Primary Course Objectives

- Competently use the Household Emergency Assessment Tool, and report assessment findings
- Effectively participate and coordinate in joint needs assessments as part of emergency response
Secondary Course Objectives

- Build awareness of humanitarian processes, standards and principles
- Understand how to deal with vulnerable persons during the assessment process
- Use Mobile Data Collection system for HEAT assessments
Course Structure and Schedule
This Session

- Opening remarks (OCHA)
- Admin / logistics
  - Times
  - Lunch and refreshments
- Building orientation
  - Fire
  - Security
  - Washroom
- Ground rules
  - Mobile phones and laptops
  - Mutual respect
  - Energy and participation
  - Other?
- Introductions
- Instructors
- Pre-Course Self-Assessment Questionnaire
Recap and Conclusions

- Course objectives and overview
- Admin
- Ground rules
- Introductions
- Self-assessment (baseline)
Coordinated Humanitarian Emergency Needs Assessment

Module 1 – Introduction to Humanitarian Programme Cycle and Emergency Needs Assessments
Kabul, 31 October 2017
www.unocha.org
Module Objectives

▪ Build understanding of humanitarian action and programming, including:
  ▪ Humanitarian principles
  ▪ Humanitarian programme cycle elements
  ▪ Importance of coordinated assessments
  ▪ Quality and accountability in humanitarian action

▪ Raise awareness of protection mainstreaming and gender equality for emergency assessment

▪ Understand context in which HEAT is appropriate
Module Objectives

▪ Build understanding of humanitarian action and programming, including:
  ▪ Humanitarian principles
  ▪ Humanitarian programme cycle elements
  ▪ Importance of coordinated assessments
  ▪ Quality and accountability in humanitarian action

▪ Raise awareness of protection mainstreaming and gender equality for emergency assessment

▪ Understand context in which HEAT is appropriate
What is a Needs Assessment?

- Group discussion (15 mins)

- Give an example of a time that you have seen a high quality needs assessment
  - What made the assessment effective?

- Give an example of a time that you have seen a low quality needs assessment
  - What prevented the assessment from being effective?
Why HEAT? (1/2)

- HEAT is one of a number of available tools.
- HEAT is:
  - intended only for use in response to emergency acute needs in a given area being assessed;
  - intended to provide consistent and quantified assessment data, the analysis of which informs part of the response.
- Complementary tools should be used in addition to HEAT to inform medium to longer-term targeting and decision-making as part of the broader response.
Why HEAT? (2/2)

- To gather household-level information in the initial stage of an emergency;
- To obtain a fast and clear picture of a specific context at a particular moment in time –
  - HEAT assessment should be instigated within the first five days of a crisis being reported.
- To determine whether sector-specific assessment(s) (e.g. food security, nutrition) are necessary, as these require considerable time, resources and technical capacity.
## Humanitarian Principles (1/2)

<table>
<thead>
<tr>
<th>Humanity</th>
<th>Neutrality</th>
<th>Impartiality</th>
<th>Operational independence</th>
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<tbody>
<tr>
<td>Human suffering must be addressed wherever it is found. The purpose of humanitarian action is to protect life and health and ensure respect for human beings.</td>
<td>Humanitarian actors must not take sides in hostilities or engage in controversies of a political, racial, religious or ideological nature.</td>
<td>Humanitarian action must be carried out on the basis of need alone, giving priority to the most urgent cases of distress and making no distinctions on the basis of nationality, race, gender, religious belief, class or</td>
<td>Humanitarian action must be autonomous from the political, economic, military or other objectives that any actor may hold with regard to areas where humanitarian action is being implemented.</td>
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</table>
Humanitarian Principles (2/2)

1. The humanitarian imperative comes first.
2. Aid is given regardless of the race, creed or nationality of the recipients and without adverse distinction of any kind. Aid priorities are calculated on the basis of need alone.
3. Aid will not be used to further a particular political or religious standpoint.
4. We shall endeavour not to act as instruments of government foreign policy.
5. We shall respect culture and custom.
6. We shall attempt to build disaster response on local capacities.
7. Ways shall be found to involve programme beneficiaries in the management of relief aid.
8. Relief aid must strive to reduce future vulnerabilities to disaster as well as meeting basic needs.
9. We hold ourselves accountable to both those we seek to assist and those from whom we accept resources.
10. In our information, publicity and advertising activities, we shall recognize disaster victims as dignified human beings, not hopeless objects.
Humanitarian Principles in Afghanistan

Group Exercise

- Work in groups of two or three, and discuss the three situations in the handout.

- Describe which humanitarian principle is challenged in each situation, and how or why.

- Describe what you would do in each situation.
The Humanitarian Programme Cycle

- Needs Assessment & Analysis
- Preparedness
- Strategic Planning
- Information Management
- Coordination
- Implementation & Monitoring
- Resource Mobilization
- Operational Peer Review & Evaluation
The HPC (2/2)

- HPC allows humanitarian actors to:
  - Jointly define the overall shape of the response,
  - Position their role in relation to other organisations,
  - Understand what needs to be done at a given moment in time;

- The implementation of the HPC involves all relevant actors in decisions, adopting a cooperative approach to achieving objectives.

- This ensures a more coherent, effective and accountable response
## HPC vs. Emergency Response Project Cycle

<table>
<thead>
<tr>
<th>Humanitarian Programme Cycle</th>
<th>Emergency Response Project Cycle</th>
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<tbody>
<tr>
<td>Humanitarian Needs Overview</td>
<td>Emergency Needs Assessment</td>
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<tr>
<td>Humanitarian Response Planning</td>
<td>Emergency Response Planning</td>
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<td>Resource Mobilisation</td>
<td>(Resource Mobilisation)</td>
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<td>Implementation and Monitoring</td>
<td>Implementation</td>
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<td>Evaluation</td>
<td>Post-Distribution Monitoring</td>
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</table>
Joint Needs Analysis - Overview

- A humanitarian needs overview consolidates and analyses information on the needs, vulnerabilities and capacities of affected people.

Purpose:
- To identify immediate emergency needs and key humanitarian issues based on multiple data sources;
- To provide an analysis of severity and ranking of need to underpin the humanitarian response plan;
- To consolidate and analyse information in order to plan and identify gaps in needs assessments for better programming;
Strategic Response Planning - Overview

- Humanitarian response planning helps the humanitarian community respond more effectively to the needs of people affected by a crisis.

- What needs to be done?
  - Consolidate and jointly review data on the situation and response (including gaps and capacity);
  - Decide on the scope of the response;
  - Determine priorities;
  - Ensure that risks and mitigation actions are identified by each cluster/sector;
Implementation and Monitoring

- **Response monitoring** - continuous process that tracks the humanitarian assistance delivered to affected populations compared to targets set out in the humanitarian response plan;

- **Monitoring tracks:**
  - Inputs and outputs resulting from interventions to affected populations;
  - The outcomes of cluster activities;
  - Progress towards the strategic objectives of the HRP, while considering the diversity of the affected population and their perspectives of the response.
Humanitarian Evaluation

- **Inter-Agency Humanitarian Evaluation** - an independent assessment of whether collective results achieved in response to an emergency meet the objectives stated in the Strategic Response Plan and the needs of affected people.

- **Humanitarian Programme Cycle** - allows humanitarian actors to jointly define the overall shape of the response, position their role in relation to other organisations, and understand what needs to be done at a given moment in line with agreed objectives to ensure a more coherent, effective, and accountable response.
Joint Needs Analysis - Overview

**Effective humanitarian response also means that aid organisations commit to standards of quality.**

- These standards include:
  1. Core Humanitarian Standards
  2. Protection Mainstreaming
  3. Gender Equality in Humanitarian Action
Protection and Gender Sensitivity

- Defining Protection;
- Gender Responsiveness;
- Group Exercise: Gender Equality in Humanitarian Response
Protection

- Definition:
  “All activities aimed at obtaining full respect for the rights of the individual in accordance with the letter and spirit of the relevant bodies of law (human rights law, international humanitarian law and refugee law).”
  
  Inter-Agency Standing Committee Definition

- Protection can be mainstreamed, meaning:
  “The process of incorporating protection principles and promoting meaningful access, safety and dignity in humanitarian aid.”
Mainstreaming Protection

The following elements must be taken into account in all humanitarian activities:

▪ **Prioritise safety & dignity, and avoid causing harm:** prevent and minimise as much as possible any unintended negative effects of your intervention which can increase people's vulnerability to both physical and psychosocial risks;

▪ **Meaningful Access:** arrange for people’s access to assistance and services - in proportion to need and without any barriers (e.g. discrimination). Pay special attention to individuals and groups who may be particularly vulnerable or have difficulty accessing assistance and services;

▪ **Accountability:** set-up appropriate mechanisms through which affected populations can measure the adequacy of interventions, and address concerns and complaints;

▪ **Participation and empowerment:** support the development of self-protection, capacities and assist people to claim their rights, including - not exclusively - the rights to shelter, food, water and sanitation, health, and education;
Gender Responsiveness

- Analyse gender differences;
- Design services to meet needs by all;
- Access for women, girls, boys and men;
- Ensure equal participation;
- Train women and men equally;
- Address Gender-Based Violence in sector programme;
- Collect, analyse, and report sex and age-disaggregated data;
- Target actions based on gender analysis;
- Coordinate actions with all partners
Gender Equality in Humanitarian Response

Mini-Group Exercise

- Work in groups of two or three, reading the scenario and the IASC gender checklist (‘ADAPT-ACT-C’) for Non-Food Items programming;

- Within the group, list all of the points from the scenario which do not conform with gender equality;

- One person from the group should present 2-3 of the main points within one minute.
Recap and Conclusions

- Four Humanitarian Principles: Humanity, Neutrality, Impartiality and Independence;

- HPC allows for a more coherent, effective and accountable response through a process that includes an initial needs assessment, strategic response planning as well as impact monitoring;

- Commitment to core standards of quality;

- Commitment to mainstream protection and gender in the humanitarian response.
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<thead>
<tr>
<th>#</th>
<th>How confident are you in …</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>1</td>
<td>… your knowledge of the humanitarian programme cycle?</td>
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<td>2</td>
<td>… your knowledge of humanitarian principles and standards?</td>
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<td>3</td>
<td>… your knowledge of gender equality and protection mainstreaming in humanitarian assessments?</td>
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<td>4</td>
<td>… generally using the HEAT in an assessment?</td>
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<td>5</td>
<td>… explaining how to use the HEAT with colleagues and peers from other organizations?</td>
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<td>… conducting the WASH assessment part of the HEAT?</td>
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<td>7</td>
<td>… conducting the Food Security assessment part of the HEAT?</td>
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<td>8</td>
<td>… conducting the Shelter and Loss assessment parts of the HEAT?</td>
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<td>9</td>
<td>… using Mobile Data Collection tools, including tablets?</td>
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<td>10</td>
<td>… planning and coordinating a joint needs assessment mission for emergency response?</td>
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<td>11</td>
<td>… leading a joint needs assessment mission for emergency response?</td>
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<td>12</td>
<td>… troubleshooting typical problems facing joint needs assessments?</td>
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<td>13</td>
<td>… sensitively interacting with vulnerable beneficiaries?</td>
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<td>14</td>
<td>… analyzing emergency needs assessment data generated by HEAT?</td>
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<td>15</td>
<td>… structuring and writing an assessment report?</td>
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<td>16</td>
<td>… appropriately communicating assessment findings?</td>
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(1 is ‘weak’, 5 is ‘strong’)
INSTRUCTIONS

Work in groups of two or three, and discuss the three situations in the handout.

Between you,
A. Describe which humanitarian principle is challenged in each situation, and how or why.
B. Describe what you would do in each situation.

People should be prepared to briefly present the outcome of the discussion. You have 15 minutes.

SITUATION 1

You want to do a Needs Assessment after a flood, and start to register beneficiaries. The district governor calls you before you leave for the field mission, and says that you must assess families in other villages. A community elder tells you later that those villages were not affected by the flood, and that they are part of the governor’s family.

SITUATION 2

You would like to do a Needs Assessment of an area where you have heard families have fled to, after an increase in military activity. The families are from the area where there are military operations, and so are not friendly with the government; they decide to stay in a rural area. After sharing your plans with government departments, one of the security forces calls you to say that you are not allowed to go to this area, because they will not guarantee your safety. If you must go, they say you can hire armed escort vehicles. The IDP communities want you to help them, but they say they will not accept any military presence.

SITUATION 3

Community elders tell you that many families left their homes because of fighting, and have moved into an area near their village; they have many children and no shelter. Both the area they moved from and into are not supportive of the government, but the new area does not often suffer security incidents. You want to coordinate an assessment there, and speak with other people about it. However, humanitarian staff from agencies are slow to respond, and you feel that they are not interested because they are scared about going to the area, or do not want to help those families. They tell you that they are too busy, but you know they are not. When pressed on the issue, they say that the area is insecure.
INSTRUCTIONS

Work in groups of two or three, and discuss the situation below and also read the IASC Gender Mainstreaming note on Non-Food Item distributions in the handout.

In your team,
A. List all problems regarding gender equality in the description of the situation
B. Pick two or three of the most important, and agree on what you can realistically do about it

People should be prepared to briefly present the outcome of the discussion. You have 15 minutes.

SITUATION

You are part of a joint response to IDPs who left their villages because of a landslide and flood. The needs assessment was already completed by other agencies, who collected information about the number of households affected, and assumed seven members in each household, but no further information is given. The assessment was done by 6 teams of two (male) staff each. The beneficiaries register is a list of men from the displaced community.

The government and other agencies met last week, and planned to conduct the distribution, which your agency is now a part of (your staff were on a training course when the assessment took place).

You join the other agencies at the distribution site, an old school building. A group of registered beneficiaries, all male, are sitting in the shade of the old school building. A small group of older women are waiting nearby, away from the men, and in the sun. The women are embarrassed to speak with your team, as you are all men. The male group looks angrily at both you and the women.

Eventually you understand from them that some of the female group are wives of the men, but that there are also seven widows in the group—three are remarried to their former brother-in-law, and four are living as the head of their household. One of those four has three young children, as her husband was died recently. Another one has a husband with disabilities, who cannot walk after he lost his legs in a car accident. None of the women are registered in the beneficiary list. They say that they were also embarrassed to approach the needs assessment teams when they arrived last week, but that they did not know what to do.
## ADAPT and ACT Collectively Gender Checklist

### Analyze gender differences
- Gather information from women, girls, boys and men about family structures and NFI needs based on age and sex; set up the distribution system accordingly.

### Design services to meet needs of all
- Issue family entitlement cards and ration cards in the names of the primary female and male household representatives.
- Provide at least two sets of clothing to women, girls, boys and men in correct size and appropriate to culture, season and climate.
- Ensure access to a combination of blankets, bedding or sleeping mats for warmth and to enable separate sleeping arrangements as required.
- Ensure women and girls are provided sanitary materials and hygiene kits, including soap and underwear.
- Provide training or guidance on use of NFIs where necessary.

### Ensure Access for all
- Routinely monitor who is employed to help with distributions to ensure gender balance in employment, and that those who help with distribution are paid and that women and men benefit equally.
- Promptly address obstacles to equal access and benefits.

### Ensure equal Participation
- Involve women and men in planning and implementing NFI selection and distribution.
- Ensure women and men are informed and aware of their individual entitlements, the quantity and variety of items they should receive, and the place, day and time of distribution.

### Train all equally
- Ensure an equal number of women and men are employed in NFI distribution programmes and have equal access to trainings.
## ADAPT and ACT Collectively Gender Checklist (continued)

| Address gender-based violence | • Ensure both women and men participate in identification of safe and accessible distribution sites.  
| • Monitor distribution sites to ensure they are safe and accessible. |
|---|---|
| Collect, analyze and report programme monitoring data | • Routinely collect, analyze and report on sex- and age-disaggregated data on programme coverage. |
| Target actions based on analysis | • Develop and implement plans to address any inequalities and ensure access and safety for all of the target population. |
| Collectively coordinate actions | • Ensure that actors involved with NFIs liaise with actors in other areas to coordinate on gender issues, including participating in regular meetings of the gender network.  
| • Ensure the NFIs areas of work have a gender action plan and routinely measure project-specific indicators based on the checklist provided in the *Inter-Agency Standing Committee Gender Handbook*.  
| • Work with other sectors/clusters to ensure gender-sensitive humanitarian programming. |
Coordinated Humanitarian Emergency Needs Assessment

Module 2 – Household Survey Methodology and Dealing with Vulnerable Persons
Kabul, 30 October 2017
www.unocha.org
Why do a Rapid Assessment? (1/2)

- The rapid assessments intends to:
  - Determine the impact of the disaster and need for intervention;
  - Determine needs and priorities for immediate emergency measures;
  - Determine the resources available and resources needed;
  - Plan interventions.
Why do a Rapid Assessment? (2/2)

- Information must be gathered in the first few days following an emergency or disaster as the needs of those affected are often very acute and meeting these needs can potentially save many lives;

- Interventions must not be delayed awaiting the results of an extensive assessment => rapid assessment to give a general idea of the situation for emergency programmes to be put in place.
What is a Household Survey? (1/2)

- Most of us are familiar with surveys and are likely to have participated in several of them in the past.

- A common type of survey frequently done in humanitarian emergencies is a nutrition survey of children < 5 years of age. It provides a snapshot of a population’s health and nutritional status, or relief programme coverage.
What is a Household Survey? (2/2)

- **Cross-sectional survey**
  
  A cross-sectional survey is a collection of data at a single point in time from a specific population.

- Think of it as a snapshot picture

- Vast majority of surveys in assessment during humanitarian emergencies are cross-section – but other types exist.

- Most cross-sectional surveys are conducted over a relatively short period of time
Interview-based Data Collection

- Definition:
  An interview is a face-to-face communication between an enumerator and an interviewee. It is aimed at gathering information that would help the humanitarian community better support him or her.

- Interviews are conducted according to a specific protocol and script.
The Belmont Principles

- **Respect for persons:** protecting the autonomy of all people and treating them with courtesy and respect and allowing for informed consent. Researchers must be truthful and conduct no deception;

- **Beneficence:** The philosophy of "Do no harm" - minimizing risks to the research subjects i.e. risk to participants in research be vanishingly small compared to anticipated value of the research.

- **Justice:** ensuring reasonable, non-exploitative, and well-considered procedures are administered fairly
Research Ethics and Code: Key Considerations

- The following slides will be examining:
  - Informed Consent;
  - Data protection and Personally Identifiable Information (PII);
  - Conduct during Key Informant Interviews
Informed Consent

Informed consent (orally or in written form) is consent given by an individual who:

1. Has received necessary information such as
   - Objective and purpose of the research
   - About the organization conducting it
   - Outlining any risks/benefits of participation (clarifying if none)
   - Voluntary participation - can stop the interview anytime.
   - Confidentiality and PII

2. Has adequately understood the information

3. Has arrived at a decision without any influence, inducement, coercion, intimidation or request.
Data Protection and PII (1/4)

- **Personally Identifiable Information (PII)** is one or combination of information that can directly, and uniquely identify an individual. Information that commonly constitutes as PII:

  - **Direct:** Full Name. Photographs, Home address, GPS Coordinates, Email address, other contact information, Digital Identity (National Identity / Passport, Biometrics etc.), Date of Birth and Birthplace

  - **Indirect** (can be combined with other information to identify): Grade, salary, job position, Name of school, work they attend, Gender, Race, Age, Health information, Postcodes, neighbourhoods
Such PII information that can uniquely identify individuals should NOT be published or shared.

Organisations should take steps to de-identify PII to protect the identity of KIs and limit potential risks to them.
Data Protection and PII (3/4)

• Always inform the participant that PII will not be disclosed, and other information will be utilised solely for humanitarian purposes;

• Do not attempt to identify any individual or other confidential information accessible to you;

• No data or records shall be reported to anyone without written permission of a senior staff member;

• If you are working as enumerator/monitor/supervisor commit that any data or information that is accessible to you will remain confidential and that you shall not disclose it to anyone intentionally or unintentionally;

• As much as possible, always work on a computer/phone not connected to insecure internet networks;

• Immediately report any breach or suspected breach of data confidentiality.
Data Protection and PII (4/4)

GROUP EXERCISE

• Participants and informants in research have a recognised right that the information they provide will remain confidential.
• Field conditions, however, often put pressure on the best intentions of the researchers.

Scenario

• You are conducting a community informant interview in a rural setting, you try to manage one-on-one interview with the informant, however people gather around intrigued by what is going on.
• You are about to ask questions that can be regarded as sensitive in nature.
• How will you proceed?
Interview Protocol

• Greet them, **introduce** yourself & your organisation
• Explain **why** you’re gathering information
• Make sure person you’re interviewing is **head of household**
• Ask their **consent/permission** to interview them
• Tell how much **time** the interview will take
• Explain how we'll **protect** their information
• *IMPORTANT* Explain that we **can't** promise they'll receive assistance/become beneficiaries
• **Thank** them for their time/cooperation
Sample Interview Script

• Hello, my name is _______________. I am working with __________ in Afghanistan.
• We are currently conducting an Emergency Assessment and a verification process of your conditions. Based on the results of the assessment we may provide assistance to people affected.
• Would it be okay to ask you some questions to establish the situation of your household?
• This will take between 10 and 20 minutes.
• All your answers and information will be kept strictly confidential. It is essential that you provide honest responses in order to define the proper future assistance.
• However, unfortunately we CANNOT guarantee that you will receive assistance at this stage or be included on beneficiary lists.
• We would highly appreciate your cooperation.
• Do you have any questions?
General Interview Guidelines

- **Friendliness & warmth** - people need to feel free to speak frankly about the issues important for them. Give the interviewee time to think and allow them time to respond. Avoid interrupting them.

- **Honesty & confidentiality** - don’t reveal confidential information about other respondents;

- **Empathy & compassion** - show sympathy when respondent is upset or explains hardship;

- **Initiative & creativity** – find solution while facing a challenge, like using paper if mobile battery fails;

- **More generally** – do not talk too fast, and ask questions that are simple, open-ended, concrete, and free of abstract ideas or suggestions. Ask questions one at a time.
At the End of the Interview

• Check your forms & documents:
  • Double check whether you skipped any questions;
  • Check form is saved properly;
• Tell them how the information they provided is important to the organisation and for designing a good response;
• Tell them we will do our best to help the most vulnerable impacted, but can’t promise anything;
• Ask if they have questions;
• Thank them.
Interview Don’ts

• React negatively to answers or judge
• Rush or cut people off – give them time to think & speak
• Ask several questions at once
• Interview during prayer or meal times
• Make promises
• Press if people don’t want to talk
Interview Do’s

- Ask for permission before starting to take notes or fill the questionnaire;
- Establish contact by introducing yourself first;
- Respond with empathy;
- Ask follow-up questions if their answer is unclear;
- Double check if answers contradict or seem unlikely;
- Be respectful & conservative in appearance (clothes, makeup, etc.);
- Be polite, thankful & kind;
- Use local language;
- Differentiate between assessment and registration for aid.
Specific Considerations for KIIIs (1/2)

Sexual Harassment

- Any unwelcome sexual advance, request for sexual favour, verbal or physical conduct or gesture of a sexual nature, or any other behaviour of a sexual nature that might reasonably be expected or be perceived to cause offence or humiliation to another;
- NO inappropriate touching, including pinching, patting, rubbing, or purposefully brushing up against another person;
- NO sharing of sexually inappropriate material;
- NO sexual questions (orientation, history, etc.), advances, or staring
- Sexual harassment can involve women, girls, boys and men.
Specific Consideration for KII (2/2)

Child Protection

- **NO** speaking to the child if they aren’t comfortable
- **NO** interacting with the child in absence of another responsible person around - such as a parent/relative, or without their approval
- **NO** unnecessary contact with the child
- **NO** sharing of content not suitable for children
- **NO** extracting personal information from the child
Frequent Needs After a Crisis Event

• Basic needs: shelter, food, water, sanitation;

• Health services for injuries or help with chronic medical conditions;

• Understandable and correct information about the event, their family, and available services;

• Being able to contact loved ones;

• Access to specific support related to one’s culture or religion;
Vulnerable Persons in Assessments

Why is it important to handle vulnerable persons differently during an assessment?

- Displacement is inherently distressing
  - What is it like to be a person affected by this disaster?
  - Do they feel supported/helped during the assessment process?
  - Was there anything aid workers might say that are NOT helpful, or could have been done better?

- People do better over the longer term if they:
  - Feel safe, connected to others, calm and hopeful …
  - Have access to social, physical and emotional support
  - Regain a sense of control by being able to help themselves
Typical Distress Reaction to Crises

- Physical symptoms (shaking, headache, fatigue, loss of appetite)
- Anxiety, fear
- Weeping, grief, sadness
- Guilt, shame (for having survived, for not having saved others)
- Elation for having survived
- Being on guard, jumpy
- Anger, irritability

- Immobile, withdrawn
- Disoriented
- Not responsive to others, not speaking
- Feeling confused, emotionally numb, dazed
- Unable to care for oneself or one’s children (not eating or drinking, not able to make simple decisions)
Vulnerable Persons in Assessments

Which persons are more vulnerable and in need of more advanced support from us during an assessment?

- People with serious life-threatening injuries or illnesses
- People so upset that they cannot care for themselves or their dependents
- People who may hurt themselves
- People who may hurt or endanger the lives of others
# Listening Guidelines

| Make contact                                      | Approach respectfully  
|                                                  | Introduce yourself by name and organisation  
|                                                  | Ask permission for the survey  
|                                                  | Help person feel comfortable (heat, weather, privacy)  
| Ask about needs and concerns                     | Find out person’s priorities—what is most important to them  
|                                                  | Although some needs are obvious, always ask  
| Listen and help people feel calm                 | Stay close to the person, but at an appropriate distance  
|                                                  | Do not pressure them to talk  
|                                                  | Keep your tone of voice soft and calm  
|                                                  | Maintain some eye contact  
|                                                  | Reassure them you are here to help  
|                                                  | If very distressed, help them feel calm and make sure they are not alone  

## Communication Guidelines

<table>
<thead>
<tr>
<th>Things to Say and Do</th>
<th>Things NOT to Say and Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let them know you hear them (e.g. nod head, say <em>hmmm</em> …)</td>
<td>Don’t pressure someone to tell their story, and don’t interrupt or rush their story</td>
</tr>
<tr>
<td>Provide factual information if you have it. Be honest about what you do and do not know. “I don’t know, but I will try to find out about that for you”</td>
<td>Do not judge what they have or have not done, or how they are feeling. Don’t say “You shouldn’t feel that way” or “You should feel lucky you survived”</td>
</tr>
<tr>
<td>Acknowledge how they are feeling, and any losses or important events they share with you, such as loss of home or death of a loved one. “I’m so sorry …”</td>
<td>Don’t use too technical terms</td>
</tr>
<tr>
<td>Respect privacy, and keep the person’s story confidential, especially when they disclose private events</td>
<td>Don’t give false promises or false reassurances, and don’t make up answers to questions you don’t know</td>
</tr>
<tr>
<td>Acknowledge the person’s strengths and how they have helped themselves</td>
<td>Don’t feel you have to try to solve all the persons problems for them.</td>
</tr>
</tbody>
</table>
Identifying False IDPs (1/2)

• Checking and, when in doubt, cross-checking identity documents. At least one member of the family is required to carry one of the following:
  • National ID card;
  • Passport
  • Driving License;
  • Voting card.

• Ask about their place of origin => They need to be able to credibly answer questions about their place of origin.

• Other cross-checking mechanisms include children’s vaccination cards for instance.
Identifying False IDPs (2/2)

Group Work

• What are the most difficult challenges in identifying genuine IDPs?

• What steps would you take to assess opportunistic people passing themselves off as IDPs in IDP-heavy locations?

• Why is data cross-checking important and how will it enable you to establish who is a genuine IDP?
Recap and Conclusions

• Rapid assessments contribute to rapid response planning following an emergency or disaster by providing a sufficient overview to implement emergency programmes;
• Three broad categories of data collection tools: interviews, quantitative and qualitative, and HEAT;
• Interviews are sensitive and must be conducted according to a specific protocol and pre-drafted script;
• Vulnerable persons must be handled differently during an assessment, and specific listening and communication guidelines are in place to avoid further distressing them;
• Identifying genuine IDPs from false ones can be challenging during a rapid assessment, but steps can be taken to distinguish them.
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致力协调，挽救生命
Module Objectives

- Plan a coordinated, small-scale, emergency needs assessment;

- Better troubleshoot during coordinated humanitarian emergency needs assessments.
Basic Elements of Field Coordination

- Agree on assessment objectives and coordination structures, including roles, responsibilities, and resources;
- Review pre-existing or current data and responses;
- Manage logistics and human resources;
- Help monitor and control progress.

=> IASC Operational Guidance for Coordinated Assessments in Humanitarian Crises 2012
Emergency Scenario: Uruzgan
Emergency Scenario (2/3)

- Armed conflict intensified in Dehrawud District, Uruzgan, with fears the DAC may fall. International military launched airstrikes in the area, but these have since stopped.

- There are two main IDP locations - one close to the DAC, one further away. Security forces say the one further away are just Taliban ‘terrorists’.

- The AOG road block has since been lifted on the main road. Families are still displaced.

- You call a coordination meeting with relevant agencies.
Emergency Scenario (3/3)

- IDPs in Landyana Village (GOV) – 400 families
- IDPs in Lablan Village (AOG?) – 150 families

- Agencies present: DoRR, WFP, UNHCR, OCHA, Norwegian Refugee Council, People In Need, ACTED
Short Simulation

- Host the coordination team meeting
- Facilitate it effectively, with the end goal being producing a mission plan for the joint assessment
- You have 10 minutes

=> Please convene in teams per organisation prior to gathering for the meeting (5 minutes).
Challenges in Field Coordination

- Difficult behaviours and poor participation in meetings;
- Dealing with local authorities;
- Dealing with different agencies and their different interests;
- Timelines and resources;
- Logistics;
- Overlooking gaps in responses;
- Each agency’s different response capacity;
- ‘Weak links’.
Group Discussion

1. In your opinion, how can the coordinating agency manage difficult behaviours in coordination meetings?

2. How would you overcome some of the challenges in response planning?
Recap and Conclusions

- **Basic field coordination entails:**
  - Agreeing with partners on assessment objectives and coordination structures (roles, responsibilities, resources);
  - Reviewing previous and current responses;
  - Managing logistics and HR with other partners;
  - Help monitor and control progress.

- **Challenges include:**
  - Poor attendance;
  - Difficult behaviours;
  - Different interests and agendas;
  - Different response capacities;
  - Logistics
  - Etc…
Coordinated Humanitarian Emergency Needs Assessment

Module 4 – Using the Household Emergency Assessment Tool
Kabul, 31 October 2017
www.unocha.org
Day 1 Recap

- Four Humanitarian Principles: Humanity, Neutrality, Impartiality and Independence;
- Commitment to mainstream protection and gender in the humanitarian response;
- Rapid assessments contribute to rapid response planning following an emergency or disaster by providing a sufficient overview to implement emergency programmes;
- Tools: interviews (sensitive, must follow specific protocol and script), quantitative/qualitative, and HEAT
- Vulnerable persons must be treated with extra care during an assessment, and specific listening and communication guidelines are in place to avoid further distressing them;
- Identifying genuine IDPs from false ones can be challenging during a rapid assessment, but steps can be taken to distinguish them;
- Basic field coordination is crucial but can be challenging as it involves multiple partners that need to agree on assessment objective and coordination structures, as well as on HR and logistics.
Orientation to the HEAT form (1/2)

- The HEAT tool is to be used during any emergency (Conflict and Natural Disaster);

- **Purpose:** To assess the impact of the shock at HH level

- Why is the impact assessed at HH level?
  - Better accountability;
  - More accuracy;
  - Better response, as designed to meet HH/Family level basic needs;

- The HEAT tool has to be used within 5 days of any event occurring or being reported.
Orientation to the HEAT form (2/2)

- Sections include:
  - Head of Household Registration
  - Composition of HH
  - Additional Vulnerabilities
  - General Assessment
  - Financial Assessment
  - Food Assessment
  - WASH Assessment
  - Shelter Assessment
  - Beneficiaries’ priorities
The Household - Definitions

**Definition:**
A housing unit in which there is one clearly defined head of household, with all other individuals living within the boundaries of the household and who regularly share meals, including family and non-family members.

**Household Head:**
The individual which is running a household and is looking after any dependents in the household. They also hold decision-making power in the home.

**Family:**
Closely linked relations connected by blood or marriage. Family ought not to extend beyond three links. Possible to differentiate between nuclear family and extended family.
Household Registration (1/2)

- Identify the Head of HH

  **Definition (reminder):**

  *The individual which is running a household and is looking after any dependents in the household. They also hold decision-making power in the home.*

- Further information required:
  - How many beneficiaries/dependents? => including number of families and individuals living in the same HH;
  - Place of displacement;
  - Start and end date of assessment;
  - Phone number and taskera number (Household Head)
It is also important to identify the **composition of the HH**:

- Demographics, broken down as:
  - New-born and infants (M/F), aged 0 to 5 years;
  - Children (M/F), aged 6 to 18 years;
  - Adults (M/F), aged 19 to 59 years;
  - Elders (M/F), aged 60 years or more.

- Nbr of bread winners currently working and over the age of 16.
Additional Vulnerabilities and Health

- Vulnerabilities with the HH head:
  - Elderly HH head;
  - Female HH head;
  - Child HH head.

- Vulnerabilities with HH members:
  - Chronically ill HH member;
  - Disabled HH member.

- Other Protection concerns:
  - Unaccompanied and separated children under 18 years;
  - Children and women prevented from accessing services;
  - Children and women victim of violence;
  - Children experiencing emotional distress/sadness/out of ordinary behaviour.
General Assessment (1/2)

- Displacement category:
  - Conflict IDP;
  - Natural disaster IDP;
  - Documented returnee;
  - Undocumented returnee;
  - No displacement;
  - Other (please fill).
- Place of origin, broken down by province, district & village;
- Date of arrival to current location;
- Reasons for displacement/inability to return (conflict, no land, no shelter, no livelihood);
General Assessment (2/2)

- Assistance Received (Y/N)

- If Y, type of assistance:
  - Food
    - Distribution of food assistance;
  - NFI
    - Distribution of blankets, kitchen items, cooking items, hygiene kits, etc. based on needs;
  - Shelter
    - Distribution of essential construction material, cash, and/or provision of technical assistance;
  - WASH
    - Provision of latrine and/or of water containers.
  - Health
    - Provision of emergency health assistance (medical supplies, health workers, etc.)
Financial Assessment

- Current main source of income;
- Nbr of HH bread winners currently working and over 16 years of age, broken down by gender (M/F);
- Monthly income before the shock (AFN);
- Monthly income after the shock (AFN);
- New debts since the shock:
  - No debts;
  - No new debts;
  - Less than 2000 AFN;
  - Between 2000-8000 AFN;
  - More than 8000 AFN.
Food & Nutrition Assessment

- Access to market to fulfil HH needs;
- Distance to market in kilometres and minutes;
- Food stocks and how long they are expected to last;
- Coping mechanisms, including:
  - Restricting adult meals to feed children;
  - Sending children to work;
  - Borrow food;
  - Rely on less preferred/less expensive food.
- Number of HH members affected by coping mechanisms;
- Child nutrition feeding programme, and type of programme.
WASH Assessment - Water

- Access to water (drinking, bathing, cooking)
  - Enough quantity when needed
- Distance between access point and HH (by foot + vehicle)
  - Accepted standard: maximum 500m from given HH.
  - Limited access examples: water source in private HH, across a river (that floods occasionally), far away from residential area/in unsafe area.
- Types of water access point/source:
  - Handpump;
  - Dug well;
  - Stream/river;
  - Pipe water;
  - Kandas;
  - Other (specify)
WASH Assessment - Sanitation

• Latrine availability

• Types of latrine:
  • Open defecation;
  • Community latrine;
  • Family pit latrine;
  • Family VIP latrine.
ES/NFI Assessment

- Type of HH accommodation/living space:
  - House;
  - Shared house;
  - Tent/makeshift shelter;
  - Public compound;
  - Open space.

- Type of accommodation arrangement:
  - Owned;
  - Rented;
  - Hosted;
  - Free of charge;
  - Squatting.

- Number of rooms;
- Rent or contribution paid (if applicable);
- NFI needs (blankets, kitchen items, heating material, etc.);
- Scale of original HH accommodation/living space destruction (if natural disaster IDP).
Access to Education

• How many girls and boys in HH currently attending school? => broken down by gender and number;

• Reasons children are not attending school:
  • Distance;
  • Language;
  • Lack of documentation;
  • Cost;
  • Security concerns;
  • Work;
  • Other;
  • N/A – children attend school.
Beneficiary Priorities

• The final section of the HEAT tool is a space to list the top three priorities for the beneficiaries;

• Such priorities can include:
  • Food;
  • NFIs (potentially broken down by types);
  • Shelter.

• **Cash** should not be considered a priority as many humanitarian actors do multi-purpose cash distributions. When the answer is cash, the KI should be asked again.
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TYPES OF WATER ACCESS POINTS/SOURCES

HAND PUMP

DUG WELL

STREAM/RIVER

PIPE WATER
EXAMPLES OF LATRINE TYPES

VIP Latrine

Community Latrine
Coordinated Humanitarian
Emergency Needs Assessment

Module 5 – Using Data Tablets
Kabul, 31 October 2017
www.unocha.org
Mobile data collection eliminates 4 of the 5 errors:

- **Error from the beneficiaries**
  => They don’t understand your question, they don’t provide the right information

- **Error in filling the form**
  => You don’t write the right information

- **Error in losing the form**
  => You miss the information

- **Error in the Data Entry**
  => You read something – you write something else

- **Data Entry take a lot of time**
Introduction to KoBo Toolbox
The KoBo Toolbox

- Kobo Toolbox is a free, open-source suit of tools for mobile data collection, available to all. It allows you to collect data in the field using mobile devices such as mobile phones or tablets, or computers. Kobo Toolbox is built on top of ODK.

- Supported Platforms:
  - Android smartphones and Tablets (any brand except Apple)
  - Any device which runs a compatible web browser.
  - There is no app for iPhones and iPads.
The KoBo Toolbox – Web Interface
The KoBo Toolbox – Android App

Mobile digital data collection application for Android devices (Phones and Tablets)

KoBoCollect

Available on Google play store (free)
Creating a KoBo Account (1/5)

- There are two options to obtain a KoBo account:
  1. HUMANITARIAN ORGANIZATIONS
  2. RESEARCHERS, AID WORKERS & EVERYONE ELSE

- Benefits of creating an account for humanitarian organizations:
  - Hosted by UN OCHA
  - Unlimited use for humanitarian actors
  - Professional user support
Creating a KoBo Account (2/5)

To Create an account visit: http://www.kobotoolbox.org
Creating a KoBo Account (3/5)

1. Click on “Sign Up or Log in” link
2. Click on “or create an account” link
Creating a KoBo Account (4/5)

1. Fill the registration form (use your organization’s email account)
2. Click on “Create Account” button

Note:
You will need to verify your new KoBo account by clicking on the link you receive from KoBo Toolbox in the email account you provided.
Creating a KoBo Account (5/5)

- Once the registration process is completed by verifying your email account, navigate to: https://kobo.humanitarianresponse.info

- **Note:** You will need your username and password to log in.
XLS Forms

- XLSForm is created to simplify the authoring of forms in Excel. Authoring is done in an easy-to-read format using a familiar tool that almost everyone knows: Excel.

- XLSForms make it easy to share forms and collaborate with different people. They are simple to get started, while still allowing for the creation of complex surveys.

- The XLSForm is then converted to an XForm, that allows you to author a form with complex functions, in a consistent way across a number of web and mobile data collection platforms.
Uploading XLS Forms to KoBo (1/3)

1. Click on “New” button and select “upload”.
2. In Open dialog box, select your xls form.
3. Click on “Open” button.
1. After completing step 3 in previous slide, upload process will appear in the middle of the screen.

2. Once upload is completed, “XLS Upload completed” message will appear at bottom-left corner of the screen.

3. To deploy your form in Kobo server, click on “DEPLOY” button.

4. When “deployed form” message shows, it means the xls doesn’t contain any error, and the process is finished successfully.

Your Form is live now!
Uploading XLS Forms to KoBo (3/3)

Caution: Never Click on “REDEPLOY” button, when data collection is going on, you will lose All your collected data.
Setting up your device – Main Menu

- Type “kobocollect” in play store to install the app on android phones or tablets.

- Once Kobo app is installed on your device, it is recommended to setup an admin password to restrict users’ access to important settings and protect your Kobo account username and password.
Setting up your device - Credentials

1. Go to the ‘general settings’ on the Kobo main menu;

2. Insert https://kc.humanitarianresponse.info/username/

3. Enter username.

4. Enter password.
Setting up your device - Admin

1. Select “Admin Password to setup your password.

2. On Admin Settings page, Scroll down and Uncheck Username and Password. Now the users will not be able to see your Kobo account credentials.
1. In the main menu, select ‘Get Blank Form’;

2. Select the blank form you need;

3. Click on ‘Get Selected’.
Collecting and Saving Data

To start collecting data:
- Press ‘Fill Blank Form’ and choose the form that you want to use;
- Once you are done in collecting the information, you will reach the last page which says ‘You are at the End of the Form’;
- Change the ‘Name’ of the form if needed;
- If you are not yet sure with your response, uncheck ‘Mark Form as Finalised’.
- Note: If you are getting the GPS of the location, make sure your device location service is on and you are at an open space and accuracy rate is low.

To save data:
- Press ‘Save Form and Exit’. For saved forms but not yet submitted, look at ‘Edit Saved Form’ and retrieve the form;
- Click ‘Go to Start’, review your responses until you reach the end. Make sure that ‘Mark Form as Finalised’ has been checked. You will return to the main page.
Collecting Data - Language

After Selecting ‘Fill blank form’:

1. Select 3 dots symbol at top-right corner of the screen
2. Select ‘Change Language’
3. Choose your preferred language
Collecting Data – Constraint Messages

1. If a question is required and enumerator tries to skip it, this message appears and form will not move ahead. This means providing an answer is mandatory.

2. If a question is constrained and an invalid answer is entered, this message appears and the form will not move ahead.
1. Edit Saved Form;
2. Select the saved form you want;
3. Edit the question you need to edit;
4. Save Changes.
Send Finalised Form

1. Send Finalised Form;
2. Select the finalised form you want;
3. Select ‘Send Selected’

⇒ Make sure you having a working internet connection
Data Protection: Deleting Saved Forms (1/2)

There are only **three (3) reasons** to delete a saved form:

1. If the saved form cannot be completed.
2. There are too many saved forms in your device which are already sent.
3. There is a security threat.
1. In the main menu, select ‘Delete Saved Form’;
2. Select the form(s) you want to delete. Bear in mind the distinction ‘Saved Forms’/’Blank Forms’
Data Entry on a Computer (1/2)

1. Enter [https://kc.humanitarianresponse.info](https://kc.humanitarianresponse.info) in a web browser, log in with your username and password.

2. Click on your Project/form

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Active</th>
<th>Shared By</th>
<th>Date Created</th>
<th>Last Modified</th>
<th>Submissions</th>
</tr>
</thead>
<tbody>
<tr>
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<td>✔</td>
<td></td>
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<td></td>
<td>0</td>
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</tr>
<tr>
<td>Test_Tool</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Click on ‘Enter data in browser’
Data Entry on a Computer (2/2)

Select a language and start data entry.
Downloading Data

1. Enter https://kc.humanitarianresponse.info in a web browser, log in with your username and password.

2. Click on your Project/form

3. Click on ‘Download data’ and select your preferred format.
General Guidelines

Observe data security protocol

- **Do not** bring any changes in .xls form;
- **Do not** use or share any forms for personal purposes
- **Do not** set-up accounts on personal devices, unless this is the necessary means of professional data collection
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www.unocha.org
Coordinated Humanitarian
Emergency Needs Assessment

Module 6 – Analysing Data, Report Writing and Communicating
Kabul, 01 November 2017
www.unocha.org
Day 2 Recap

- HEAT tool is to be used during any emergency within 5 days of it being reported;
- Tool intended to assess impact of shock at HH level, which enables better accountability, more accuracy, and a better response (tailored to HHs);
- 9 sections, included food assessment, WASH assessment, composition of HH, etc.;
- Mobile data collection eliminates a number of errors attributed to paper-based data collection;
- Kobo toolbox is the preferred tool for mobile data collection. Remember to adhere to the guidelines (do not install on personal device, do not share login details, etc.).
About Module 6

**Objectives:**
- Competently Produce a Needs Assessment Report;

**Module outline:**
- Collating and interpreting needs data;
- Types of reports and their objectives.

- Example HEAT Assessment Report
- Report-Writing Skills;
  - Tips to prepare the report;
  - Tips to edit/finalise the report.
Data Analysis (1/3)

GROUP DISCUSSION

- In your experience, what makes a good analysis?
- What makes an analysis bad?
Data Analysis (2/3)

- The data is broken down in caseloads – each assessment you conduct must have a **caseload number** (ex: KBL-001 for an assessment in Kabul province).

- Caseload numbers enable you to better find your data on the server and put it together in a same excel sheet for a cleaner analysis.

- At a basic level, the HEAT data can be analysed with simple pivot tables, that provide a consolidated overview of your assessment.

- More elaborate analysis can be done using multiple caseloads to detect trends, correlations, etc.
Data Analysis (3/3)

- A good analysis requires your data to be clean, so your first job when receiving your assessment data is check for inconsistencies (most commonly: spelling mistakes, blank cells, etc.);

- Once your data is cleaned, you can conduct a basic analysis using Excel pivot tables => **Handout: Basic Pivot Tables**.

- Pivot tables will serve to provide you a good basis for your report.
Types of Reports and Objectives

Types of reports:
- Needs assessment report, survey reports
- Monitoring reports (weekly report, field report, etc…)
- Evaluation reports

Objectives:
- To keep a record of what we are doing (for ourselves: project team and NGO),
- To communicate and share information with others (donors, other humanitarian actors, government).
- To be accountable for what has been and will be done.
Example HEAT Assessment Report (1/2)

- Organisations of any capacity should be able to provide a HEAT report, using the following guidelines:
  - All actors will complete HEAT forms (either through paper forms or mobile data collection)
  - All actors will complete the first and second sections of the standard HEAT report (i.e. how many households assessed and the breakdown of eligibility per cluster).
  - All actors will be able to complete the narrative section by answering probing questions, through data analysis but also field observations.
Example HEAT Assessment Report (2/2)

• 3 sections: General Overview; Key Findings; Narrative.

• The General Overview aims at collecting basic data on the organisation conducting the assessment, the date(s) of the assessment, and the location (by province, district and village(s)).

• In the Key Findings section, organisations should present the following:
  • An Assessment Summary, consisting of a breakdown of total HH analysed, and the needs per cluster;
  • An Assistance Summary, consisting of a breakdown of total HHs receiving assistance per cluster.

• In the Narrative section, organisations should present some data analysis/field observations per cluster using probing questions to break down the data collected. They should also provide recommendations on the basis of the data analysed and the observations made.
Tips to Prepare Reports (1/2)

- Start early: proceed with analysis immediately after the assessment and make sure you have a strong analysis plan with clean data before proceeding;
- Start drafting your report early, as soon as the analysis is complete;
- Be brief – more is not necessarily better!
- Simple is better than complex – do not use complex terms and write short sentences;
- Explain the reliability of information (fact/opinion/rumour). If findings are based on perceptions, it should be clearly stated;
- Remember to finish your report well – conclusion or recommendations.
Tips to Prepare Reports (2/2)

- Basic report structure includes:
  - **Results or findings**
    - Present the analysis; it is the development of the text.
    - This section is divided into sub-sections (1 sub-section = 1 focus point of the analysis)
  - **Conclusions**
    - Summarise the main findings of the analysis and answer the initial question (objectives)
  - **Recommendations**
  - **Bibliography and annexes**
    - List of documents reviewed, list of people met, guidelines used for data collection, etc.
Tips to Revise and Edit Reports

• Spell and grammar check:
  • You should use your word processor spell (and grammar) checker
  • Do not rely solely on them - they can let mistakes through.

• Re-read the report yourself.

• Ask colleagues to check your report for correct spelling and grammar.

• Seek comments from colleagues.
Recap and Conclusions

• All actors need to fill out a HEAT report according to specific guidelines, even using field observations and probing questions;

• 3 sections: General Overview; Key Findings; Narrative;

• Remember to start early, proofread and have colleagues check for comments and grammar.
The mission of the United Nations Office for the Coordination of Humanitarian Affairs (OCHA) is to mobilize and coordinate effective and principled humanitarian action in partnership with national and international actors.

Coordination Saves Lives

This handout contains basic pivot tables to guide you in your HEAT form data analysis, broken down by main sections. Pivot tables enable you to analyse and summarise a number of variables related to your caseload, and can be easily done on Microsoft Excel.

**HOUSEHOLD**

<table>
<thead>
<tr>
<th></th>
<th>% HH with less than 5 members</th>
<th>% HH with 5 to 8 members</th>
<th>% HH with 9 to 12 members</th>
<th>% HH with more than 12 members</th>
<th>Average number of families in HH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caseload</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Caseload</td>
</tr>
<tr>
<td>District A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>District A</td>
</tr>
<tr>
<td>District B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>District B</td>
</tr>
</tbody>
</table>

Table 1: HH size (in %), by number of members & district, by district.

**ADDITIONAL VULNERABILITIES**

<table>
<thead>
<tr>
<th></th>
<th>% has disabled hh members</th>
<th>% does not have disabled hh members</th>
<th>% has chronically ill hh members</th>
<th>% does not have chronically ill hh members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caseload</td>
<td></td>
<td></td>
<td>Caseload</td>
<td></td>
</tr>
<tr>
<td>District A</td>
<td></td>
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<td>District B</td>
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</tr>
</tbody>
</table>

Table 3: HHs with disabled members (in %), by district

Table 4: HHs with chronically ill members (%), by district

**FOOD AND NUTRITION ASSESSMENT**

<table>
<thead>
<tr>
<th></th>
<th>Av. days less pref/less exp food</th>
<th>Av. days borrow or rely on help</th>
<th>Av. days restrict adults food</th>
<th>Av. days limit portions</th>
<th>Av. days eating fewer meals</th>
<th>Av. days Sent boys to work</th>
<th>Av. days Sent girls to work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caseload</td>
<td></td>
<td></td>
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<tr>
<td>Female headed hh</td>
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<tr>
<td>Male headed hh</td>
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<tr>
<td>Elderly headed hh</td>
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<tr>
<td>Non-Elderly headed hh</td>
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<tr>
<td>Child headed hh</td>
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<tr>
<td>Non-Child headed hh</td>
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</tbody>
</table>

Table 5: HH coping mechanisms (in average days), broken down by head of HH.
Table 6: Length of caseload HH stocks (%)

<table>
<thead>
<tr>
<th></th>
<th>% with no stocks</th>
<th>% with less than 1 week</th>
<th>% with 1 to 3 weeks</th>
<th>% with 3 weeks to 3 months</th>
<th>% with over 3 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caseload</td>
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<tr>
<td>District A</td>
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<td>District B</td>
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</tbody>
</table>

WASH ASSESSMENT

Table 6: Type of HH main source of water (%), by district.

<table>
<thead>
<tr>
<th></th>
<th>% use hand pump</th>
<th>% use dug well</th>
<th>% use stream or river</th>
<th>% use pipe water</th>
<th>% use kandas</th>
<th>% use other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caseload</td>
<td></td>
<td></td>
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<tr>
<td>District A</td>
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<td>District B</td>
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</tbody>
</table>

Table 7: Latrine availability (% Y/N), by district.

<table>
<thead>
<tr>
<th></th>
<th>% yes, latrine available</th>
<th>% no, latrine not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caseload</td>
<td></td>
<td></td>
</tr>
<tr>
<td>District A</td>
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<tr>
<td>District B</td>
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</tbody>
</table>

ES/NFI ASSESSMENT

Table 8: Type of Shelter (%) per HH head.

<table>
<thead>
<tr>
<th></th>
<th>% in a House</th>
<th>% in a Shared house</th>
<th>% in a Tent or makeshift shelter</th>
<th>% in a Public compound</th>
<th>% in a Open space</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caseload</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female headed hh</td>
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<tr>
<td>Male headed hh</td>
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<tr>
<td>Elderly headed hh</td>
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<tr>
<td>Non-Elderly headed hh</td>
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<tr>
<td>Child headed hh</td>
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<tr>
<td>Non-Child headed hh</td>
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</tbody>
</table>

Table 9: Caseload NFI needs per item (%)

<table>
<thead>
<tr>
<th></th>
<th>% Kitchen items</th>
<th>% Heating materials</th>
<th>% Clothing</th>
<th>% Blankets</th>
<th>% Water container</th>
<th>% Hygiene supplies</th>
<th>% Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caseload</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Scenario and Instructions

• You are conducting an emergency needs assessment using the HEAT tool;
• Working in teams of 3 enumerators, you have been assigned two interviewees per group;
• All enumerators must fill out the form;
• Please take turns asking the questions. Discuss amongst yourselves beforehand to split the questionnaire;
• You have 40 minutes to conduct the interviews, after which we will debrief.
CONTEXT
You look embarrassed and unsure about the situation, and do not want the men in the assessment team to come too close.

CHARACTER DESCRIPTION
a. Sohaila TAWANGAR (32)
b. Phone number: (refuses to tell)
c. No Tazkera
d. She has one newborn boy, and three young girls, and a 12-year old son, who is the only person who brings home money—from helping sell vegetables to passing cars.

VULNERABILITY/GENERAL ASSESSMENT
a. (If asked, mother is breastfeeding, but not pregnant).
b. There are no disabilities.
c. Two of the children, she says, have problems with their stomach.
d. She is a conflict IDP. She fled the home with her family after there were security operations in their village, in Baghlan-e Jadid in Baghlan Province. They fled on 14 September 2017.
e. There are no risks in the area.
f. She has been separated from her husband. (She does not want to say, but he was an AOG fighter, and she worries he has been killed). She would like help in contacting him.

FINANCIAL ASSESSMENT
a. She works now as a cleaner.
b. Her husband used to get 10,000 AFN from farming, but now she earns at most 2,000 AFN per day.
c. She has been borrowing money from an extended family member, and now owes about 7,500 AFN.

FOOD ASSESSMENT
a. Has access to village market (1km away); there are no access constraints. It takes 2-3 minutes to walk to.
b. Only 1 meal per day, does not have many cooking materials, mostly only has bread or rice to give family.
c. She says YES/TRUE to all coping strategy questions.
d. She has no food stocks—and has to pray every day that she will get food.

WASH ASSESSMENT
a. Does not have enough water. The closest source of water is 15 minutes’ walk away, and is a handpump, but she cannot carry all the water back to her home.
b. There is a community latrine 100 metres away.
c. (Does not use the latrine, because she is scared of the people who are nearby. Only a cloth covers the door.)

SHELTER & NFI ASSESSMENT
a. She has made a tent herself, made from old rugs and plastic sacks.
b. She pays 3,000 AFN rent each month.
c. She has lost all of her possessions

BENEFICIARY PRIORITIES
I want to try and find my husband. I also need milk for my baby, and more food and water for my small children
CONTEX
You look very comfortable or used to the registration process, and want the assessment team to like you. You are secretly a fake/professional IDP.

CHARACTER DESCRIPTION
a. Lutfullah AHMADZAI (47)
b. Phone number: 0798417620
c. No Tazkera
d. He tells the assessment team that he is hosting his elderly parents and has 13 children with his wife, including two babies—one is 3 months old, one is 6 months old.

VULNERABILITY/GENERAL ASSESSMENT
a. (If asked, mother is breastfeeding, but not pregnant).
b. The father has difficulty walking (no further details).
c. Two of the children, he says, have problems with their stomach.
d. He is a Natural Disaster IDP, due to an avalanche. He came from Panjshir on 1 July 2016. He says he will try to go back to his place of origin when he has enough money to restart his life there—until now he is stuck here.
e. There are no risks in the area.
f. He has not been separated from his family.
g. He says he has not already received assistance, but wants to know a lot about what kind of assistance you will be able to give him.

FINANCIAL ASSESSMENT
a. He used to work in a bakery, earning 3,500 AFN / month. But now earns only 50 AFN a day.
b. He has been borrowing money from a friend, and now owes about 5,000 AFN.

FOOD ASSESSMENT
a. Have access to the village market (1km away); there are no access constraints. 2-3 minutes to walk to.
b. Is able to cook food, but only now has two meals a day. He says that he sometimes has no meals a day, so that he can give all the food to his children. He says ‘yes’/7 to all coping strategy questions.

WASH ASSESSMENT
a. He says he does not have enough water for any of the options, and that he relies on pipe water which is a 5 minute walk away, but is very unsafe to drink.
b. (No family member is ill at the moment)
c. He says there is no latrine available, that everyone defecates in the open. It is not a private area.

SHELTER & NFI ASSESSMENT
a. Living in a partially destroyed home. (He does not say whose house, but makes up answers if pressed).
b. He pays 3,000 AFN rent each month.
c. Lost all his possessions

BENEFICIARY PRIORITIES
I really only need cash to start my life again, and also to buy clothes and food for my children.
We were very pleased to have you with us at Coordinated Humanitarian Emergency Needs Assessments. Below are some feedback questions that will help us evaluate and improve on our effectiveness to train and further the objective of coordinating assessments and data collection in Afghanistan.

### Feedback Questions

1. **Overall Evaluation:**

1.1 What impressed me or interested me the most was: (please explain why)

1.2 What facilitated my learning was:

1.3 The topics or issues seen during this course that remain not clear to me are:

1.4 I would like the following topics to be discussed in this or future workshops:

1.5 My recommendations for the next training are:

2. **To what extent did you gain confidence in the following modules:**

<table>
<thead>
<tr>
<th>Module 1: Introduction to HPC and Needs Assessments</th>
<th>Not at all</th>
<th>Not well</th>
<th>Neutral</th>
<th>Well</th>
<th>Very Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 What is a needs assessment and why HEAT?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>1.2 Ethical considerations and codes of conduct</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>1.3 Humanitarian Principles</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>1.4 Humanitarian Project Cycle Management</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>1.5 Protection and Gender Sensitivity</td>
<td>1</td>
<td>2</td>
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<table>
<thead>
<tr>
<th>Module 2: Household Survey Methodology</th>
<th>Not at all</th>
<th>Not well</th>
<th>Neutral</th>
<th>Well</th>
<th>Very Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Method instructions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.2 Dealing with Vulnerable Persons</td>
<td>1</td>
<td>2</td>
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<td>5</td>
</tr>
<tr>
<td>Module 3: Planning and Coordinating Field Missions for JNAs</td>
<td>1</td>
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</tr>
<tr>
<td>3.1 Basics of Field Coordination</td>
<td>Not at all</td>
<td>Not well</td>
<td>Neutral</td>
<td>Well</td>
<td>Very Well</td>
</tr>
<tr>
<td>3.2 Challenges in Field Coordination</td>
<td>Not at all</td>
<td>Not well</td>
<td>Neutral</td>
<td>Well</td>
<td>Very Well</td>
</tr>
<tr>
<td>3.3 Collective Problem Solving</td>
<td>Not at all</td>
<td>Not well</td>
<td>Neutral</td>
<td>Well</td>
<td>Very Well</td>
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<table>
<thead>
<tr>
<th>Module 4: Using the HEAT Tool</th>
<th>1</th>
<th>2</th>
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</tr>
</thead>
<tbody>
<tr>
<td>4.1 Orientation to the HEAT Form</td>
<td>Not at all</td>
<td>Not well</td>
<td>Neutral</td>
<td>Well</td>
<td>Very Well</td>
</tr>
<tr>
<td>4.2 Breakdown of HEAT form per category</td>
<td>Not at all</td>
<td>Not well</td>
<td>Neutral</td>
<td>Well</td>
<td>Very Well</td>
</tr>
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<thead>
<tr>
<th>Module 5: Using Data Tablets</th>
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<th>2</th>
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<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Why mobile-based data collection?</td>
<td>Not at all</td>
<td>Not well</td>
<td>Neutral</td>
<td>Well</td>
<td>Very Well</td>
</tr>
<tr>
<td>5.2 Introduction to KoBo</td>
<td>Not at all</td>
<td>Not well</td>
<td>Neutral</td>
<td>Well</td>
<td>Very Well</td>
</tr>
<tr>
<td>5.3 Information Management and Data Protection</td>
<td>Not at all</td>
<td>Not well</td>
<td>Neutral</td>
<td>Well</td>
<td>Very Well</td>
</tr>
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<thead>
<tr>
<th>Module 6: Analysing Data, Reporting Writing and Communicating</th>
<th>1</th>
<th>2</th>
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<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Collating and interpreting needs data</td>
<td>Not at all</td>
<td>Not well</td>
<td>Neutral</td>
<td>Well</td>
<td>Very Well</td>
</tr>
<tr>
<td>6.2 The HEAT assessment report</td>
<td>Not at all</td>
<td>Not well</td>
<td>Neutral</td>
<td>Well</td>
<td>Very Well</td>
</tr>
<tr>
<td>6.3 Report-writing skills</td>
<td>Not at all</td>
<td>Not well</td>
<td>Neutral</td>
<td>Well</td>
<td>Very Well</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Module 7: Main exercise: Coordinated Emergency Needs Assessment</th>
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<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Logistics and Organisation of the Training</td>
<td>Not at all</td>
<td>Not well</td>
<td>Neutral</td>
<td>Well</td>
<td>Very Well</td>
</tr>
<tr>
<td>3.1 I received timely invitation and confirmation for the training</td>
<td>Not at all</td>
<td>Not well</td>
<td>Neutral</td>
<td>Well</td>
<td>Very Well</td>
</tr>
<tr>
<td>3.2 How were the overall logistics and planning of the training?</td>
<td>Not at all</td>
<td>Not well</td>
<td>Neutral</td>
<td>Well</td>
<td>Very Well</td>
</tr>
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</table>

| 3.3 Please identify and explain the main challenges during the training | |

<table>
<thead>
<tr>
<th>4. How good was the facilitation?</th>
<th>Not at all</th>
<th>Not well</th>
<th>Neutral</th>
<th>Well</th>
<th>Very Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 The facilitators knew the subject matter well</td>
<td>Not at all</td>
<td>Not well</td>
<td>Neutral</td>
<td>Well</td>
<td>Very Well</td>
</tr>
<tr>
<td>4.2 The facilitators gave clear explanations of the topics</td>
<td>Not at all</td>
<td>Not well</td>
<td>Neutral</td>
<td>Well</td>
<td>Very Well</td>
</tr>
<tr>
<td>4.3 The speed of the lecture was appropriate</td>
<td>Not at all</td>
<td>Not well</td>
<td>Neutral</td>
<td>Well</td>
<td>Very Well</td>
</tr>
<tr>
<td>4.4 The facilitators welcomed questions and responded to them appropriately</td>
<td>Not at all</td>
<td>Not well</td>
<td>Neutral</td>
<td>Well</td>
<td>Very Well</td>
</tr>
</tbody>
</table>

| 4.5 How can we improve our facilitation? | |

| 4.6 Do you feel this training will have a positive impact on how you do your job? | |
|---|---|---|---|---|---|
| a. Yes | |
| b. No | |
| c. Don’t know/No comment | |