Element 2

Prioritise urgent and crucial issues and needs to be addressed

Performance Criteria

- 🕒 **2.1** Analyse acute and chronic issues
- 🕒 **2.2** Develop prioritisation of humanitarian needs




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Slide No. **20**

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

Image 21: Slide 21



Analyse acute and chronic issues


2.1

Introduction

Whenever possible and appropriate, humanitarian action should contribute to managing **chronic issues**.

>

We need to bear in mind that most chronic issues **should not be handled** through humanitarian programmes




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Slide No.**21****Trainer Notes**

It is essential to mention that we do not aim to make humanitarian activities exclusive and independent by development or other works. On the contrary, humanitarian action should manage chronic issues whenever possible and appropriate.

Image 22: Slide 22




Analyse acute and chronic issues

2.1


Distinguish between emerging and chronic needs

Almost all developing countries **have long-standing lingering** needs in most, if not all, sectors. It is important to design an assessment that will distinguish between chronic and emergency needs.



The assessors must differentiate between what is 'normal' for the location and what is occurring because of the disaster so that emergency assistance can be provided at the appropriate level.

The distinction between acute and medium-term risk is, of course, **not absolute.**




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Slide No.**22****Trainer Notes**

Thus, baseline information is essential to compare vulnerability before and after the disaster, identify the impact disasters might have and differentiate between chronic and emergency needs.

In the medium or longer-term, risk involving vulnerability to potential threats may demand prevention or mitigation measures, vulnerability reduction strategies, and social welfare provision within a broader development strategy.




Analyse acute and chronic issues

2.1

Chronic issues
Example of chronic issues:

Issue	Example population groups
Discrimination and marginalisation	Women and girls
Social exclusion	Minority groups, including LGBTIs groups
Social isolation	Older people and persons with disabilities
Environmental degradation	People on marginal land
Climate variability	People living in coastal areas
Poverty	Low-income groups
Lack of land tenure	Displaced communities, slum residents
Ethnicity, class or caste	Minority groups
Religious or political affiliation	Minority groups

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Trainer Notes


Issues such as poverty and crime exist before a disaster event, and the disaster likely exacerbates them. These issues must be managed through development, social, economic programs, or alike. Humanitarian programs cannot be the right channel to address these issues. When possible and appropriate, see if we can prepare the ground or share relevant information.

Image 24: Slide 24



Develop and justify prioritisation of humanitarian needs

2.2



Introduction

Prioritisation must be done **objectively** and not driven by our preference or experiences, or background knowledge. It has to be done with **sound argumentation and factual information**.

1 Redefine and ensure a common understanding of the scope of the analysis


Focuses on the following questions:

- ▀ where does the humanitarian community need to respond in priority?
- ▀ Who should be protected and/or assisted in priority, and which are the priority cluster/sector response domains?

2 Directs the discussion along the following themes listed in the Framework

- ▀ Drivers of the crisis and underlying factors
- ▀ b. Scope of the crisis and humanitarian profile
- ▀ c. Status of populations living in affected areas
- ▀ d. National capacities and response
- ▀ e. International capacities and response
- ▀ f. Humanitarian access
- ▀ g. Coverage and gaps
- ▀ h. Strategic humanitarian priorities

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

It is necessary to ensure that our humanitarian action is based on needs. Prioritisation of humanitarian action must be done transparently and accountable.

Prioritisation is made so that resources can be maximally utilised for the ultimate purpose of saving lives. The rapid assessment coordinator and the team members should be aware that the prioritisation of needs may change as the situation changes.

Image 25: Slide 25



Develop and justify prioritisation of humanitarian needs


2.2

CERF Life-Saving Criteria

- The **Central Emergency Response Fund (CERF)** is a stand-by fund established by the United Nations to enable more timely and reliable humanitarian assistance to crisis-affected people.
- The programmes include common **humanitarian services necessary to enable life-saving** activities and multiagency assessments in the instance of sudden-onset disasters
- The sector includes:

Agriculture in emergencies, camp coordination and camp management, education in emergencies, emergency shelter including non-food relief items, food, health in emergencies, logistics, nutrition, protection and human rights, gender-based violence, child protection, mine action, support services, water and sanitation, multi-sector, coordination, and multi-agency assessments.

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

Life-saving and/or core emergency humanitarian programmes are those actions that within a short time span remedy, mitigate or avert direct loss of life, physical and psychological harm or threats to a population or significant portion thereof and/or protect their dignity.

The life-saving criteria have been developed with a range of crises but must be interpreted in relation to disaster specific context. The life-saving criteria document elaborates prioritised humanitarian activities by sectors.

Image 26: Slide 26

Slide No. 26

Trainer Notes Close presentation and thank the participants.



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