

**TRAINER'S
GUIDE**



TECHNICAL COMPETENCY UNIT



**ADM.TEC
002.1**

Lead Coordinated Assessment
Preparedness



ONE ASEAN
ONE RESPONSE

ASCEND

ASEAN Standards and Certification
for Experts in Disaster Management

ASEAN Standards and Certification for Experts in Disaster Management

LEAD COORDINATED ASSESSMENT PREPAREDNESS

ADM.TEC.002.1

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.

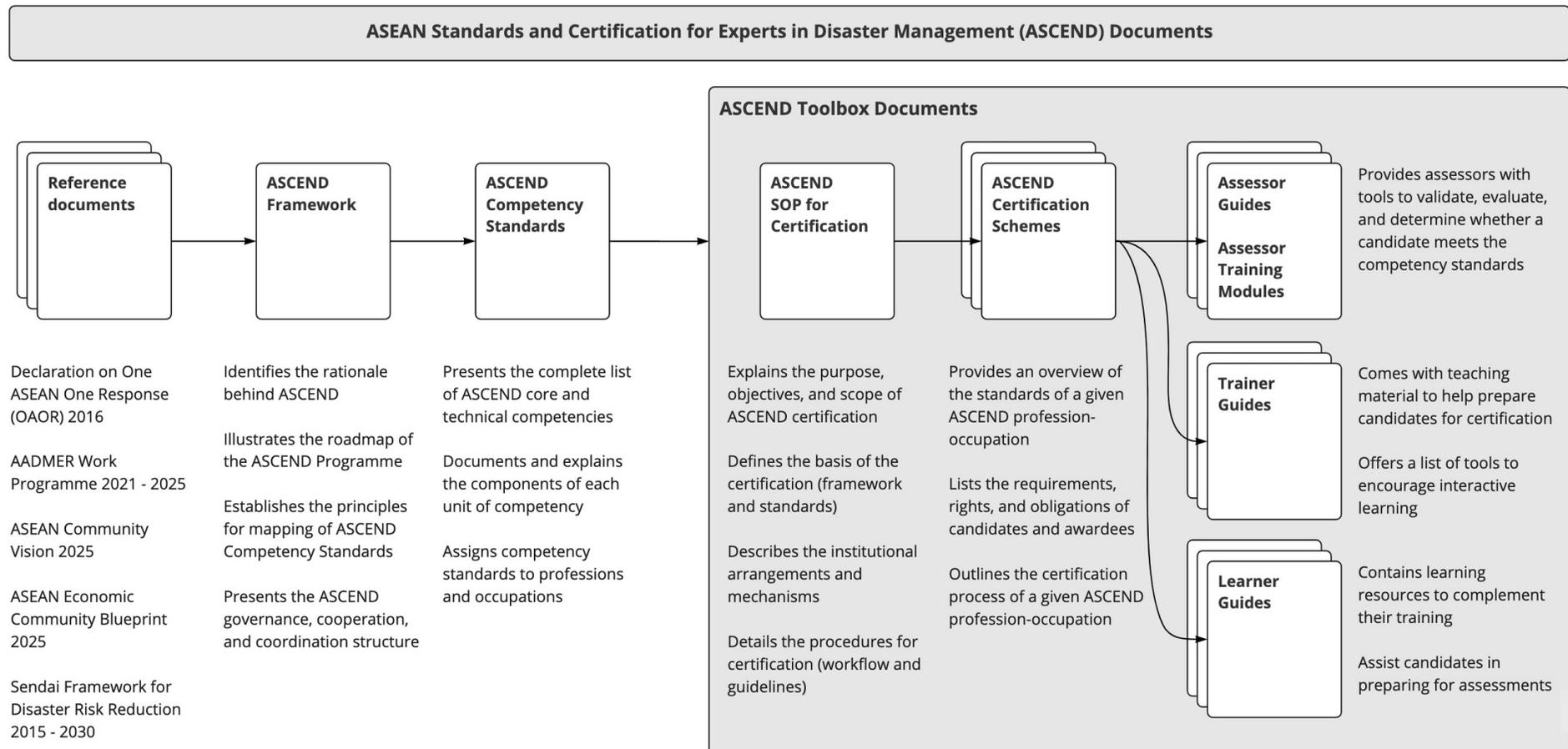
Another requirement is the development of an ASCEND Toolbox for five professions. These professions are Rapid Assessment, Humanitarian Logistics, Information Management, Water, Sanitation and Hygiene (WASH), and Shelter Management. The ASCEND Toolbox consists of an SOP, Certification Schemes, Assessor 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 : **Lead Coordinated Assessment Preparedness**

Unit number : ADM.TEC.002.1

Unit description : This unit covers the ability to make necessary preparedness measures in leading and managing coordinated assessment following a disaster

ELEMENT AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
<p>Element 1. Demonstrate skills, knowledge and good attitude on Coordinated Assessment</p> <p>1.1 Identify coordinated assessment approaches and procedures</p> <p>1.2 Describe elements for coordinated assessment</p> <p>1.3 Analyse ways to obtain the coordinated assessment elements</p>	<p>Unit Variables</p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.</p> <p>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.</p> <p>Coordinated Assessment approach is mainly determined by:</p> <ul style="list-style-type: none"> • Phase of assessment • Time-criticality • Quantity and type of information required • Human and financial resources
<p>Element 2. Prioritise actions for coordinated assessment preparedness</p> <p>2.1 Identify emerging risks</p> <p>2.2 Explain social context which influences</p>	<p>Coordinated Assessment procedure may include:</p> <ul style="list-style-type: none"> • Recommended type of coordinated assessment • Purpose of the assessment • Methodology for data collection • Types of funding proposals • Output



- vulnerabilities and resilience
- 2.3 Describe early warning system for the emerging risks
- Elements for Coordinated Assessment** may include:
- Methodology or arrangements
 - Team members, both generalists and specialists
 - Tools, both hardware and software
 - Supporting elements (transportation Means, and funding resources for coordinated assessment)

Risk is defined as a combination of the consequences of an event (hazard) and the associated likelihood/probability of its occurrence:

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.

Context of Assessment

This unit may be assessed on/off the job:

- Assessment should include practical demonstration of working effectively with colleagues and customers either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge
- Assessment must relate to the individual's work area or area of responsibility.



Resource Implications

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observation of practical candidate performance
- Oral and written questions
- Portfolio evidence
- Problem-solving
- Roleplays
- Third-party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed

Level 1 = competence to undertake tasks effectively

Level 2 = competence to manage tasks

Level 3 = competence to use concepts for evaluating

Key Competencies	Level	Examples
Collecting, organising, and analysing information	1	Identifying the most appropriate assessment preparedness measure
Communicating ideas and information	3	Advocating the importance of preparedness
Planning and organising activities	2	Identifying potential team members
Working with others and in teams	2	Engaging others in preparedness action
Using mathematical ideas and techniques	1	Identifying emerging risks

Solving problems

3

Sustaining preparedness action

Using technology

2

Identify hardware and/or software for early warning system





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	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.
<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)

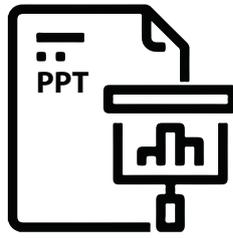
Kahoot Kahoot is a game-based learning platform that allows users to generate multiple-choice quizzes for distance education. Users can create a learning game on any topic in any language, and they can host a live game and share it with users.
<https://kahoot.com/>

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

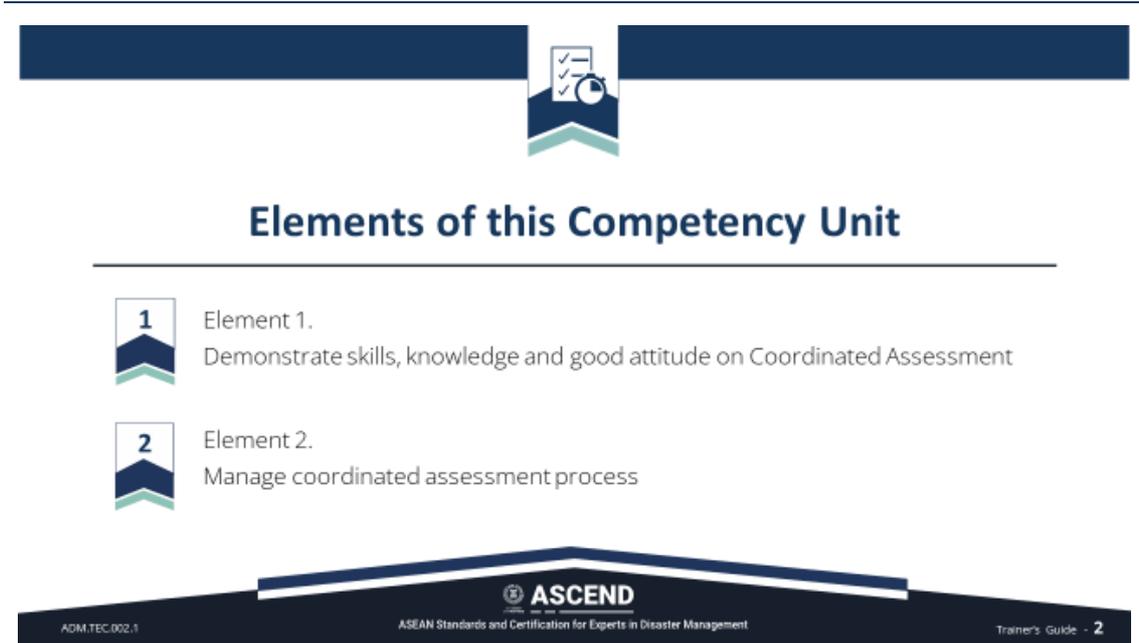
PowerPoint slides and presenter notes

Image 1: Slide 1



Slide No. 1

Trainer Notes Trainer welcomes students to class.

Image 2: Slide 2


Elements of this Competency Unit

- 1** Element 1.
Demonstrate skills, knowledge and good attitude on Coordinated Assessment
- 2** Element 2.
Manage coordinated assessment process

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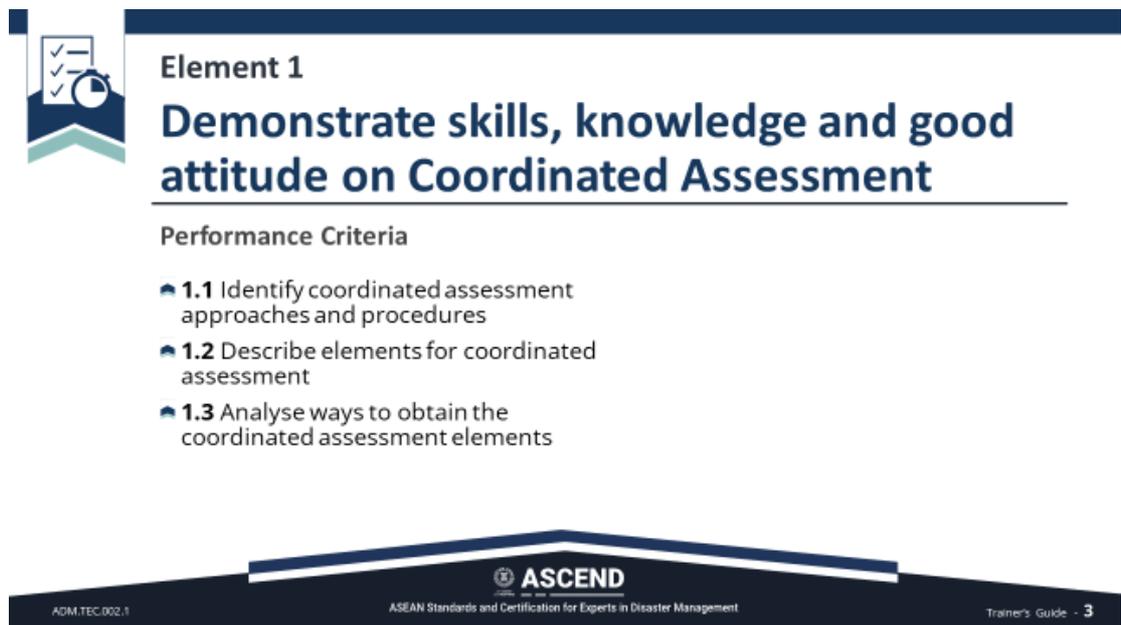
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Trainer Notes

- 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

Demonstrate skills, knowledge and good attitude on Coordinated Assessment

Performance Criteria

- ▲ **1.1** Identify coordinated assessment approaches and procedures
- ▲ **1.2** Describe elements for coordinated assessment
- ▲ **1.3** Analyse ways to obtain the coordinated assessment elements

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Trainer Notes Briefly talk about the sub-elements of Element 1 and why it is important for a Rapid Assessment Coordinator.

Image 4: Slide 4

1.1


Identify coordinated assessment approaches and procedures

Introduction

Collective commitment to coordination after disasters mean:

Governments

they can identify and improve the quality of their response plan to meet the rights of their citizen survivors

NGOs and INGOs

can inform their humanitarian response plan



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Trainer Notes

After disasters, a variety of actors often conduct need assessments for their own organisation:

- Governments often use their assessment framework. They might consult formal agencies from the relevant jurisdictions.
- Non-governmental organisations also conduct needs assessments informed by their own approaches and procedures.

1.1



Identify coordinated assessment approaches and procedures

Coordinated assessment approach

Factors that determine the approaches to coordinated assessment:

Organisational context

Timeliness and urgency

The quantity and quality of data & information

Phases of Emergency Assessment

Resources allocated for rapid assessment



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Trainer Notes

When planning for a coordinated assessment, context matters:

- **Organisational context:** the ability to ask key questions pertinent to organisational context is important
- **Timeliness and urgency:** time is fluid during an emergency. Context can change very fast
- **The quantity and quality of data and information:** an initial emergency assessment is partially a 'wait and see' period where brief data is collected to inform early strategic decisions and preliminary financial estimation and allocation.
- **Phases of Emergency Assessment:** good practice from the international organisations (e.g., MIRA) offers a framework that recommends four distinct phases or stages of emergency assessment
- **Resources allocated for rapid assessment, including** Type of human resources needed; Clarity of roles and tasks; Equipment; Money; Data

Image 6: Slide 6



Identify coordinated assessment approaches and procedures

1.1

Coordinated Assessment procedure

Phase 1 – Initial Assessment

-  Recommended in the first 72 hours after disaster
-  The relevant disaster management authorities collect this assessment with **two key objectives**

Collaboratively initial assessment will:

<ul style="list-style-type: none">  Gauge the scale and severity of the crisis,  forecast its evolution, 	<ul style="list-style-type: none">  locate affected populations, and  identify key affected sectors
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Trainer Notes

The relevant disaster management authorities collect this assessment with two key objectives:

1. Communicate with the public via local, national and international media.
2. Nowadays, social media have been used as a platform to update emergency management affairs
3. Advise relevant authorities to inform initial response decisions

The guide for Standard Operation Procedures consists of **14 activities**.

Image 7: Slide 7

1.2

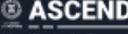

Describe elements for coordinated assessment

Introduction

Coordinated assessment is a process that includes **secondary as well as primary data**

Secondary Data Analysis

- plays a crucial role in the **early stages of an emergency**
- It is uses **pre- and in-crisis secondary information**
- **Purpose:** to form a clear and up-to-date picture of the situation and promote a common understanding



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Trainer Notes

- Primary data is essential, but it should not be the only source of information.
- Primary data become more critical over time as access to impacted areas and populations increases
- Too detailed information for the initial phase of a crisis and overreliance on a single data collection method is not useful

Image 8: Slide 8

1.2



Describe elements for coordinated assessment

Secondary Data Analysis

Compare the situation to get the lessons learnt	Identify constraints, information gaps and needs for further assessment
Make a clear difference between the crisis-related impact and pre-existing vulnerabilities	Use assumptions, judgment and “educated guesses”
Cross-analyse key data and use additional information sources	Evaluate the reliability, credibility, and the usefulness of the data
Look at the differences between groups, sub-groups, sectors and places	Conduct a sectoral analysis


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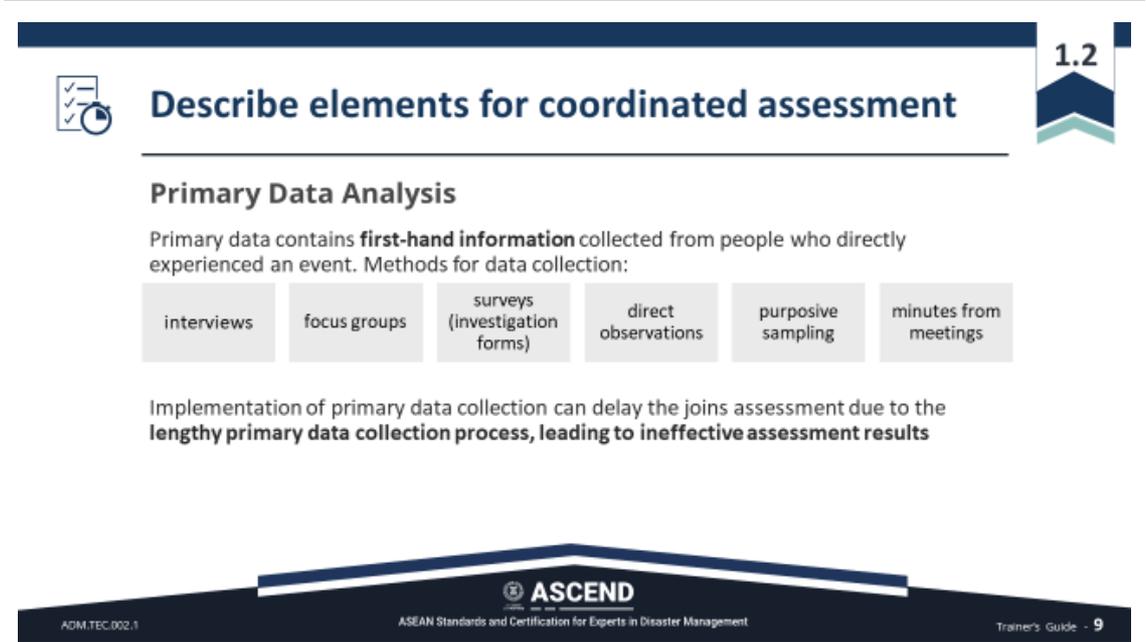
Trainer Notes

When analysing secondary information, it is necessary to:

1. Compare the situation before the crisis with the in-crisis situation and international standards or other relevant thresholds. Experience and lessons learnt from similar situations can be used to identify risks and the likely evolution of the crisis.
2. Make a clear difference between the crisis-related impact and pre-existing vulnerabilities (underlying factors) exacerbated by the crisis or that will increase the vulnerability of affected populations or the crisis impact on them.
3. Cross-analyse key data and use additional information sources to understand or make reasonable inferences about unmeasured conditions or situations. This helps better understand what is happening, where, and why.
4. Look at the differences between groups (including males and females), sub-groups, sectors and places. Different impacts on vulnerable groups must be identified.
5. Identify constraints, information gaps and needs for further assessment. It is essential always to consider what is missing.
6. Use assumptions, judgment and “educated guesses” to overcome the “known unknowns”.
7. Evaluate the reliability, credibility (i.e. level of bias, source’s credentials, data collection method, confidence intervals, etc.) and the usefulness of the data (i.e. information sufficiently recent and relevant to the analysis of secondary data, level of disaggregation, etc.).
8. Conduct a sectoral analysis before combining and consolidating findings into a cross-sectoral analysis



Image 9: Slide 9



1.2

 **Describe elements for coordinated assessment**

Primary Data Analysis

Primary data contains **first-hand information** collected from people who directly experienced an event. Methods for data collection:

- interviews
- focus groups
- surveys (Investigation forms)
- direct observations
- purposive sampling
- minutes from meetings

Implementation of primary data collection can delay the joins assessment due to the **lengthy primary data collection process, leading to ineffective assessment results**

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Trainer Notes Rapid Assessment Coordinator must ensure that the primary data collection and analysis serve the purpose of the coordinated assessment

1.2



Describe elements for coordinated assessment

Primary Data Analysis

Principles in coordinated assessment implementation

Identify immediate humanitarian priorities	Designed/conducted using participatory approaches and communicated transparently
It should be an integral part of inter-agency emergency preparedness & contingency planning	Adequately address priority cross-cutting issues
Each assessment builds on existing information and data	Information management considerations are integrated
Links between assessment and monitoring are ensured	Contextual analysis is undertaken when interpreting assessment findings
Collect exactly the data that are required for decision-making	Early recovery begins during the emergency response & takes place parallel with relief activities



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Trainer Notes

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

1. One of the key objectives of assessments is to identify immediate humanitarian priorities by analysing affected communities' needs and coping mechanisms and understanding the authorities' capacities to respond. Humanitarian organisations should focus on survivors' needs, capacities and gaps. Whenever possible, assessments are led by national governments, as they have a prime responsibility to lead humanitarian efforts. Assessments should be designed to promote ownership or engagement by national and local authorities, including the national disaster management agency, line ministries, and other national capacities.

2. Planning for coordinated assessments should be an integral part of inter-agency emergency preparedness and contingency planning. Joint assessments are best undertaken when preparedness measures have been implemented in advance. Tools and frameworks developed when preparing for coordinated assessments should align with those agreed at the global level and adapted to the local context.

3. Each assessment builds on existing information and data. New assessment data expands the previous analysis and adds value to assessments and information systems in a "rolling assessment" process.

4. Links between assessment and monitoring are ensured. Needs assessments should be designed with the situation and performance monitoring in mind. Initial data on needs can be used as baseline data for comparison with data drawn from monitoring systems and help show whether interventions have successfully responded to identified needs.
5. Assessments collect precisely the data that are required for decision-making. The early identification of key humanitarian indicators can facilitate timely processing and decision-making, prevent the collection of too much information and thus avoid a slowdown in the assessment's implementation, fatigue among assessed communities and delay in the data processing.
6. Assessments are designed/conducted using participatory approaches and communicated transparently. We should have local knowledge of the context and utilise the most appropriate participatory approaches. Assessment results should accurately reflect the different views of affected populations. Special arrangements should be made to ensure that information collected is sensitive to specific types of vulnerabilities.
7. Assessments adequately address priority cross-cutting issues such as gender, age, HIV/AIDS and the environment. Our assessment team should be gender-balanced to capture every group's perspective and access information from all vulnerable groups
8. Information management considerations are integrated throughout the assessment planning, design, analysis, and reporting.
9. Contextual analysis is undertaken when interpreting assessment findings. Contextual considerations allow for a clearer understanding of priority needs and better-targeted assistance.
10. Early recovery begins during the emergency response and occurs parallel with relief activities. It is an effective and indispensable component of crisis response, as it can stabilise a situation, prevent further deterioration of local and national capacities, and shorten the need for humanitarian assistance





Analyse ways to obtain the coordinated assessment elements

1.3

Introduction

- Coordinated assessments should be part of the **emergency preparedness efforts**
- A well-designed common assessment approach can significantly **improve the quality and timeliness of emergency assessment information**

Planning for assessment

Planning for initial assessments should include

Identification of organisations that will participate

Discussion on how sector/cluster assessment information will be collated and shared with others

Agreement on specific rapid assessment tools

Definition of how sector/cluster members address needs assessment



Slide No. 11

Trainer Notes

Assessment preparedness

- **For government-led and/or inter-agency:** part of a broader government-led and/or inter-agency contingency planning process
- **For non-governmental agencies and international organisations:** it should be done in support of the appropriate national authorities responsible for disaster management and in a process inclusive of other relevant partners and stakeholders.





Analyse ways to obtain the coordinated assessment elements

1.3

Planning for assessment

Recommendation to prepare for coordinated assessments:

Awareness raising

Agree on assessment coordination structures

Review assessment planning already undertaken

Set out collaborative arrangements relative to the assessment

Prepare Common Operational Datasets

Compile baseline data and risk analyses

Develop tools and data collection methodology for Phases 1 to 4

Ensure the organisation of logistics and human resources

Define the parameters of the assessment design

Slide No. 12

Trainer Notes

It is recommended that the following be undertaken to prepare for coordinated assessments:

Awareness-raising

Use the preparedness phase to advocate for coordinated assessments. Target the stakeholders and/or sector coordination mechanisms to increase knowledge and understanding of coordinated assessments and collective analysis. Keep relevant stakeholders and partners informed of efforts undertaken.

Agree on assessment coordination structures. Maximise the use of existing coordination mechanisms, especially for inter-sectoral coordination for preparedness and contingency planning. Identify critical stakeholders for the assessment preparedness processes and the support provided. Include links to national disaster management bodies.

Review assessment planning already undertaken.

Review existing assessment planning, particularly government contingency planning, assessment formats and approaches. Review technical guidelines that have been produced and used.

Set out collaborative arrangements relative to the assessment.

Host government to lead and agree on standard operating procedures, draft terms of reference for an Assessment Working Group, and/or assessment-related tasks. For international organisations, there is are merits to develop



partnerships with local and national research institutions and other national bodies that have data collection capacity.

Prepare Common Operational Datasets.

Identify the key response and/or assessment indicators to be collected

Compile baseline data and risk analyses.

Work with multi-stakeholders and partners to collect baseline data, populate key indicator sets, and compile common operational datasets. Based on vulnerability and risk mapping, adapt fact sheets and lessons learnt to the national context and link them to the scenarios in the contingency plans.

Develop tools and data collection methodology for Phases 1 to 4.

When possible, adapt existing tools. This includes adapting standard operating procedures, reporting formats, information requirements and questionnaires. Share draft assessment tools with stakeholders, carry out field-testing and revise them based on the feedback.

Ensure the organisation of logistics and human resources.

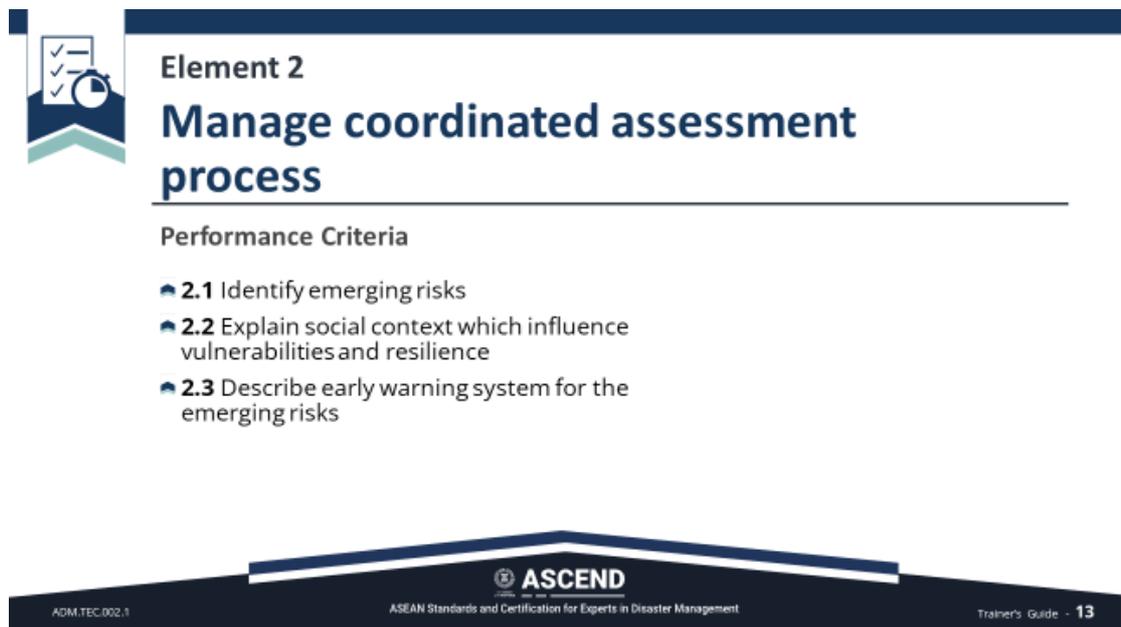
This includes securing agreements for the funding and transportation of required equipment (tools, computers, etc.). Identify participants for the assessment team, ensure a fair gender balance, and, where needed, train in-country capacity.

Define the parameters of the assessment design.

Identify how the information will be collected (applications, mobile phones), how it will be processed (databases, spreadsheets), and how it will be analysed. Clarify the purpose and audience, the targeted phases and the methodologies. Agree on an outline for the technical and analytical assessment reports and who will be responsible for producing them.

Develop a process around communicating findings and identify how the information will be shared and disseminated broadly.



Image 13: Slide 13

 **Element 2**
Manage coordinated assessment process

Performance Criteria

- **2.1** Identify emerging risks
- **2.2** Explain social context which influence vulnerabilities and resilience
- **2.3** Describe early warning system for the emerging risks

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

2.1



Identify emerging risk

Introduction

- The operationalisation of a coordinated assessment must also **include risk assessment** as risk is inherent in any crisis contexts.
- Risk assessment and management should be **informing need assessment and intervention**

What is risk and emerging risk

- **Risk:** any potential event that might compromise the process & quality of need assessment
- **Risk management** attempts to eliminate/mitigate the probability or impact of a harmful event or hazard
- **Identifying risk:** identifying any event/factor which may do harm to the objectives of the organisation



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Trainer Notes The operational risks prevalent in emergency response and management are many, varied and often interlinked with the crisis or disasters



Identify emerging risk

What is risk and emerging risk

Likelihood	Consequences				
	Negligible	Minor	Moderate	Major	Severe
Almost Certain	Moderate	Moderate	High	Very High	Very High
Likely	Moderate	Moderate	High	High	Very High
Possible	Low	Moderate	High	High	High
Unlikely	Low	Low	Moderate	Moderate	High
Rare	Low	Low	Moderate	Moderate	High

Manage the risk may include any or a combination of four key strategies:

1. **Avoidance**
2. **Reduction**
3. **Sharing/insuring**
4. **Acceptance**



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Trainer Notes

Assessment of risk is commonly conducted based on both the probability of occurrence and the likely impact, with the most critical risks logically being those that are both high likelihood and expected to have severe consequences

The measures through which it is possible to manage the risk may include any or a combination of four key strategies:

1. **Avoidance:** ceasing the activities that give rise to risk.
2. **Reduction:** taking action to reduce the probability or impact of risk.
3. **Sharing or insuring:** reducing risk through sharing or transferring part of the risk.
4. **Acceptance:** accepting risk based on a cost-benefit or cost-effectiveness analysis.

In some scenarios, significant residual risks will remain after risk management measures have been taken because not all risks can be eliminated or reduced





Identify emerging risk

2.1

Risk register

- **The context, and the risks** inherent in it, both forms and informs the entire **risk management cycle**
- **Programmatic risks** can be grouped into two main areas

the risk of failing to achieve programme objectives

the potential to cause harm to others
- Managing operational security risks can, however, present an opportunity for the sector to assess and manage other risks as well



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Trainer Notes Many of these contextual risks are, to some degree, beyond the control of humanitarian actors, though this does not mean that they cannot be predicted.

Image 17: Slide 17

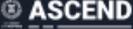


Social context which influence vulnerabilities and resilience

2.2

Crisis Impact

- **Crisis impact** identifies humanitarian needs, vulnerabilities and risks, disruption to key infrastructures
- **Analysis of crisis impact** will lead to outputs of Humanitarian profile and Severity of the crisis.
- **Analysis of the Operational environment** will result in Gaps in response and Operational constraints outputs



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Trainer Notes

Vulnerability is defined as the conditions determined by physical, social, economic and environmental factors or processes which increase the susceptibility of an individual, a community, assets or systems to the impacts of hazards.



Social context which influence vulnerabilities and resilience



Crisis Impact

Analysis can be done by asking some key questions based on each themes

Drivers of the crisis and underlying factors	International Capacities and Response
Scope of the crisis and humanitarian profile	Humanitarian Access
Status of populations living in affected areas	Coverage and Gaps
National Capacities and Response	Strategic Humanitarian Priorities

Dimension consist of:

Status and Impact	Vulnerabilities and Risk	Trends	Information Gaps
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Trainer Notes

Example of questions:

- **Drivers:** main driver of the crisis and the underlying factors of increased vulnerability
- **Scope of the crisis and humanitarian profile:** geographical extent of the affected area and affected people
- **Status of populations living in affected areas:** main characteristics of affected populations, and condition of affected populations in terms of protection, livelihoods, and essential services and goods
- **National Capacities and Response:** local coping mechanisms, government and non-governmental respond capacities, and their interventions to date in response to the crisis?
- **International Capacities and Response:** international response capacity, which agencies and their interventions
- **Humanitarian Access:** logistic and security consideration, civil-military relations feature
- **Coverage and Gaps:** To what extent are the conditions of affected populations being addressed
- **Strategic Humanitarian Priorities:** strategic priorities for humanitarian Interventions and key issues to be considered

Image 19: Slide 19

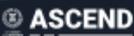


Describe early warning system for the emerging risks

2.3

Introduction

- **Coordinated assessment goal:** to create a shared situational awareness around problems and priorities generated by the disaster
- **Risk registry approach** is commonly adopted and implemented by international organisations and donors
- **Early warning system for such emerging risk** that potentially affect a coordinated assessment and emergency assessment in general is not common for local governments.



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Slide No. 19**Trainer Notes**

- A coordinated assessment aims to create a shared situational awareness around problems and priorities generated by the disaster.
- The risk registry approach is commonly adopted and implemented by international organisations and donors. Some governments in Asia and the Pacific also adopt such an approach.
- However, an early warning system for such emerging risks that potentially affect a coordinated assessment and emergency assessment, in general, is not typically acquired by local governments.





Describe early warning system for the emerging risks

2.3

Early Warning System Practice

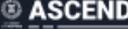
EWS Practice
 Early Warning, Early Action and Readiness (EWEAR) reports entitled **Risk, Early Warning and Preparedness (REWP)** produced by Inter-Agency Standing Committee (IASC)

Such a report can offer a general risk assessment at both national and sub-national level where crisis and disasters are taking place with **three level of risks**:

Very High Seriousness

High Seriousness

Moderate Seriousness


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Trainer Notes

- The REWP Report acts as an inter-agency source of information for officials accountable at the global level for preparedness.
- To support concerted early action to the situations of most concern, the initial risk register provided by the different agencies has been prioritised
- Countries have been divided into three 'tiers' based on the assessed gap between the seriousness of the risk and the level of preparedness and response capacity: very high, high or moderate.
- The IASC Index for Risk Management (INFORM) values, based on historical data, have been added to provide a broader risk context.
- ASEAN member states and AHA Centre can develop similar instruments for
- ASEAN level risk and early warning systems for response preparedness in ASEAN.

Image 21: Slide 21



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Trainer Notes Close presentation and thank the participants.



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