

**TRAINER'S
GUIDE**



TECHNICAL COMPETENCY UNIT



**ADM.TEC
001.1**

Lead Coordinated Assessment



ASCEND

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

ASEAN Standards and Certification for Experts in Disaster Management

LEAD COORDINATED ASSESSMENT

ADM.TEC.001.1

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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For inquiries, please contact:

The AHA Centre

Graha BNPB, 13th floor Jl. Raya Pramuka Kav. 38 East Jakarta 13120 Indonesia
Phone: +62 21 21012278 Fax: +62 21 21012287 Email: info@ahacentre.org

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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

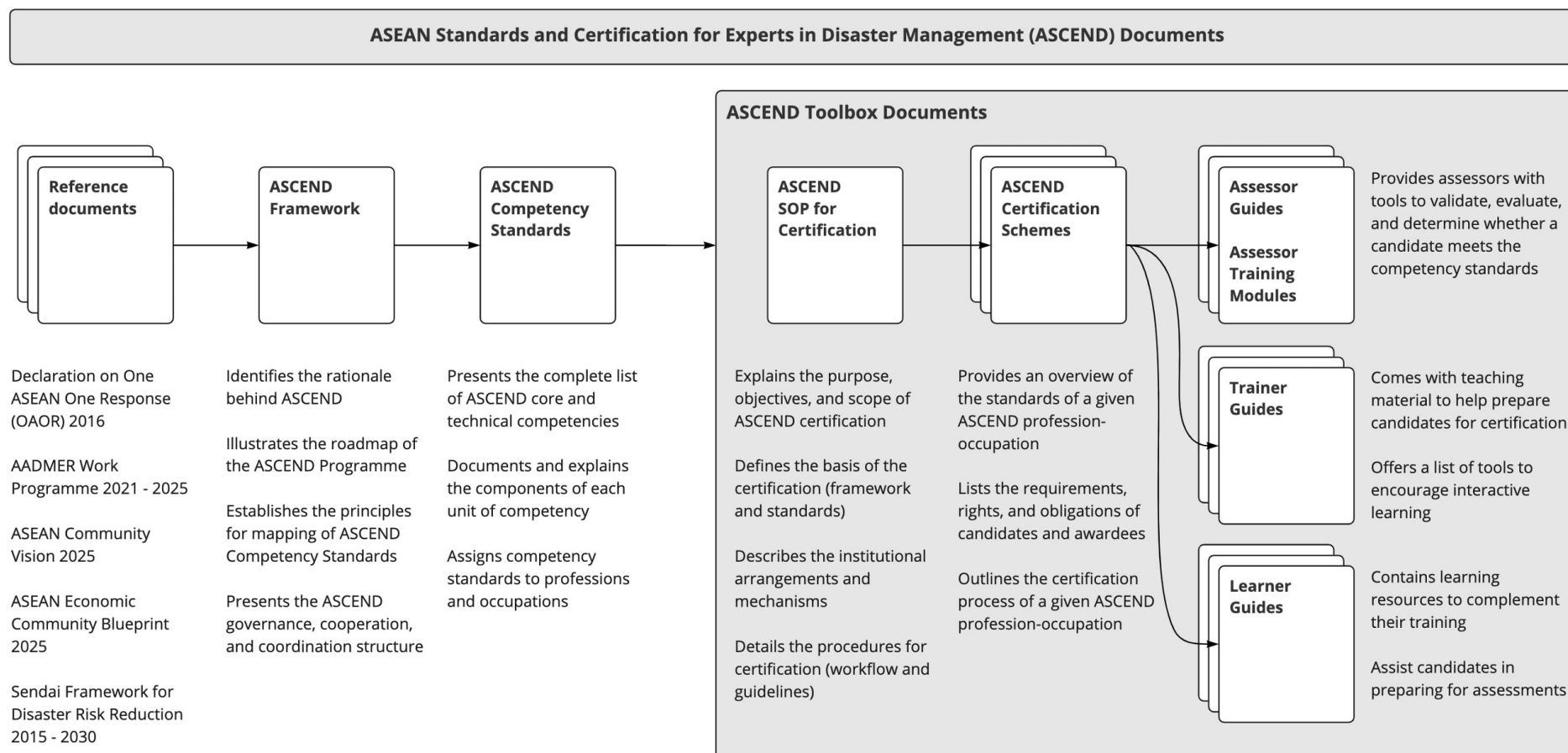
A set of technical requirements must exist before it is possible to implement the ASCEND programme in participating the ASEAN Member States. The first requirement is the ASCEND Competency Standards that contains forty-three (43) regionally recognised core and technical competencies in selected disaster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

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

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

ELEMENT AND PERFORMANCE CRITERIA

UNIT VARIABLE AND ASSESSMENT GUIDE

Element 1.

Build consensus for coordinated assessment

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

Unit Variables

The Unit Variables provide advice to interpret the scope and context of this unit of competence. It relates to the unit as a whole and facilitates holistic assessment.

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 humanitarian impact and key priorities for response.

Key humanitarian actors may include:

- National and local governments
- Pertinent ASEAN entities
- Red Cross/Red Crescent society
- Donors
- UN agencies
- NGOs
- Faith-based organisations
- Companies

Element 2.

Manage coordinated assessment process

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

Coordinated assessment plan may consist of information on:

- Scope
- Goal and objectives
- Methodology
- Human resources involved
- Task division



and outputs
accordingly

- Time frame Limitation
- Equipment and financial resources required
- Security and safety considerations
- Any other agreements with participating organisation

Technical skills in coordinated assessment may include communications/negotiation, expertise in specific sectors, and analytical.

Activities to ensure technical skills of team members to conduct coordinated assessment may include:

- Identify key people for conducting rapid assessment according to requirements and guidelines
- Form a multi-sectoral team responsible for conducting a rapid assessment
- Provide orientation or training on data collection to volunteers as required

Communicate coordinated assessment can be done through:

- Oral presentation or briefing
- Picture
- Video
- Written descriptive report
- Summarised bullet points
- Graph or diagram
- Infographics

Coordinated assessment process may include any lessons along with the coordinated assessment implementation.

Coordinated assessment outputs may include any results from assessment analysis

Assessment Guide

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

- Ability to negotiate by using the right coordinated assessment approach and procedures
- Ability to communicate effectively to manage expectations on the coordinated assessment
- Ability to manage coordinated assessment team
- Ability to deal with rapidly changing situations in conducting a coordinated assessment

- Ability to share the outputs of coordinated assessment

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 negotiate by using the right coordinated assessment approach and procedures
- Demonstrated ability to communicate effectively to manage expectations on the coordinated assessment
- Demonstrated ability to manage coordinated assessment team
- Demonstrated ability to deal with rapidly changing situations in conducting a coordinated assessment
- Observation ability to share the outputs of coordinated 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 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	2	Setting aside irrelevant data
Setting aside irrelevant data	3	Briefing coordinated assessment team
Planning and organising activities	3	Planning for field visits
Working with others and in teams	3	Dealing with specialists and generalists
Using mathematical ideas and techniques	1	Managing budget for assessment
Solving problems	3	Dealing with team members' capabilities
Using technology	2	Deciding assessment tools and equipment



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, develop, and present their ideas. It can be used for brainstorming, group presentations, and organising notes.

<https://lucidspark.com/>

Sideboard

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

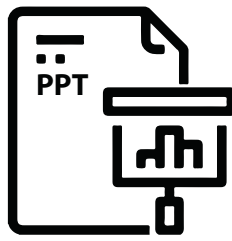
Google Forms is a survey administration software for collecting and organising different information. Responses are automatically gathered and neatly presented in charts, sheets, and more.

<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

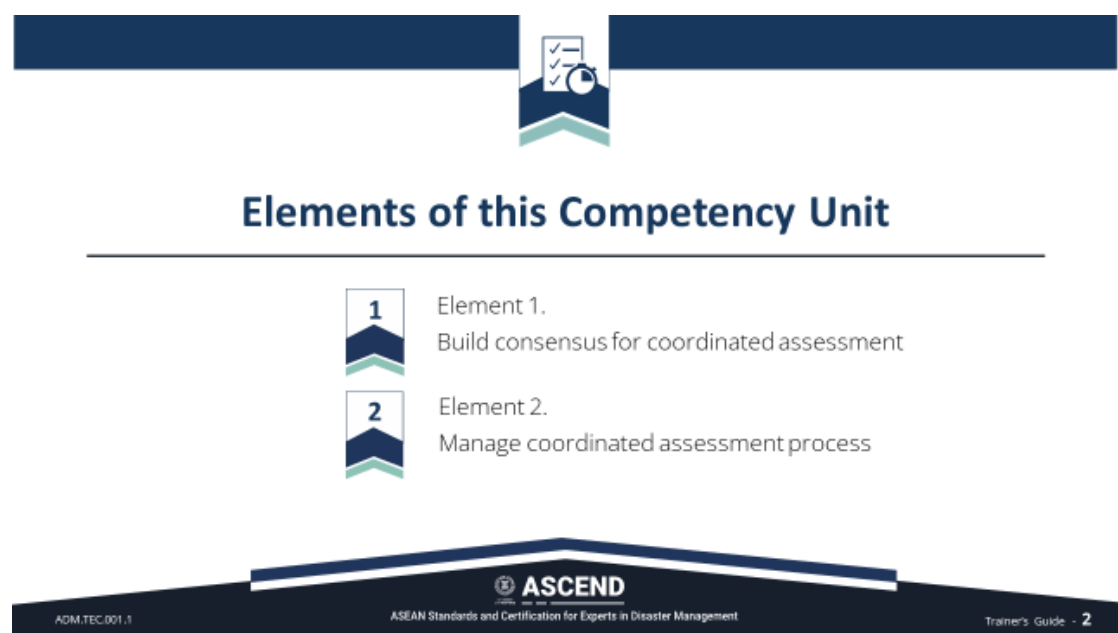
PowerPoint slides and presenter notes

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" on the right.

Elements of this Competency Unit

- 1 Element 1.
Build consensus for coordinated assessment
- 2 Element 2.
Manage coordinated assessment process


ADM.TEC.001.1 **ASCEND** ASEAN Standards and Certification for Experts in Disaster Management Trainer's Guide - 2

Slide No. 2

Trainer Notes

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

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


Image 3: Slide 3

Element 1

Build consensus for coordinated assessment

Performance Criteria

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

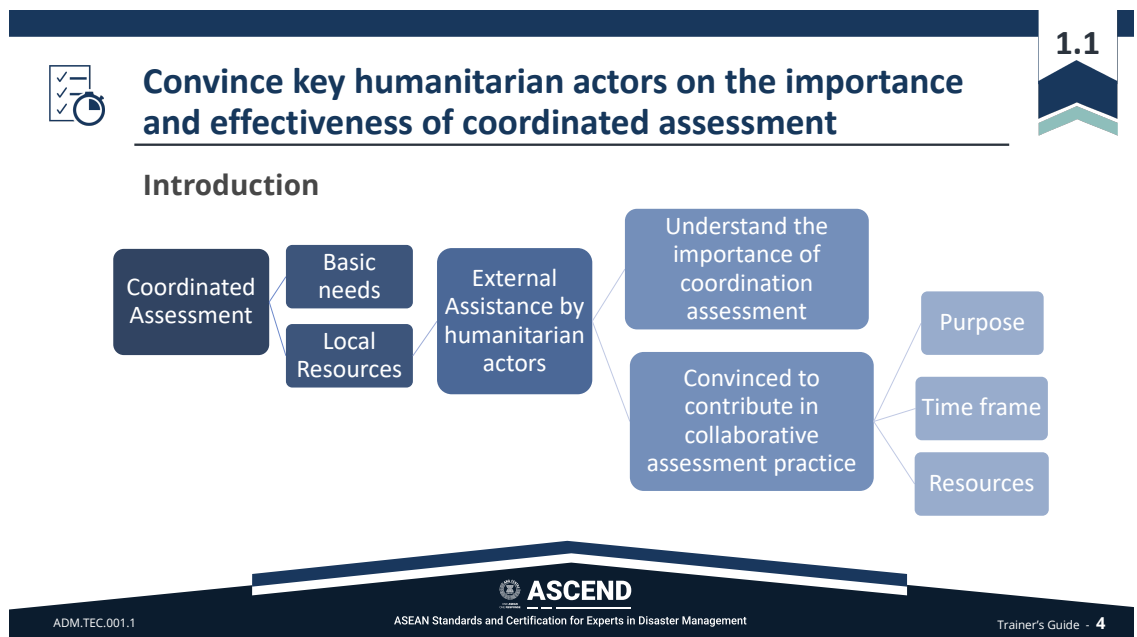


ADM.TEC.001.1 ASEAN Standards and Certification for Experts in Disaster Management Trainer's Guide - 3

Slide No. **3**

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

Image 4: Slide 4




Slide No. 4

Trainer Notes

- Basic needs such as food, water, shelter and health care must be urgently provided in a very limited time. While local resources might be limited and require external assistance.
- In providing external assistance, humanitarian actors need to understand the importance of coordination assessment to respond in a more coordinated way and align with the other team.
- Others need to be convinced to contribute to collaborative assessment practice to agree with the purpose, time frame, and resources allocated for the assessment.

Image 5: Slide 5











1.1




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

Reaching agreement on rapid assessment

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

Objectives and scope	Timing of the assessment	Resources allocated	Clear linkages
 Possible and Appropriate	 Broad in scope  Determine overall patterns and trends	 Human Resources  Roles and tasks  Equipment  Money  Data	 Decision making  Funding mechanisms

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ASCEND
ASEAN Standards and Certification for Experts in Disaster Management


Trainer's Guide - 5

Slide No. **5**

Trainer Notes

- **Objectives and scope.** Good assessment practise about having adequate, relevant information to make informed judgements about emergency response. What constitutes 'adequate' may depend on the local context and the level of a crisis. In many situations, access and security, time and resources, set real limits on what is possible and appropriate.
- **Timing of the assessment.** A rapid assessment is a snapshot of an emergency at a single point in time. Rapid assessments should be broad in scope and determine overall patterns and trends. More detailed information can wait until in-depth sectoral assessments are conducted.
- **Resources allocated** for rapid assessment, including
 - Human resources for data collection and analysis: specialists, generalists, support staff.
 - Clarity of roles and tasks, including safety. For a big team, a clearer organisation structure may be needed.
 - Equipment: Communication; Assessment equipment such as GPS, drones, and laptops.
 - Money: for meetings, printings, and renting
 - Data: who has it and how to get it
- **Clear linkages** to decision-making and funding mechanisms

Image 6: Slide 6



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


1.1

Ways to convince humanitarian actors

Understand, adapt to, and anticipate information needs

Have clear and specific objectives

A coordinated need assessment does not replace cluster/sector rapid assessments



ASEAN Standards and Certification for Experts in Disaster Management

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Trainer's Guide - 6

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

Joint or collaborative assessment must highlight priorities rather than all needs being seen as equal. Coordinated assessment is more relevant and valuable in guiding the immediate response options or responses in the earliest days of a sudden-onset emergency. A rapid assessment coordinator/officer needs to understand any stakeholders' concerns, discuss them openly, and negotiate to agree/compromise.

Understand, adapt to, and anticipate information needs:

Rapid coordinated assessment is always a part of a wider data collection and analysis process. There will be an opportunity later to collect more in-depth information. Examples of decisions being informed by coordinated assessment include:

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

Have clear and specific objectives:


Key stakeholders must agree on the objectives of the coordinated assessment. Typically, the objectives will include particular reference

to a timeframe, geographic area to be covered, key documents and decisions the assessment will inform, and the sectors to be assessed.

A rapid assessment coordinator/officer should ensure that stakeholders are clear about the coordinated assessment's goal and expected output, including the kinds of decisions and documents a coordinated assessment is likely to inform.

A coordinated need assessment does not replace cluster/sector rapid assessments but rather complement them and inform their design. Clarity of coordinated assessment and sectoral assessments functions is crucial

Image 7: Slide 7



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

1.1

Factors influencing trust and buy-in

The level of trust and buy-in is influenced by different factors as described [1/2]:


Lack of understanding of the scope of coordinated assessments.

Limited availability of resources

The perceived added-value of the coordinated assessment to agency/sector planning or programming and fundraising

Transparency on and quality of the methods, tools and analytical approaches

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Trainer's Guide - 7

Slide No. 7

Trainer Notes

Lack of understanding of the scope of coordinated assessments. Despite guidance stating the purpose of coordinated assessments, there is always a possibility that some responders or stakeholders will lack understanding about the purpose and limitations of coordinated assessments.

Limited availability of resources. Agencies are keen to undertake their own assessments to inform their response plan and programming and attract donor funding. This often leaves them with no/limited financial and/or human resources to participate in a coordinated assessment.

The perceived added-value of the coordinated assessment to agency/sector planning/programming and fundraising. It varies across contexts. With coordinated assessments being useful to guide strategic decisions, there is a good level of buy-in at the senior decision-maker level. It is likely to have more buy-in for coordinated assessment in sudden-onset crises. The outputs of such assessments are the only reliable information available and consequently are highly relevant and useful to guide an immediate response. The lack of understanding of the added value of coordinated assessments can negatively impact buy-in levels amongst humanitarian actors.

Transparency on and quality of the methods, tools and analytical approaches. The need to estimate needs and identify vulnerable populations influences trust and support from the stakeholders. However, low transparency has led to lower levels of trust in the assessment results.

Image 8: Slide 8

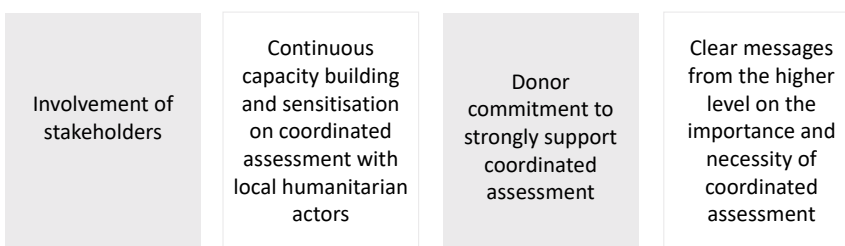


Convince key humanitarian actors on the importance and effectiveness of coordinated assessment

1.1

Factors influencing trust and buy-in

The level of trust and buy-in is influenced by different factors as described [2/2]:



Slide No. 8

Trainer Notes

Involvement of stakeholders. Early involvement of stakeholders in collaborative assessment processes can improve trust. Such engagements can contribute to better accountability of the participating stakeholders.

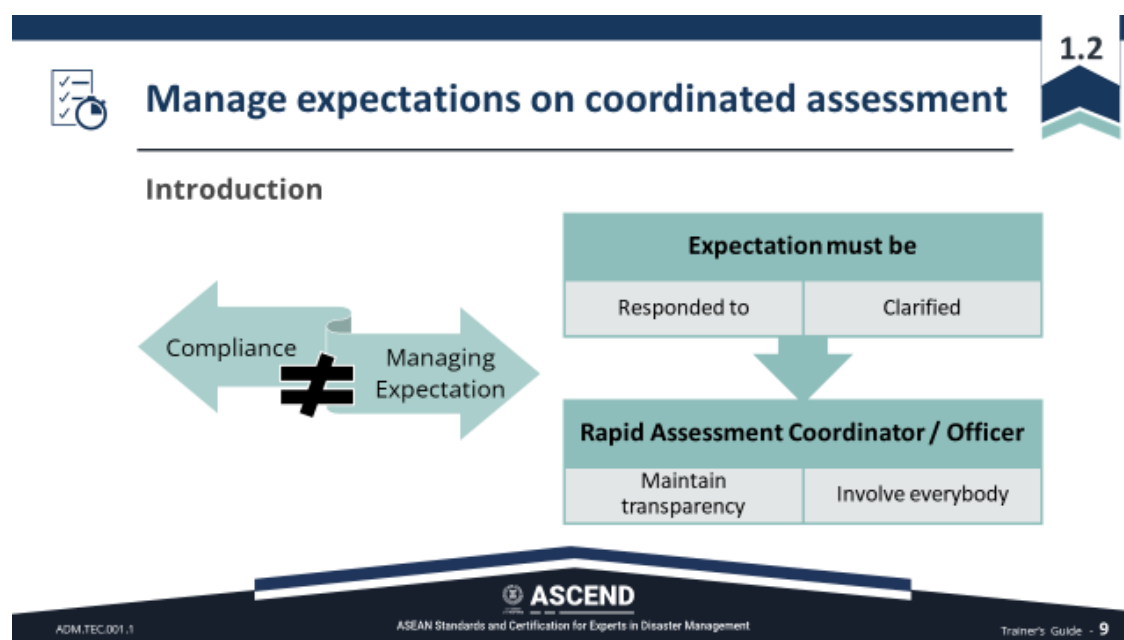
Continuous capacity building and sensitisation on coordinated assessment with local humanitarian actors. Through training, workshops, and presentations across the humanitarian community and governmental organisations, dissemination can better understand the advantages and limitations of coordinated assessment, contributing to greater engagement and buy-in.

Donor commitment to strongly support coordinated assessment. Many donors voiced enthusiastic support for the coordinated assessment, emphasising the importance of having operational humanitarian agencies agree on assessment results through a coordinated assessment process. However, organisations are frequently required to undertake agency/sector-specific assessments to access funding and inform their programming.

Clear messages from the higher level on the importance and necessity of coordinated assessment. If there is no clear message from the top-level advocating for coordinated assessment, or if sector/cluster leadership is weak, such processes are needed.



Image 9: Slide 9




Slide No. 9

Trainer Notes

Managing expectation does not necessarily mean compliance. Expectations must be responded to and clarified while realising that we cannot meet every single need of the stakeholders.


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

Image 10: Slide 10



Manage expectations on coordinated assessment


1.2



Different stakeholders, different expectations

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

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Trainer's Guide - 10

Slide No. **10**


Trainer Notes Ensure that perceived value from each stakeholder is understood and managed.

Image 11: Slide 11



Manage expectations on coordinated assessment

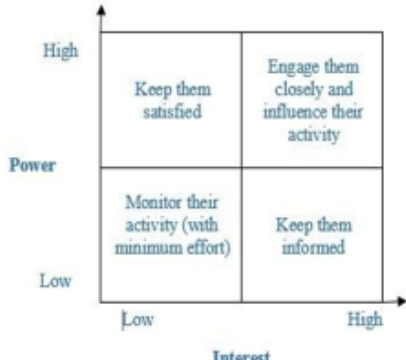
1.2




Stakeholder Analysis Grid

Power measures the stakeholders' likelihood to help or impact a humanitarian project.

Interest measures their likelihood of support or opposition to the project's goals and objectives.




High Power	Keep them satisfied	Engage them closely and influence their activity
Low Power	Monitor their activity (with minimum effort)	Keep them informed
	Low Interest	High Interest


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

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


Image 12: Slide 12


Element 2

Manage coordinated assessment process

Performance Criteria

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


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Slide No. **12**

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



Develop coordinated assessment plan

2.1

Introduction

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Trainer's Guide - 13

Slide No.**13**


Trainer Notes

Having an agreed joint assessment framework is an effective way to help us develop the emergency response plan. When an agreement to conduct a coordinated assessment is reached, A rapid assessment coordinator/officer needs to ensure that the stakeholders have a common understanding of its scope. The rapid assessment coordinator/officer can benefit from the joint assessment framework, namely Multi-Cluster Initial Rapid Assessment (MIRA).



Image 14: Slide 14

2.1



Develop coordinated assessment plan

Define scope, scale and objectives


Geographical scope of coverage of the assessment

The level of assessment

Transboundary disasters

Level of information

Linkages to decision making and funding mechanism


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Trainer's Guide - 14

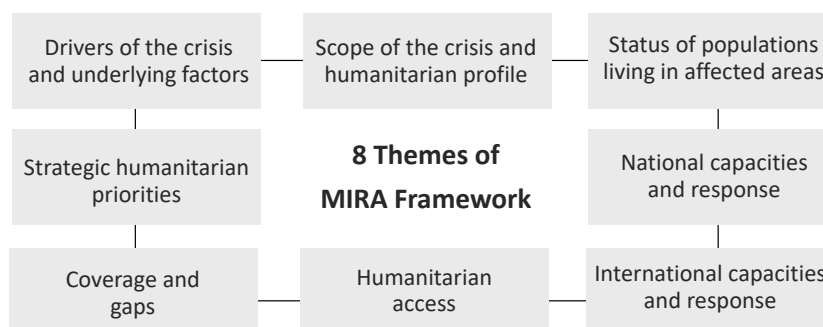
Slide No.**14****Trainer Notes**

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



Develop coordinated assessment plan

Adapt and agree upon the MIRA Framework



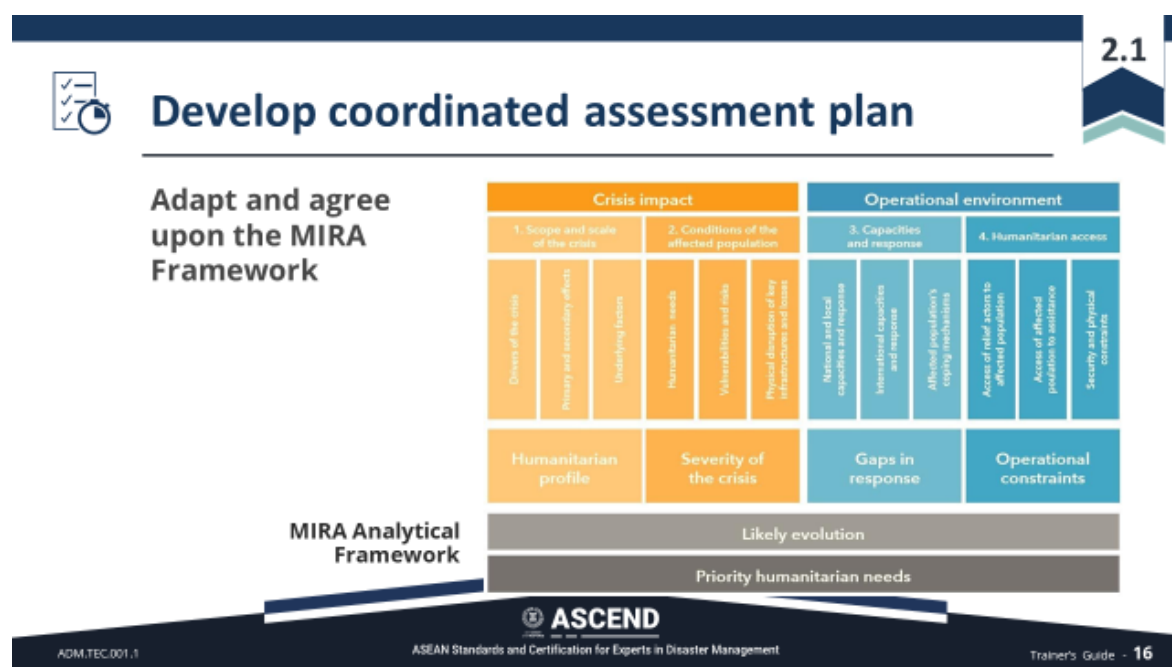
Slide No.

15

Trainer Notes

Each theme is further divided into key questions. The answers to these questions emerge through secondary and primary data analysis.

Image 16: Slide 16

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

- Crisis impact identifies humanitarian needs, vulnerabilities and risks, disruption to key infrastructures, while the operational environment correlates with the ability of disaster responders to deal with the crisis.
- The analysis of crisis impact will lead to outputs of Humanitarian profile and Severity of the crisis.
- The operational environment analysis will result in Gaps in response and Operational constraints outputs.
- Further breakdown shall be seen in the Learner's Guide.

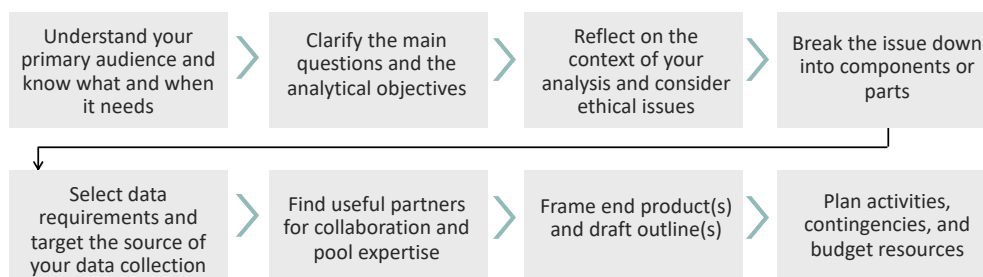


Develop coordinated assessment plan

2.1

Design for assessment

The main activities in designing and planning for assessment shall be seen as below:



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Trainer's Guide - 17

Slide No.

17

Trainer Notes

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

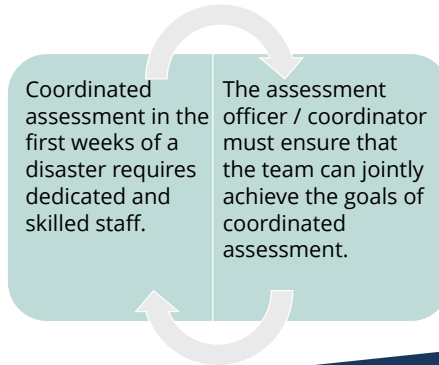
- **Terms of reference**
General and specific objectives of the analysis project, its scope (groups, geographical areas and sectors), final outputs (PPT presentation, report, database, etc.), timeframe, the work plan of activities and key milestones, resources required and budget, organisations and individuals with whom to collaborate, dissemination plan.
- **Methodology** (a theory of how your inquiry and investigation will proceed):
Analysis framework and plan, details on data collection techniques and sources of information, sampling plan, processing plan, main categories of analysis, definitions and thresholds.
- **Supporting documentation**
Style guide, visual identity, security or data protection guidelines, data management and cleaning procedures, job descriptions, training materials, data collection instrument(s), enumerator instructions, branding, etc.
- **A draft outline of the final product(s)**





Ensure technical skills of team members to conduct coordinated assessment

Introduction



The team composition should be determined based on the circumstances surrounding each assessment, considering:

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


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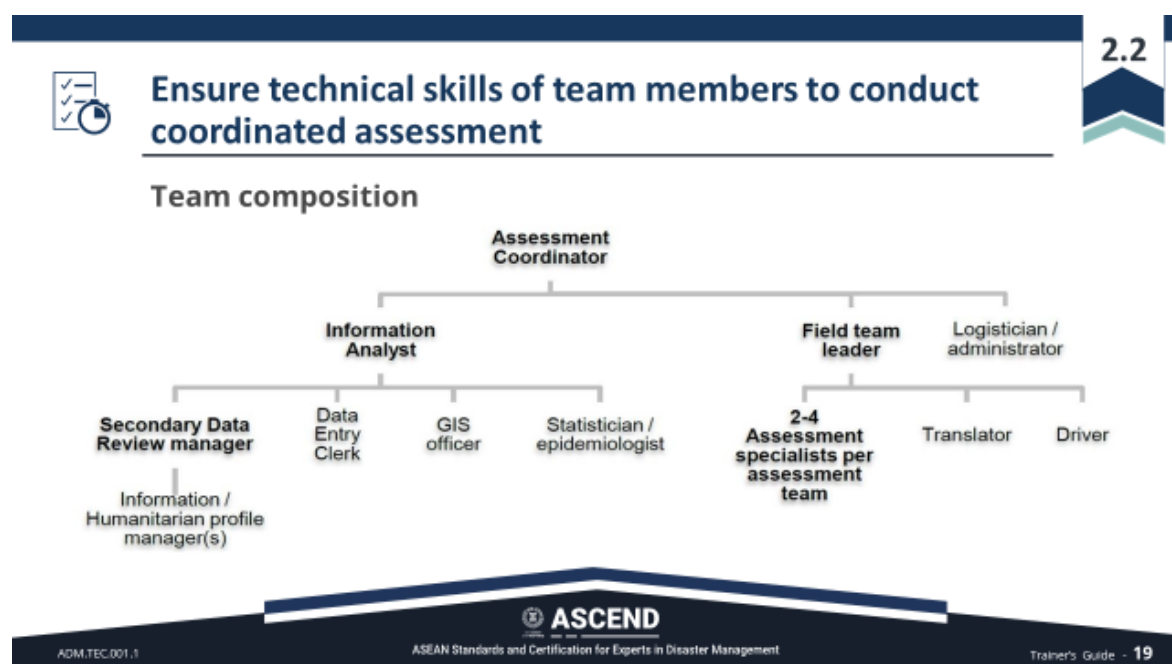
Trainer's Guide - 18

Slide No.
18

Trainer Notes

The assessment team will vary with the size of the assessment undertaken, the type of crisis and the context in which the assessment is carried out.

Image 19: Slide 19



Slide No.

19


Trainer Notes

Depending on the team members' skill set and the context and scope of the exercise, one team member may undertake different roles in the assessment. During a large scale emergency, we may require more complex team members.

The following organigram presents possible roles within an assessment team and does not suggest it must comprise all positions.

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

Image 20: Slide 20



Ensure technical skills of team members to conduct coordinated assessment

2.2

Team composition

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


Women and men

Ethnicity and religion

Age

Organisations, social and technical background

National and international staff




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Trainer's Guide - 20

Slide No.**20****Trainer Notes**

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




Ensure technical skills of team members to conduct coordinated assessment

2.2

Team composition

Advantages and disadvantages of the team structures:

Team structure	Advantage	Disadvantage
Generalist(s)	<ul style="list-style-type: none"> Team can be assembled quickly Increased flexibility Reduced time and expense Broad coverage in a short space of time Good overall analysis of the situation 	<ul style="list-style-type: none"> Technical problems may be overlooked Lack of specific skills may result in the need for follow-up assessment when technical problems are identified




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

As much as possible, the assessment team should include:


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

Image 22: Slide 22




Ensure technical skills of team members to conduct coordinated assessment

2.2



Team composition

Team structure	Advantage	Disadvantage
Specialist(s)	<ul style="list-style-type: none"> Can quickly identify problems in their area of expertise 	<ul style="list-style-type: none"> May miss or misinterpret the wider context Can take more time to recruit sector specialists for all subjects needed May overlook cross-cutting issues
Multi-disciplinary	<ul style="list-style-type: none"> Diverse experiences provide a good overview for overall analysis A quick investigation of technical problems avoiding the need for immediate follow-up 	<ul style="list-style-type: none"> Difficult to assemble the full range of professions Some technical expertise remains unused Difficult to coordinate Large teams can present a security threat and be intimidating to small communities



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ADM.TEC.001.1
Trainer's Guide - 22


Slide No. **22**

Trainer Notes

As much as possible, the assessment team should include:

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

Image 23: Slide 23



Ensure technical skills of team members to conduct coordinated assessment


2.2

Training or orientation

Training or orientation may include:

<ul style="list-style-type: none"> • Assessment background, objectives and methodology • Time schedule, assessment timeframe and geographical scope • Assessment team structure, roles and responsibilities, reporting and communication lines • Site and target group selection process and guidance • Adequate induction and briefing specific to each role • Techniques and tools to be used, such as questionnaire, semi-structured interviews and direct observation techniques 	<ul style="list-style-type: none"> • Mandatory group work and practice on how to use the assessment tools • Reporting/debriefing requirements • Communications, security and emergency procedures • Administrative and logistics arrangements, such as transport and accommodation • Instructions on the correct use of equipment if to be used
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Trainer's Guide - 23

Slide No.**23****Trainer Notes**

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


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

Image 24: Slide 24




Implement coordinated assessment plan


2.3



Introduction



ADM.TEC.001.1

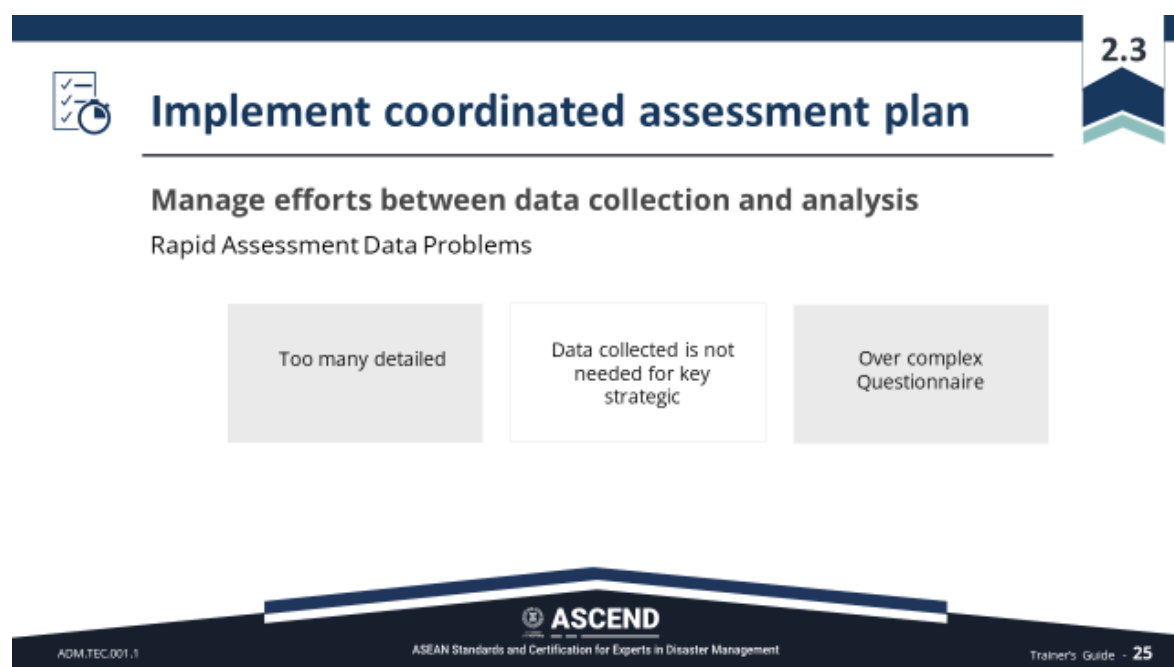

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Trainer's Guide - 24

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

Once completed with the planning, the rapid assessment coordinator can carry on with data collection and analysis. In this performance criteria, they will learn things to keep in mind by the leader during the process of data collecting and analysis

Image 25: Slide 25



Implement coordinated assessment plan

Manage efforts between data collection and analysis

Rapid Assessment Data Problems

- Too many detailed
- Data collected is not needed for key strategic
- Over complex Questionnaire

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Trainer's Guide - 25

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

Too much focus on the data collection gives little time for analysis. Preparing, before its collection, how data will be analysed is critical to making sure the coordinated assessment produces more than just descriptive information about what has happened as a result of the disaster. Unless it is built into the assessment process, there is a risk finding presented without analysis, interpretation and making sense of the change in people's lives due to the disaster and how this is likely to evolve.


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.

Image 26: Slide 26



Implement coordinated assessment plan

2.3




Manage the right balance of focus between secondary and primary data

Secondary Data Analysis (1/2)

Compare the situation prior to the crisis with the in-crisis situation and international standards or other relevant thresholds.

Make a clear difference between the crisis-related impact and pre-existing vulnerabilities exacerbated

Cross-analyse key data and use additional information sources to understand or make reasonable inferences about unmeasured conditions or situations.




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Slide No.**26****Trainer Notes**

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

Image 27: Slide 27



Implement coordinated assessment plan

2.3

Manage the right balance of focus between secondary and primary data

Secondary Data Analysis (2/2)

Look at the differences between groups , sub-groups, sectors, and places


Identify constraints, information gaps and needs for further assessment

Use assumptions, judgment and “educated guesses” to overcome “the unknowns”

Evaluate the reliability, credibility (i.e. level of bias, source’s credentials, data collection method, confidence intervals, etc.) and the usefulness of the data

.Conduct a sectoral analysis before combining and consolidating findings into a cross-sectoral analysis.

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Slide No.**27****Trainer Notes**

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

Image 28: Slide 28



Implement coordinated assessment plan

2.3

Manage the right balance of focus between secondary and primary data

Primary Data Analysis (1/2)


Identify immediate humanitarian and understanding the authorities' capacities to respond

Planning for coordinated assessments is an integral part of inter-agency emergency preparedness and contingency planning.

Each assessment builds on existing information and data.

Links between assessment and monitoring are ensured.

Assessments collect exactly the data that are required for decision-making



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Trainer's Guide - 28

Slide No.**28****Trainer Notes**

Primary data helps to:

- compensate for the lack of random or statistically representative sampling
- understand the nature of the most pressing issues, concerns and needs
- give depth to the findings of secondary data reviews
- support the prioritisation of interventions

Image 29: Slide 29



2.3

Implement coordinated assessment plan

Manage the right balance of focus between secondary and primary data

Primary Data Analysis (2/2)


Assessments are designed/conducted using participatory approaches and communicated transparently.

Assessments adequately address priority cross-cutting issues

Information management considerations are integrated throughout the assessment planning, design, analysis, and reporting

Contextual considerations allow for a clearer understanding of priority needs and better targeted assistance

Early recovery begins during the emergency response and takes place in parallel with relief activities.




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Slide No.**29****Trainer Notes**

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

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

Image 30: Slide 30




Communicate coordinated assessment process and outputs accordingly

2.4

Introduction

List of information that included in rapid assessment report (1/2)

<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Mortality and morbidity rates • Total number and types of injuries (minor, severe) and illness • Emergency health situation • Damage to economic resources, properties, road or infrastructures and community structures
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ADM.TEC.001.1
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Slide No. **30**

Trainer Notes

We should be aware that the use of coordinated assessment for decision making can be limited due to delays in producing the outputs and short-ranging dissemination amongst stakeholders. There may be a need to disseminate the assessment outputs in the local language.

Image 31: Slide 31












Communicate coordinated assessment process and outputs accordingly


2.4

Introduction

List of information that included in rapid assessment report (2/2)

-  Shelter needs
-  Food supply situation
-  Water and sanitation situation
-  Psychosocial and mental well being
-  Impact on major livelihood
-  Other organisations present in the target zone, including secondary sources of information

-  Level of continuing or emerging threat
-  Level of response from different organisations
-  Level of response by the affected country and capacity to cope with the situation



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Slide No.**31****Trainer Notes**

We should be aware that the use of coordinated assessment for decision making can be limited due to delays in producing the outputs and short-ranging dissemination amongst stakeholders. There may be a need to disseminate the assessment outputs in the local language.

Image 32: Slide 32




Communicate coordinated assessment process and outputs accordingly

2.4

Stick to coordinated assessment goal

Share coordinated assessment information and findings as soon as possible	Make information available online	Create shared situation awareness from the outset
<ul style="list-style-type: none"> • Call for regular meetings with key stakeholders to discuss new findings • Update the analysis • Agree on key priorities • Reach a common understanding of the situation. 	<ul style="list-style-type: none"> • Where possible so all stakeholders can access it. 	<ul style="list-style-type: none"> • Construct a series of interim reports or meeting presentations may be appropriate and user friendly. • Practice to make available a full report detailing key findings, tools, limitations and methodology of the assessment



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Trainer Notes

- The final goal of a coordinated assessment is to create a shared situational awareness around problems and priorities generated by the disaster. Moreover, information gathered during coordinated assessment in emergencies is time-bound and of time-limited validity.
- It is more important to be approximately right than precisely wrong or out of date.
- It is far more helpful to share coordinated assessment findings through an iterative process that is ongoing and updated regularly.

Image 33: Slide 33




Communicate coordinated assessment process and outputs accordingly

2.4

Appropriateness

<p>Identify what end-users are expecting from the assessment at the outset.</p> <ul style="list-style-type: none"> Ask what do stakeholders want to see? What is the most useful form the information could take? How often would they like to receive updates? 	<p>Structure reporting mechanism and outputs around user needs</p> <ul style="list-style-type: none"> Adapting the analysis plan to accommodate this is crucial. 	<p>Data management systems</p> <ul style="list-style-type: none"> This should allow for quick extraction of information, feeding into different formats and based on different user expectations.
<p>Make findings as user friendly as possible</p> <ul style="list-style-type: none"> Use visual attributes such as maps, photos, graphs and charts. Keep reports brief and bullet findings for ease of absorption. 	<p>Share findings with affected communities and national authorities</p> <ul style="list-style-type: none"> To ensure accountability. 	



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Slide No. **33**

Trainer Notes

These formats could include key summary points, sector-specific sections, presentations, and a more traditional, all-inclusive report. Emergency responders often have a limited data absorption capacity during an emergency. Most will not have time to consider reports longer than five pages

Image 34: Slide 34

Slide No. 34

Trainer Notes Close presentation and thank the participants.



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THE AHA CENTRE

Graha BNPB, 13th Floor | Jl. Pramuka Kav. 38 Jakarta-13120 | INDONESIA

