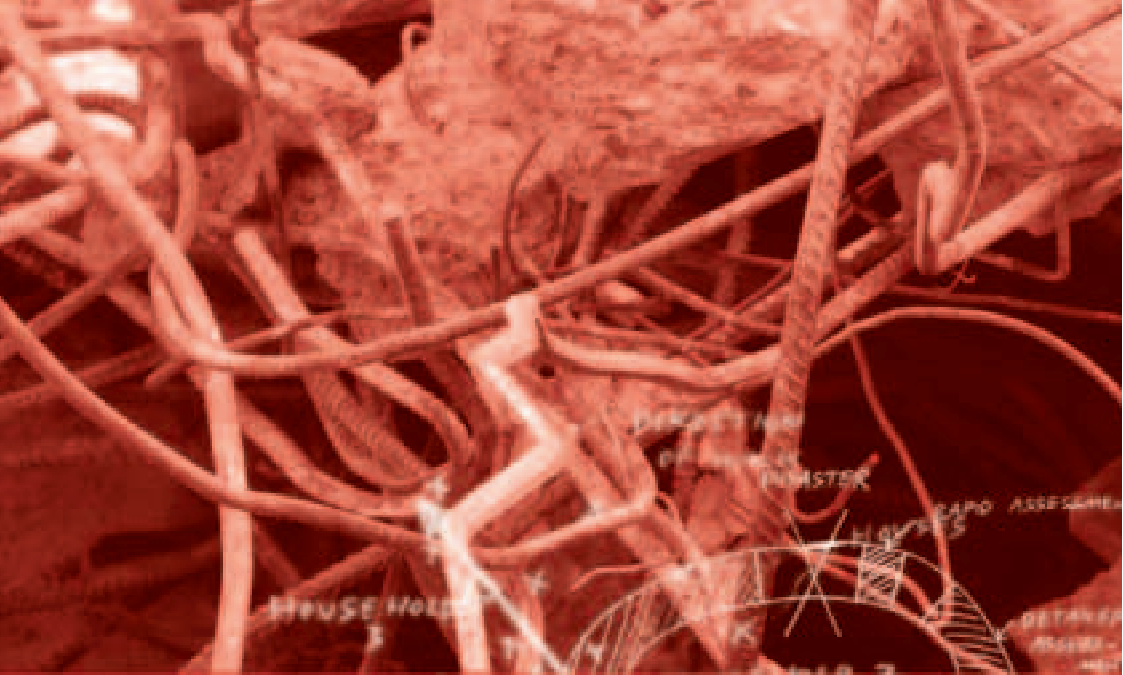

Guidelines for emergency assessment

October 2005

International Federation
of Red Cross and Red Crescent Societies

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Contents

Contents

Abbreviations and acronyms

AIDS	acquired immunodeficiency syndrome
ALNAP	Active Learning Network for Accountability and Performance in Humanitarian Action
ARI	acute respiratory infection
BPI	Better Programming Initiative
DOTS	directly observed treatment, short-course
EPI	expanded programme on immunization
ERU	emergency response unit
FACT	field assessment and coordination team
HIV	human immunodeficiency virus
ICRC	International Committee of the Red Cross
IDP	internally displaced person
International Federation	International Federation of Red Cross and Red Crescent Societies
NGO	non-governmental organization
RH	reproductive health
STI	sexually transmitted infection
TB	tuberculosis
TOR	terms of reference
UN	United Nations
UNICEF	United Nations Children's Fund
VCA	vulnerability and capacity assessment
WfH	weight for height
WFP	World Food Programme

Introduction

1. Introduction[1]

1.1 Why is an assessment methodology necessary?

Assessment is a vital element of the programme-planning process. Assessment provides the information on which decisions will be made. Whilst good information does not guarantee a good programme, poor information almost certainly guarantees a bad one.

The use of a standard methodology means that information can be compared with data collected during previous assessments.

2.2 Who will use these guidelines?

The guidelines are designed for use by anyone undertaking an assessment:

- All members of the International Red Cross and Red Crescent Movement.
- Generalists – no specific technical knowledge is required to use them.

Note on generalists

Generalists play a crucial role in emergency assessments. At the start of an emergency, a broad analysis is needed: what are the main problems and who is affected by them? A team of generalists, using these guidelines, can split up and cover a large area in a short space of time. The guidelines will help them to gather information about the overall situation and about key sectors (health, water, sanitation, etc.). The use of generalists increases flexibility and reduces time and expense. *But it does not eliminate the need for specialists.* The results of the general assessment provide the basis for a focused deployment of specialists.

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[1] References for this chapter:

Sphere Project. *Humanitarian Charter and Minimum Standards in Disaster Response.* Geneva: Sphere Project, 2003. Available at http://www.sphereproject.org/handbook/index.htm

International Federation. *Code of conduct for the International Red Cross and Red Crescent Movement and Non-Governmental Organizations in Disaster Relief.* Geneva: International Federation, 1994. Available at http://www.ifrc.org/publicat/conduct/code.asp

International Federation. *Better Programming Initiative: options for better aid programming in post-conflict settings.* Geneva: International Federation, 2000.

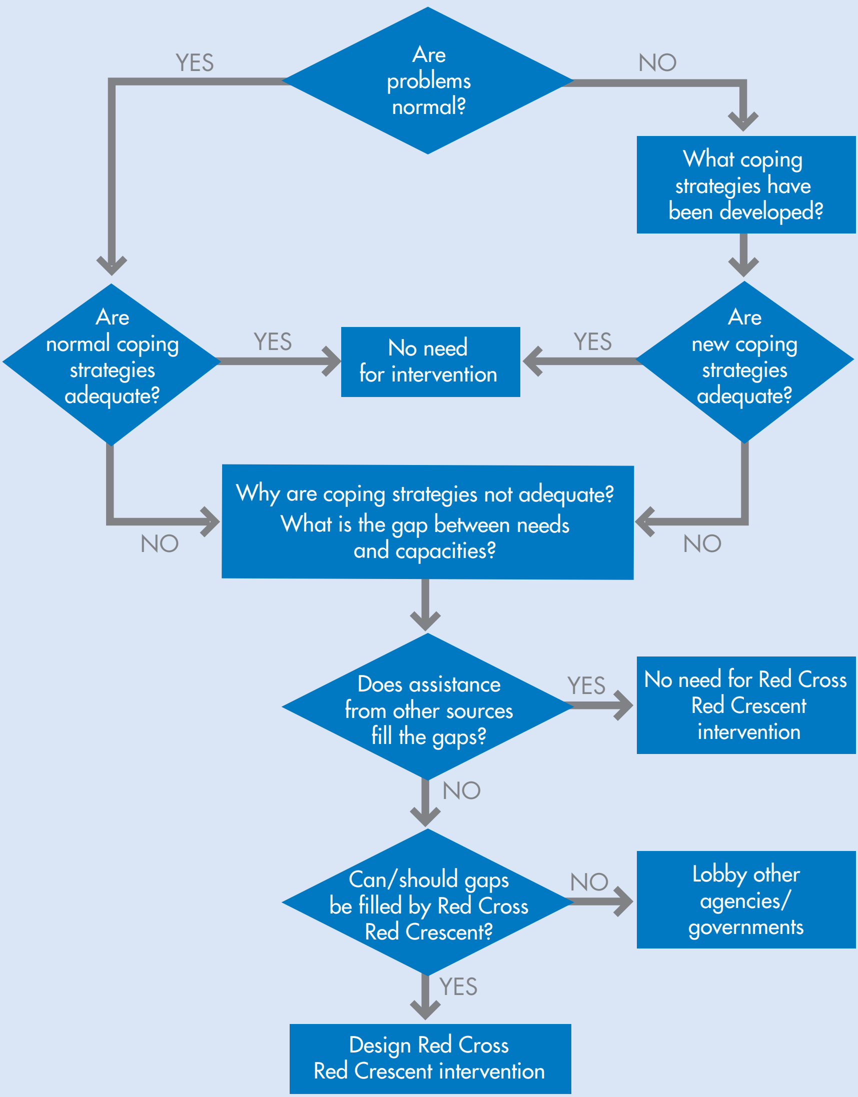
How to use

2. How to use these guidelines

These guidelines provide advice on the organization of emergency assessments. The order of the chapters is *roughly* equivalent to the order in which tasks are carried out in a real assessment – planning, fieldwork, analysis and reporting. However, assessment is not a linear process and most of these tasks overlap. We suggest, therefore, that you first read the entire document in order to understand the structure and to familiarize yourself with the contents. When using the guidelines to manage a real assessment, you will find yourself moving backwards and forwards through the document. The contents of each section are identified on the outer margin of each page to help you do this.

The Red Cross Red Crescent is involved in an enormous variety of emergencies. Each assessment is different, reflecting this diversity. These guidelines do *not* explain every activity for every assessment. They do, however, provide a framework within which an assessment can be organized. The process is important. By working through the guidelines you should be able to cover all the main issues that are essential for a successful assessment. Some parts of the guidelines will be more useful than others, depending on the type of emergency that you face. You will have to decide how to adapt the ideas presented here to your particular situation. *Curiosity* and *rigour* are the essential elements of an emergency assessment. These guidelines are intended to help you apply these principles.

Figure 1. Vulnerability and capacity flowchart



3. Key concepts

3.1 Vulnerability and capacity framework

All assessments are based on the International Federation's vulnerability and capacity framework. This entails an analysis of problems and the capacity that people have to address these. A Red Cross Red Crescent intervention may be appropriate if people's capacities do not match their problems. The process is illustrated by the flowchart in figure 1.

Vulnerability

"The characteristics of a person or group in terms of their capacity to anticipate, cope with, resist and recover from the impact of a natural or man-made hazard."[2]

- People are always vulnerable *to* something (e.g., a farmer is vulnerable to a failure of rains). Do not make assumptions about vulnerability based on experiences elsewhere.

Capacity

"…the resources of individuals, households, communities, institutions and nations to resist the impact of a hazard."[3]

Coping strategies

The ways in which capacities are put into practice.

[2] International Federation. *Vulnerability and capacity assessment: an International Federation guide.* Geneva: International Federation, 1999.

[3] Idem.

3.2 The assessment process

The assessment process is illustrated in figure 2.

Key message

The activities do not always progress in this order. "Analysis" and "secondary information review", for example, run through the whole process.

3.3 The assessment cycle

Assessments are grouped in three categories: rapid assessment, detailed assessment and continual assessment.

Rapid assessment

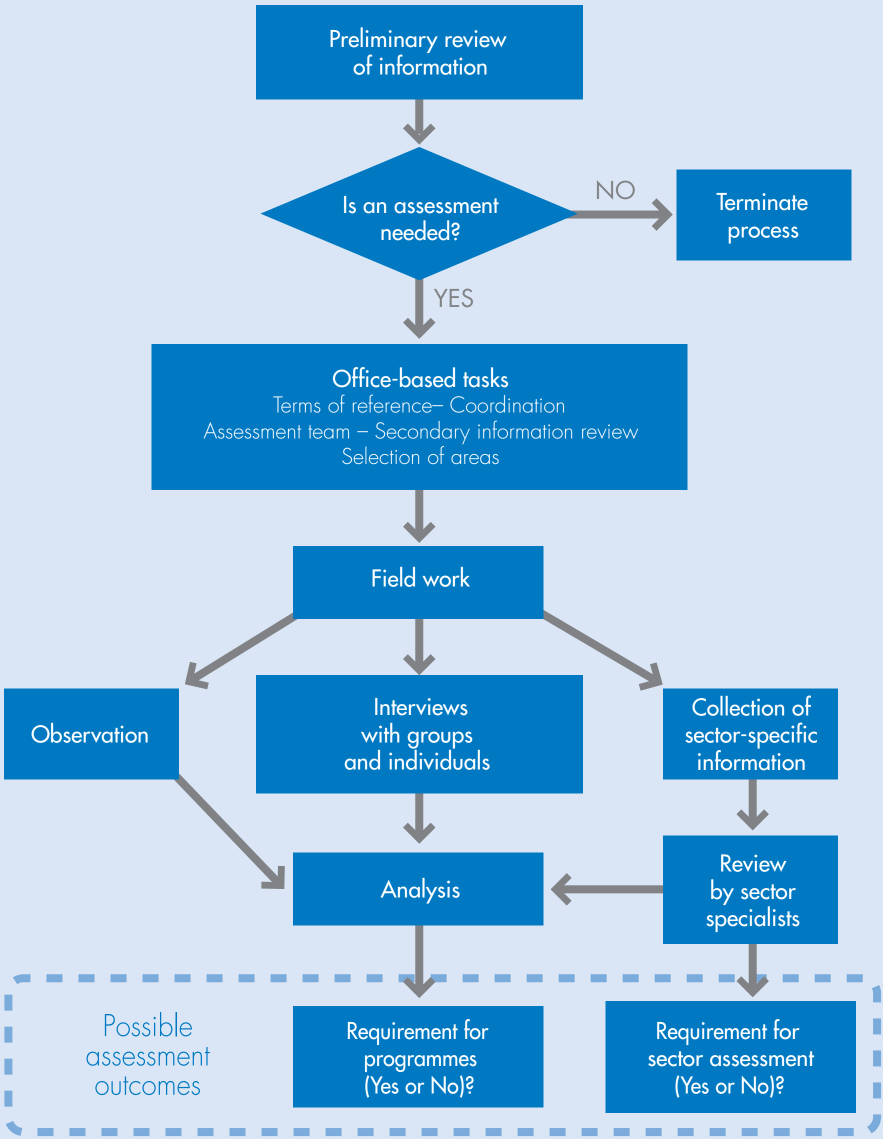
Undertaken after a major change, such as an earthquake or sudden refugee displacement, the assessment provides information about the needs, possible intervention types and resource requirements. A rapid assessment normally takes one week or less. It is followed by detailed assessments.

Detailed assessment

A detailed assessment may be done for any of the following reasons:

- A rapid assessment has been done, and more detailed information is required.
- The Red Cross Red Crescent is considering starting operations in a new area and requires detailed information to inform the decision.
- The Red Cross Red Crescent suspects that the situation is changing slowly and needs more information (for example, a slowly developing drought).
- Detailed assessments generally take about one month, but could take more or less time depending on the size of the area, the complexity of the issues and resources available.

Figure 2. The assessment process

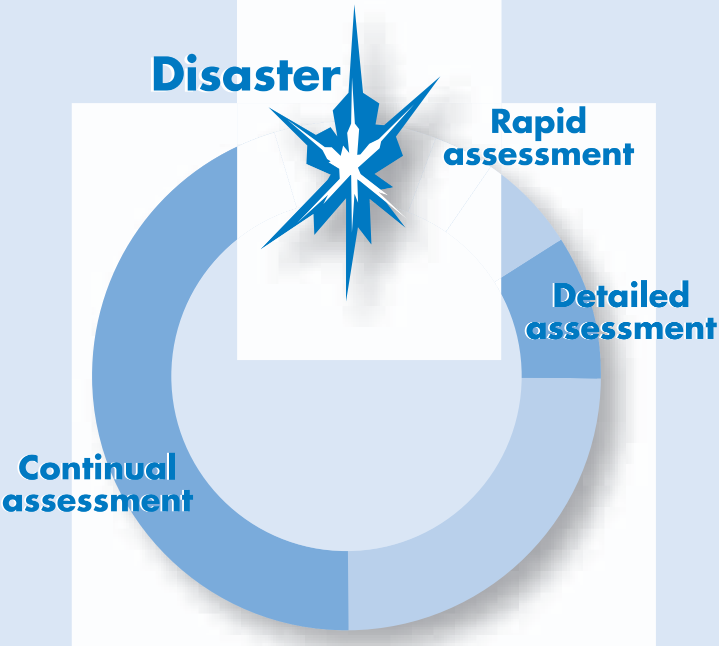


Continual assessment

This occurs when the Red Cross Red Crescent has carried out a detailed assessment and is now operational in an area. Continual assessment is a process whereby information is continually updated.

Assessments normally follow each other in a cycle (see figure 3 below).

Figure 3. The assessment cycle



Effective continual assessment helps you to identify changes quickly. When a change is identified, a rapid or detailed assessment can be done. Information from the continual assessment is used as *secondary* information during rapid and detailed assessments.

Interviews/questionnaires

3.4 Information collection

Assessments are based on a combination of observation and semi-structured interviews.

Definition

"A **semi-structured interview** is one in which the interviewer knows exactly what information they want but where the questions are not put in a specific order, or even directly on the subject of interest. The questions will not follow the inflexible format of a questionnaire."[4]

Note on questionnaires

Questionnaires are not included in these guidelines because they are not very useful in general emergency assessments. Emergency situations are highly uncertain and a flexible process of assessment is required. Questionnaires are based on a fixed set of questions, defined before fieldwork begins. Moreover:

- Using questionnaires to examine complex and/or sensitive information can produce misleading information.
- The design of a good questionnaire demands technical expertise, experience and a good understanding of the context.

Questionnaires can supplement information from semi-structured interviews and observation (particularly in technical fields such as water and sanitation). If a questionnaire is to be used, it should be designed by a specialist in the relevant sector who has a good understanding of the specific emergency context.

[4] Save the Children-UK. *The Household Economy Approach: A resource manual for practitioners.* London: Save the Children-UK, 2000.

Planning an assessment

4. Planning an assessment

This section helps you make the initial decisions:

- Is an assessment needed?
- What are the objectives of the assessment?
- What type of assessment is appropriate?

4.1 Responsibility for assessments

Key message

It is recommended that the same people are responsible for all phases of the assessment cycle.

This enhances understanding of the context, minimizes loss of knowledge and improves consistency between different programme phases. National Societies or field delegations are the most appropriate organizations to fulfil this role.

4.2 Should you do an assessment?

You may decide to do an emergency assessment for any of the following reasons:

- A shock, or sudden change, has occurred (e.g., volcanic eruption, military offensive).
- You think that an emergency may occur in the future (e.g., increasing political instability, drought).
- You need more information about an existing emergency.

You may, however, decide for a number of reasons that an assessment is not appropriate. These reasons include:

- Access to the affected area is impossible.
- Existing information (other agency reports, etc.) is adequate, so you do not need to do an assessment.

- Many agencies are already doing assessments in the affected area and there is a danger of "assessment fatigue" amongst the population.

Assessment fatigue

This may occur when an area has been assessed many times by different agencies. The people are frustrated because they are expected repeatedly to answer the same questions, often with no obvious result. They lose patience with "humanitarian assessments". Under such circumstances, an assessment is unlikely to produce useful information.

4.3 Preliminary review of secondary information

Secondary information

Secondary information has already been collected, either by the Red Cross Red Crescent or by other organizations. Secondary information can refer to the situation before the current emergency or can relate to the emergency itself. Secondary information can be written (reports, etc.) or verbal (discussion).

Make a quick review of secondary information to help you decide whether to do an assessment. Check media reports; contact other humanitarian agencies and the government; talk to people who have recently come from the affected area. Define:

- The nature of the emergency (or possible emergency).
- The urgency of the situation.
- The gaps in your knowledge.

If you decide to do an assessment, the preliminary information review provides the basis for the objectives and terms of reference.

4.4 Objectives and terms of reference

Why do you want to do an assessment? Define the broad objectives, the questions that must be answered, and the activities that must be carried out. Define, as specifically as possible, the output that is required from the assessment team. Be realistic. What is the minimum amount of information that is required to achieve the required output? Consider the people who will use the information and their needs. These usually include some, or all, of the following:

- Programme and operational staff.
- Fund-raisers.
- Communications and media departments.
- Lobbyists.

Draw up terms of reference (TOR), explaining precisely what the assessment team is expected to achieve.

4.5 Type of assessment

Decide which type of assessment you will do (rapid, detailed or continual). All assessments are based on the same principle – the identification of vulnerabilities and capacities. However, the way in which information is collected depends upon the type of assessment:

4.5.1 Rapid and detailed assessments

Rapid and detailed field assessments follow the same process – observation, interviews and collection of sector-specific information. The main differences are as follows:

- **Number of locations visited.** Fewer sites are visited in a rapid assessment. This increases the importance of choosing the sites carefully (see section 5.4).
- **Number of people interviewed.** Fewer people are interviewed in a rapid assessment; within this constraint, it is important to consult as broad a variety of people as possible.

- **Significance of assumptions.** In a rapid assessment, when your time in the field is short, assumptions are important. Assumptions are based on previous experience of similar emergencies and knowledge of the affected area. In a detailed assessment, you have more time in the field and assumptions are less important.
- **Significance of secondary information.** In rapid assessments, there is less time to collect first-hand information, so secondary information is more important.

Key message

Even in a rapid assessment, it is important to understand the context. This can be critical to the welfare of the affected population. For example, the basic needs of displaced people may seem obvious. Under certain conditions, however, the distribution of essential items (e.g., shelter materials) may endanger the beneficiaries, as the items may be attractive to looters.

4.5.2 Continual assessment

Information in a continual assessment is collected from the following sources:

- **Key informants** from whom good-quality information can be collected regularly.
- **Indicators**, which can be used to gather information indirectly and for comparison over time.

Key informants

Key informants are people who have specific knowledge about certain aspects of the community (see section 7.3 for more details).

Note on indicators

There are numerous definitions of indicators. In this context, indicators represent a means to gather information indirectly through pre-established relationships. For example, comparing the price of staple foods with daily labour rates might give a good idea of poverty trends in an urban area. The indicator approach reduces the need for lengthy interviews and hence reduces the danger of assessment fatigue.

Indicators are useful for continual assessment. They are, however, difficult to define and using them incorrectly can be dangerously misleading. They should only be used if they have been designed by specialists in the relevant sector.

- **Informal methods.** During their normal activities, Red Cross Red Crescent staff and volunteers (particularly those working at branch level) are constantly in touch with local people, government officials and the staff of other humanitarian organizations. This gives them an excellent opportunity to build up an understanding of the context and to look out for changes in the lives of the people.

Usually these three approaches are combined during continual assessment and information is compiled in a database (electronic or paper).

Type of assessment

Table 1 below summarizes the approach taken in each type of assessment:

Table 1 Features of assessments

Features	Rapid assessment	Detailed assessment	Continual assessment
Time	About one week.	About one month.	Information collected regularly throughout the operational period.
Access to information sources	**Limited** There is not time to visit all locations and talk to full range of informants. **OR** Security and/or safety limits movement and access to people.	Possible to visit enough locations and interview a full range of informants.	Full access.
Typical information sources	Secondary information, local services (health, water, etc.), NGOs, government, affected population/house hold visits (small sample).	Secondary information, full range of informants.	Secondary information, selected informants, indicators, Red Cross Red Crescent staff and volunteers.

Features	Rapid assessment	Detailed assessment	Continual assessment
Importance of assumptions	**High.** Insufficient time to gather full information. Must make assumptions based on previous experience.	**Low.** Sufficient time to interview full range of informants.	**Medium.** Assumptions based on indicators and informants, but these can be verified from other sources.
Type of assessment team	Experienced generalist, with previous exposure to this type of emergency.	Generalist, possibly supported by specialists.	Red Cross Red Crescent staff (generalist) carrying out normal activities.

Office-based tasks

5. Office-based tasks

Once the decision to do an assessment has been made, there are certain issues that must be addressed before going to the field. This is usually done in the head office of the National Society or in the delegation of the country affected. Regional delegations and the International Federation's secretariat in Geneva or the International Committee of the Red Cross (ICRC) headquarters in Geneva may provide support.

5.1 Coordination and joint assessments

5.1.1 The International Red Cross and Red Crescent Movement

Use all available and appropriate Movement resources. If more than one Movement partner takes part in the assessment, consider the capacities of each and define their roles. These should be based on:

- Specific mandates and operational specialities of each partner.
- National Society law and practice in the affected country.
- The Code of Conduct for the International Red Cross and Red Crescent Movement and Non-Governmental Organisations in Disaster Relief (especially Annexes 1, 2 and 3).[5]
- Human and operational resources.
- Potential role in future operations.
- Constraints on specific partners.

Key message

If the National Society of the country in which the assessment is done does NOT participate in the assessment, it is essential that its members be briefed, both before and after the assessment.

[5] op. cit.

5.1.2 External partners: joint assessments

It may be possible to carry out joint assessments with other organizations (governmental and/or non-governmental). This can have the following benefits:

- Cooperation and coordination in the planning and implementation of projects are improved.
- Resources are used efficiently (shared staff and logistics, etc., during the assessment).
- Assessment fatigue is reduced.

There are many ways of dividing responsibilities during joint assessments. Two possible scenarios:

- Agencies specializing in different sectors divide tasks between them. For example, a field assessment and coordination team (FACT) looks at water supplies and access to health care, while the United Nations Children's Fund (UNICEF) considers schooling for displaced children.
- Agencies with similar interests divide the area geographically. For example, the ICRC and the World Food Programme (WFP) divide the area during a food-security assessment.

Joint assessments are feasible if:

- Participating organizations share common values and operational principles.
- Participating organizations use the same, or compatible, assessment methodologies.

Under certain circumstances joint assessments are not appropriate. For example:

- Assessments are mandate-specific (e.g., ICRC protection work).
- Organizational values and operating principles are not compatible.
- Collaboration jeopardizes the principles of neutrality and impartiality.

- Organizations and/or individuals are perceived as being prejudiced.

Wherever possible, establish formal agreements specifying the roles and responsibilities of each organization when carrying out joint assessments. If a joint assessment is not feasible, it is still essential to know who else is making assessments. Repeated assessment of the same region is inefficient, and frustrating, and can have negative impacts on accuracy and security. Reviewing other agencies' assessment reports is an essential component of secondary information review.

5.2 Assessment team

Appoint a team leader and decide upon the structure of the team. This could take any of the following forms:

- **Generalist(s).** One or more people with experience but no specific technical background.
- **Specialist(s).** One or more people chosen because of their specific experience and skills.
- **Multi-disciplinary.** A group of specialists representing all aspects of Red Cross Red Crescent work (engineers, health workers, etc.).

The advantages and disadvantages of each approach are outlined in table 2 (see page 26).

Table 2. Advantages and disadvantages of the three types of team structure

Team structure	Advantage	Disadvantage
Generalist(s)	Team can be assembled quickly (because it is not necessary to look for people with specific skills). Hence useful for rapid assessments.	Lack of specific skills means that follow-up assessments are needed when technical problems are identified.
	Can provide a good overall analysis of the situation.	Technical problems may be overlooked.
	Staff from any discipline can do the assessment; hence appropriate for continual assessment.	In extreme situations, assessment teams may need to provide assistance (e.g., during conflict).
Specialist(s)	Can quickly identify problems in their area of expertise.	May focus too much on own specialist issues and miss the wider context.
Multi-disciplinary	Technical problems can be investigated in detail, thus avoiding need for immediate follow-up.	Difficult to assemble the full range of professions; therefore assessments are not frequent.
	Diverse experiences provide broad basis for analysis.	May not need all technical specialities.
		Difficult to coordinate team (incompatible methodologies, complicated logistics, etc.).
		Large teams can present a security threat and can be intimidating to small communities.

Choose the appropriate team structure based on the circumstances surrounding each assessment. Then consider the following:

- If possible, include people who speak the language(s) spoken in the area to be assessed. Include one interpreter for each team member who does not speak the local language(s).
- Try to include both men and women in the team.
- It is sometimes useful to include representatives of the population living in the affected area.
- All people are biased; their perceptions are based on cultural background, previous experience, professional training and many other factors. Be aware of this and try to ensure that the perspectives of individual team members are balanced.

Whenever possible, it is best to use staff based in the country or area to be assessed (National Society or delegation). This means that assessments can be done frequently, costs are reduced (travel expenses, etc.), and the links between assessment, project planning and implementation are enhanced.

Once the team has been established, the team leader gives a briefing covering:

- Terms of reference or what is expected from the assessment.
- Plan of action, including methodology to be used and timeframe.
- Working relationships: responsibility of each team member, reporting lines, etc.
- Logistical arrangements for the assessment (transport, accommodation, etc.).
- Security: existing situation and procedures during the assessment.
- Other issues relevant to the particular assessment.

Key message

It is vital that all people (including interpreters) who will take part in the assessment are present at the briefing.

Secondary information

5.3 Detailed review of secondary information

One of the team leader's first tasks is to undertake a detailed review of secondary information. Look for:

- Background information about the area to be visited.
- Information directly related to the questions raised in the TOR.
- Information about the causes and character of recent changes.

Examples of secondary information include:

- Field assessment reports from the Red Cross Red Crescent or other agencies.
- Media reports.
- Social, economic, political and historical studies by governments, universities and research groups.
- Technical surveys from government ministries, universities, non-governmental organizations (NGOs), United Nations (UN) agencies.
- Red Cross Red Crescent vulnerability and capacity assessments (VCAs).
- Government census data.
- Meteorological data.
- Maps.
- Eyewitness accounts (people who have recently come from the affected area).
- Verbal communication with experts on the affected area or the relevant technical issues.

There are many other possible sources. In each situation, consider what information will be useful and where this might be found.

Decide how accurate and useful the secondary information will be by asking the following questions:

- How was the information collected? What methodology was used?
- How reliable is the source of information?
- In what way might the information be biased? (Consider the purpose for which it was collected.)
- How recent is the information?
- Is the information based on facts or opinions?

Always include details of secondary information sources in the assessment report.

Secondary information helps to form an initial idea of what the problems might be and is useful when planning the first field interviews. For example, if an agricultural area is affected by drought, you will need to discuss, amongst other things, crop yields with farmers.

Key message

Always be prepared to have initial ideas contradicted and look out for the unexpected.

Areas

5.4 Identification of areas to visit

Figure 4. Regions, areas, locations

It is rarely possible to visit the entire region affected by an emergency. Representative areas must, therefore, be selected. Statistical methods for doing this are normally unfeasible because of time and access constraints. Therefore, use the secondary information to identify areas and populations that fit the criteria below.

- **Priority 1: Area and/or population directly affected.** An earthquake zone or area of military conflict, for example, or a population forcibly displaced from their homes.

- **Priority 2: Area and/or population indirectly affected.**
  For example, areas economically affected by conflict in a neighbouring region.
- **Priority 3: Area and/or population unaffected or minimally affected.**
  The emergency has no significant impact on lives and livelihoods (very useful for comparison with affected areas).

In a rapid assessment, it is normally only possible to visit locations and populations in the "priority 1" category described above. In detailed and continual assessments, a selection of all three categories should be visited. Sometimes, during a rapid assessment, it is impossible to gain access to priority 1 areas. If this is the case, try to talk to people who have come from these areas.

Key message

Explain the reasons for your choice of areas in the assessment report. The list of areas to visit may change after the first field visits.

If, after having started fieldwork, it becomes clear that you have overlooked certain important areas, these can be added. However, if you have a set timeframe, this means that other areas will have to be removed from the list.

If the areas chosen are large, containing many villages or municipalities ("locations"), it may be necessary to undertake a second level of selection. There are two options:

- **Random sampling.** Do this when locations are similar. List all the locations and randomly pick the number that you intend to visit.

- **Purposive sampling.** If the locations differ significantly, choose a variety of locations reflecting their characteristics (ethnicity, economics, town/village, etc.).

It is generally better to visit more locations, and interview less people in each, than vice versa.

Caution

In many emergency situations, "humanitarian hubs" develop around key towns. Organizations congregate in these locations and coverage of needs is good in the immediate vicinity. However, gaps in coverage often exist between the hubs. When deciding upon the areas and locations to visit, try to include some of these "gap" areas.

5.5 Initial checklist

The assessment team compiles a checklist of information requirements and sources before going to the field. This is an important part of the assessment process, as it provides a focus for team discussion. Checklists are related to the specific assessment. Standard checklists are not appropriate because:

- Every emergency is different.
- The *process* of designing the checklists is crucial.

Key message

Checklists are revised every day during the field assessment. Revisions are based on new information received and the team's ongoing analysis of this information.

Initial checklists should include the following information:

- Questions to be asked.
- Methods of collecting information.
- Informants (groups and individuals).
- Locations to be visited.
- Responsibilities of team members (which member covers which set of questions).

Key message

Checklists should not be treated as questionnaires. They are used as a memory aid. During interviews, refer occasionally to your checklist of questions to ensure that you cover everything. Remain open to new information that emerges from the interviews. The more experienced you become, the less you will need your checklist!

Fieldwork: organisation/management

6. Fieldwork: organization and management

6.1 Fieldwork principles[6]

These principles should be followed during fieldwork:

- **Consultation with affected people is always essential.** Encourage the people affected by the emergency to explain the situation in their own words and in their own time. Even in rapid-onset emergencies it is always possible to include local opinion.
- **Consider the particular needs of different groups and individuals** (men, women, elderly, children, etc...).
- **Consider the reliability of information.** Information may be "fact" (definitely true), "opinion" (depends upon the perspective of the person giving the information) or "rumour" (based on unverified information).
- **Consider bias.** Everybody is biased. Take into account the perspectives of informants and those carrying out the assessment.
- **Look for marginalized groups and ensure that their interests are considered.** Who is powerful and whose voice is not heard? Marginalization may be based on gender, ethnicity, social status and/or many other characteristics.
- **Look for changes and trends that affect society.** Try to understand what is causing these changes.
- **Look out for the unexpected.** Be prepared to have your assumptions challenged. Be alert and try to find out what issues are most important to the people with whom you are talking.
- **Consider the impact of issues on society as a whole.** For example, HIV/AIDS is not only a health issue. In many parts of the world, it has a devastating social and economic impact.

[6] The section draws on the Sphere Project's Common Standard 2: Initial Assessment (see Sphere Project, op. cit.) and the Code of Conduct (op. cit.).

- **Throughout the assessment, think about how the information will be used.** What sort of programme might be appropriate? Consider both the positive and the negative effects that a programme might have (the Better Programming Initiative[7] (BPI) gives useful guidance).
- **Think about the timing of field visits.** Try to avoid times when people are particularly busy or when there is a holiday or celebration. Also consider the season. Some people are absent during particular seasons, and activities and vulnerabilities may vary from season to season.

6.2 Methods for collecting information

Information is collected through observation and semi-structured interviews. These guidelines provide four interview formats:

Table 3. Interview formats

Method	Characteristics
General group interview	General information about the community
Livelihoods group interview	Information about "the capabilities, assets and strategies that people use to make a living"[8]
Household interview	First-hand experience of living conditions
Sector information	Technical information, normally provided by key informants working in relevant sectors (e.g., the staff of health clinics)

7 op. cit.
8 Oxfam-UK. Issues we work on: Livelihoods. Available at: http://www.oxfam.org.uk/what_we_do/issues/livelihoods/introduction.htm

Key message

Other types of interview are not excluded, and the proposed formats can be combined (for example, a livelihoods interview can be combined with a household interview).

6.3 Fieldwork: activities

Every day in the field is different and must be planned accordingly. Although the type of interview chosen will depend upon the circumstances in the area where the assessment is being conducted, the following steps are normally carried out.

Key message

The steps described do not need to be done in this order; some can be covered at the same time if the assessment team is large enough. It is often necessary to repeat some steps if contradictions and inconsistencies are found (see section 8.1).

Step 1. Daily planning

Each day in the field should be carefully planned. The assessment team makes the following preparations (usually the evening before):

- Decide which location(s) will be visited.
- Draw up checklists of the main information requirements.
- Agree upon the interview types and informants (these can be amended during the day).
- Define responsibilities (who will carry out each interview).

Step 2. Talk to the local authorities

Talk to the local authorities (and other interested people) when you arrive in a location. Explain who you are, the reason for your visit and the methodology to be used. It is sometimes useful to provide a pre-prepared sheet with the details and contacts of your organization. This increases transparency and accountability.

Step 3. Observation (see section 7.1)

Take an informal walk around the area with local people. This provides an initial impression of the community. Throughout the fieldwork, continue to observe.

Step 4. General group interview(s) (see section 7.5)

Organize one or more general group interviews in order to understand the context.

Step 5. Livelihoods group interviews (see section 7.6)

In rapid assessments, this can be done during one of the general group interviews or with key informants. In detailed assessments, organize separate interviews for each livelihoods group.

Step 6. Household visits (see section 7.7)

Identify households through random sampling. Undertake at least three household visits in each location. If possible, particularly in large or diverse communities, carry out more than three household visits. The exception is a situation in which household visits are culturally inappropriate or one that might put the informants at risk.

Step 7. Key informants (see section 7.3)

Identify important issues from the secondary information review and from the initial field interviews; interview key informants based on this knowledge. Add more key informants as you meet more people and identify new issues.

Step 8. Sector information (see section 7.8)

Collect as much sector information as possible (this will depend upon the availability of relevant key informants).

Step 9. Team meetings

The assessment team should meet regularly during a day in the field (at midday and at the end of the day). This gives an opportunity to share ideas and agree on amendments to the schedule.

Step 10. Final community meeting

Whenever possible, meet with representatives of the community at the end of the field assessment. Explain what you have done and any conclusions that you have drawn (but do not make commitments or promises regarding assistance).

International Federation of Red Cross and Red Crescent Societies

Fieldwork: information collection

7. Fieldwork: how to collect information

Information is collected through observation and semi-structured interviews. This section provides guidance on these processes.

7.1 Observation

Observation is often under-rated as an information source. An enormous amount of information can be gathered very quickly through observation. Crucially, it gives a "feel" for the situation – sounds and smells and visual impressions. This, after all, is the point of going to the field.

- It is a good idea to start the assessment with a walk around the location. During the assessment take the opportunity to observe as much as you can. If you are discussing water, ask to see the water source. If people describe a foodstuff that you do not know, ask to see (and taste!) it. You can learn a lot by spending time in communal meeting places (cafes, tea shops, etc.). Look around and talk to people.
- Observation is useful for cross-checking. For example, you are told that all the livestock have been lost in the recent drought. Soon afterwards you see a large herd of goats. This does not necessarily contradict the previous information – many explanations are possible – but it does provide the basis for the next line of questions: "Who do these animals belong to?", "How did they survive the drought?" and so on.
- Walking through the area with local people facilitates discussion. The atmosphere is informal and questions are prompted by things that you see. This is more natural than referring to a prepared checklist. Very importantly, walking and observing are excellent ways to come upon unexpected information (issues that were not predicted).

- Observation is the most straightforward approach to assessing infrastructure and logistics. Driving along a road is a sure way of finding out if it is passable (but in conflict areas, beware of landmines).
- Ultimately, one piece of advice covers all situations: Be curious!

7.2 Interviews

Interviews are the backbone of the field assessment. This section covers the following aspects of interviews:

- **Types of interview.** Group interviews and individual (key informant) interviews.
- **How to conduct an interview.** Tips on conducting semi-structured interviews.
- **Interview formats.** Four interview formats are presented (general group interviews, livelihoods group interviews, household interviews and sector interviews); guidance on selection of informants is given with each interview format.
- **Sector checklists.** These are used during sector interviews. Nine checklists are provided, each covering a different sector.
- **Tools.** These are techniques that can be applied during interviews as ways of encouraging interaction with informants and clarifying the information that they provide. Five tools are presented.

7.3 Types of interview

Interviews may be conducted with groups or individuals.

Group interviews allow interaction between people. By encouraging an atmosphere of constructive debate, you can cross-check information and probe issues. For example, one person may say that the most serious problems relate to the quality of health services, but others may not agree. A debate, even if it is inconclusive, gives you an impression of the diversity of problems that affect the community.

Group interviews are used in two ways:

- You want to gather information about a wide range of topics – this approach is used in the general group interviews. Assemble a group of people with different backgrounds who can, together, provide a broad explanation of the situation.
- You want to gain a deep understanding of particular issues (livelihoods group interviews). In this case a group of people with similar backgrounds is useful.

Advice on selecting group members is given in the each of the interview formats.

When carrying out group interviews, be aware that:

- Some people are naturally more outgoing than others.
- Some people are confident within a group because of their status in local society. Conversely, people from marginalized groups may be reluctant to speak openly, particularly if their views are controversial.

Encourage a relaxed, informal atmosphere; seek the opinions of those who are reluctant to speak. "Manage" the more confident people so that they do not dominate the discussion.

If the local society is very hierarchical, there will be limits to the amount of diversity that can be represented in a group. If there is no chance that people will speak freely, or if their free participation may cause problems for them or others, it is better to convene separate groups in which status is more balanced (or interview people separately).

Individual (key informant) interviews can be used for three reasons:

- You are looking for technical information that can be provided by professional people such as health workers or water-board employees.
- You are interested in sensitive issues that are not appropriate to group discussion (for example, sexual abuse amongst refugee populations).
- You do not have enough time to organize a group interview.

Key informants are people who have specific knowledge about certain aspects of the community. They are useful in rapid-onset emergencies where time is limited. Typical examples include farmers, health workers, government officials, women's groups, children and youths, local NGO staff and traders. But anyone who has an interesting perspective and is able to express it well can be included. Look out for people with interesting views throughout the assessment.

Key informant interviews are based on the specific knowledge and experience of the informant. If the interviewee is a doctor, the discussion will probably be focused on health issues. However, consider the following:

- The fact that the informant is a doctor (or an engineer or any other profession) does not mean that she or he is knowledgeable about all aspects of his or her subject; a hospital surgeon may have little knowledge about primary health issues in rural areas.
- Professional people, because of their social position and contacts with other professional people, may have good knowledge of the political and social environment and may be able to provide information that goes beyond their field of work.

Judgement is required in order to decide what sort of information the informant can usefully provide. Start the interview with general topics, and then move on to specific areas of interest.

7.4 How to conduct an interview

Most interviews (both group and individual) are based on the vulnerability and capacity framework (see section 3.1). You need to understand the problems that people face and the ways in which they cope with them. Some problems are obvious – houses destroyed by floods, for example; others, such as the abuse of civilians during war, are less obvious. Even seemingly straightforward issues may be complicated when you examine them closely. When conducting a semi-structured interview you should try to make the interviewee(s) feel relaxed. Address the questions on your checklist but look out for new information. Ask questions in different ways in order to cross-check the information you receive.

Start with a general conversation about life in the area, things you see around you, etc. Do not lead straight into direct questions about problems because:

- This sets the wrong tone. You want to hear about positive as well as negative aspects of life in this community.
- Concentrating on problems gives the impression that your objective is to find out "what the Red Cross Red Crescent can give". This encourages people to present "shopping lists" of material requirements.

People will, inevitably, bring up problems without prompting. When this happens, encourage them to explain their concerns and the ways they cope with problems in their own way. It is normal for people to find it difficult or to be reluctant to explain all components of their coping strategies because:

- Some components are so integrated into their lifestyles that they do not see them as specific "strategies". For example, sharing resources between households.
- Individual components of the coping strategies may contribute very little and people do not think it important to discuss them. When all the "small" components are added up, however, they often make a significant contribution to livelihoods.

- Activities may be illegal, for example, small-scale trading without a licence, and people are reluctant to divulge details to strangers. Nor will they go into detail about activities such as prostitution, theft and sale of illicit items.
- People may purposefully withhold information in order to make their situation seem worse than it actually is in the hope that this will encourage the Red Cross Red Crescent to help them.

This emphasizes the need for a subtle approach. Direct questions are not appropriate. Instead, probe the issues carefully by asking questions in different ways and looking for complementarities and contradictions in the information you receive. Be sensitive; if people are uncomfortable with your questions, do not insist.

Four interview formats are presented below: general group interviews, livelihoods group interviews, household interviews and sector interviews. These are some of the most useful formats for emergency assessments – but they are not the only ones, other formats can be used depending on the circumstances. The formats can also be combined: for example, a livelihoods interview could be combined with a general group interview or a household interview. Tools are suggested for each interview format.

7.5 General group interviews

One or more of these interviews can be held, depending on time available. Base the interview(s) on the vulnerability and capacity framework (see section 3.1).
You should try to determine:

- What are the main problems affecting the community?
- How do people cope with these problems?
- Do people receive assistance?

Tool

Pair-wise ranking (see section 7.9) can be used to understand which problems are the most severe.

In addition, consider the following:

- Events that have caused the emergency. These may be quick-impact (e.g., an earthquake) or a series of events taking place over a long period of time (e.g., political changes).
- Predictions for the future. What do people expect?

Tool

Use a historical timeline (see section 7.9) to identify the events that have affected the community and to clarify long-term trends.

- **Social structure.** What is the impact of the recent (or ongoing) emergency on the communities affected (organization of the community, marginalization, interaction between social groups, etc.)?
- **Population movement.** Have some people left the area or have new people arrived? Is this a seasonal effect (e.g., they have moved to find pasture for herds), a long-term arrangement (migration for work) or a traumatic displacement (forced movement of people into or out of the area)?

- **Livelihoods.** In rapid assessments, use a general group interview to investigate livelihoods (see below). In detailed assessments, ask participants of the general group interview to identify livelihoods groups for later interviews.
- **Environment.** Is the environment changing in the short or long term? What reason do people give for changes?

Tool

A seasonal calendar (see section 7.9) may help to understand the differences between this year and previous years.

- **Service provision.** How extensive and effective is the coverage of services: health (human and animal), water and education? What has been the impact of recent events?
- **Other.** Any other issues that are significant in this emergency.

Key message

It is not possible or necessary to collect all of this information in every situation. Additional questions should be added according to the circumstances; draw up a list of issues that should be covered each time you do an assessment.

The selection of group participants should be done with care. Ideally, you want five to ten people from different backgrounds and with different perspectives. Try to get an even balance between men and women, and old and young people. Refer to the Sphere Project's Common Standard I: Participation.

See Sphere Project, op.cit.

There are three ways to select participants:

- **Nomination by community leaders.** This might work in small communities or where there is little incentive to manipulate information. In general, however, this approach should be avoided as it is biased towards those who hold power.
- **Ad hoc.** A discussion starts and people join in of their own accord. This can be effective if time is short and in small communities, but be careful: numbers of participants can become unmanageable.
- **Nomination by key informants.** The preferred approach if time allows. Local community organizations and other people who know the community well (perhaps teachers or religious leaders) identify the participants. If possible, include people from marginalized groups.

Livelihoods

7.6 Livelihoods group interviews

Definitions

- **Livelihoods.** "A 'livelihood' refers to the capabilities, assets and strategies that people use to make a living. That is, to achieve food security and income security through a variety of productive economic activities."[10]
- **Livelihoods group.** A group of people living within a community whose livelihoods are similar (they have similar capabilities and use similar assets and strategies).

Livelihoods interviews are carried out in most assessments because livelihoods form the basis of people's and communities' existence. Ideally, separate interviews should be held with representatives of each livelihoods group.

Note on rapid assessments

In rapid assessments, separate interviews with representatives of each livelihoods group may be impossible. In this case, incorporate the livelihoods discussion in a general group interview or use key informants. Gather the following information:

- Identify the main sources of income and food before the emergency.
- Explain how these have been affected by the emergency.

Livelihoods analysis is complex and time-consuming. The approach described below provides basic information about livelihoods. If a rigorous analysis is needed, Save the Children's "Household Economy Approach"[11] can be used.

[10] Oxfam-UK, op. cit.
[11] Save the Children-UK, op. cit.

Procedure

- Define the different livelihoods groups from secondary information, general group interviews or key informants. This does not need to be too precise. You will probably adjust the definition during fieldwork.
- Arrange meetings with people from as many livelihoods groups as possible (about five people in each group). As a minimum, talk to the poorest or most vulnerable groups (based on secondary information and data gathered during the first field interviews; again, this can be revised as fieldwork progresses).

Start the interview with an informal discussion about life in the community. Gradually focus on problems and capacities (see vulnerability and capacity framework (section 3.1) and semi-structured interview techniques (section 7.4)). Then ask some detailed questions about livelihoods:

- Ask the group to explain their livelihoods (what they do at different times of the year).

Tool

Construct a seasonal calendar (see section 7.9).

- What is the (approximate) number of households in their livelihoods group?
- Do they see this year as good, bad or normal in terms of livelihoods?
- Ask them to give details of all the income sources available to households during this season, this year. Quantify as much as possible (for example, "the family harvested 600 kilograms of wheat" or "the husband worked for three months for X dollars a month").
- Ask the group about all income sources available to them during this season in normal years.

Tool

Use proportional piling (see section 7.9) to estimate the significance of each income source.

- What are their sources of income at other important times during the year (e.g., before and after the harvest, before and after food is distributed)?
- Ask them to explain the reasons for the changes in income sources. What impact, positive or negative, might new coping strategies have on long-term livelihoods?

When discussing sources of income, it is often easier to talk about the group in general rather than the personal circumstances of the people being interviewed. For example, ask, "What do people do when employment is not available?" rather than, "What do you do when you cannot find work?" You are interested in the typical household in each group.

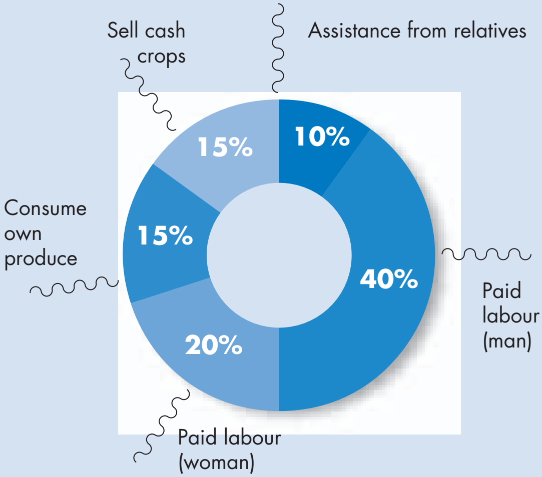
Income sources

Include everything that contributes to a household's economic welfare:

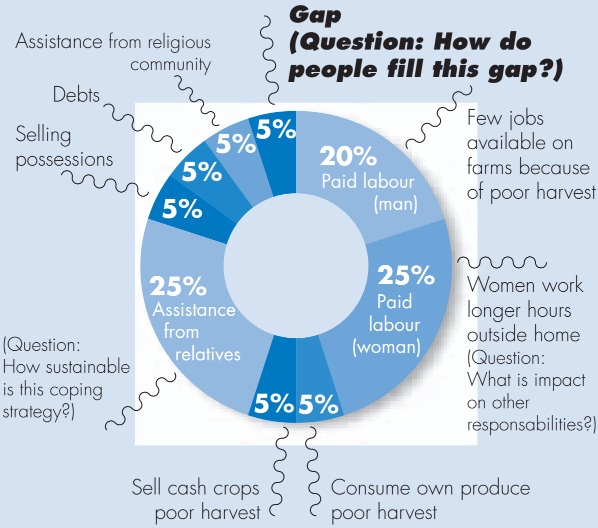
- Monetary and non-monetary sources, including own produce that is consumed.
- The income of all members of the household.

For example:

In a normal year, families raise income in the following ways:



This year drought has affected the area.
Traditional sources of income are affected and the family is forced to look for alternatives.
There seems to be a gap; people are unable to fully compensate for the lost income.



Household

7.7 Household interviews

Household visits are essential in all assessments. They provide an opportunity to witness living conditions first hand and present an excellent opportunity to talk to women and children.

Note on household visits

Household visits are extremely important during rapid assessments. It is essential that you visit people living in makeshift accommodation (e.g., camps) or in houses damaged by recent events (e.g., floods, earthquake).

Identify households through random sampling (see below). Points of discussion include:

- **Housing conditions.** If housing is poor, discuss the family's capacity to improve it and their plans for the future.
- **Diet.** What do people eat and how is this changing? Use proportional piling (section 7.9) to analyse the relative significance of different foods, now and in normal times.
- **Use of water.** Where does it come from and how is it stored?
- **Health issues.** Discuss the health of children in particular.
- **Sales of assets.** Items sold, prices, comparison with normal.

Tools

A seasonal calendar (see section 7.9) could be used to compare this year with a "normal" year.

- **Women's roles and responsibilities.** Are these changing and, if so, how? Is there an increase in the number of women-headed households? What are the implications?
- **Children's lifestyles.** Are these changing and, if so, how? Are there child-headed households? If so, why is this? What are the roles and responsibilities of children in the household and community? How many children go to school and what is the level of education?

- **Size and composition of a typical household.** Numbers of adults and children; men and women; boys and girls. Is this changing? Why?
- **Other.** Anything else that is significant.

Tools

A daily calendar (see section 7.9) can be used to identify the tasks that take up the most amount of time (for example, collecting firewood or water). Ask the informants to compare their current daily calendar with that from previous times; this can indicate changes that are taking place. Compare the daily calendars of women, men and children.

Seasonal calendars and historical timelines (see section 7.9) can be used where appropriate to understand changes during the course of the year and long-term trends.

Interview tips

Wherever possible, the interviewers should be women who speak the local language because women tend to be more relaxed with other women, and conversations are more natural without the presence of a translator. Be focused, but keep the conversation informal and look out for the unexpected.

- Seek local advice about appropriate topics of conversation. Do not insist on talking about issues that are sensitive or inappropriate.
- Visits of this kind can be intrusive. You are in someone's home. Accept offers of hospitality (e.g., tea). Be sensitive about the way you ask questions. Respect and politeness are essential. Keep the conversation as informal as possible. Do not rush.
- Observe. Look around. See what food is being prepared. Note the household items, their condition and what seems to be missing (based on the norms for that society).
- Ask general questions about lives and livelihoods and the changes that are taking place. Ask specific questions about the things you see around you: "What is that vegetable?", "When do you eat it?" and so on.

- Try. Taste food if it is offered to you. This helps build trust and is a good entry point for a discussion about food.
- If you are talking to a woman, ask if it is possible to meet some of her friends, relatives or neighbours. If so, convene a small discussion group (three to five people) in the home.

In some cultures it is not possible for strangers to visit women in their homes. If this is the case, do not insist. Sometimes a male relative must be present. If so, politely explain to the man (men) the reason for the interview and the importance of hearing the women's point of view in their own words.

Selection of households

This can be done through random or purposive sampling.

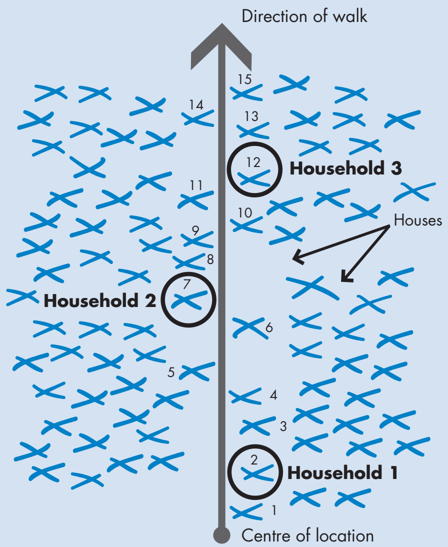
Random sampling
Use random sampling if there are no significant differences between the households in the location.

Step 1. Decide how many households to interview. This will depend on the time available and the size of the community. Carry out a minimum of three household interviews in each location, but do more if you have time. Allow one hour for each interview, with 30 minutes between each of them.

Step 2. Identify the households to be interviewed. Stand in the centre of the location. Spin a bottle on the ground or throw a pen in the air and see where it lands. Walk in the direction indicated by the end of the bottle or pen until you reach the edge of the location, counting the number of houses that you pass. Divide this number by the number of households that you wish to interview; this gives the interval between houses. Figure 6 gives an example:

- You want to interview three households.
- You walk in the direction indicated and count 15 houses on your walk.
- The interval between sample houses is therefore 15/3 = 5 (15 houses counted, 3 sample houses required).
- Choose a number at random between one and five; this is the first house that you will visit.
- After this house, walk in the same direction and count another five houses; this is the second household to be interviewed. Finally carry out the same procedure to choose the last household.

Figure 6. Random sampling diagram



Alternative approaches to random sampling

- If houses are arranged in streets, pick a street at random, then count off houses as explained in Step 2 above.
- If accurate population data are available, households can be picked at random from the list of names.

Purposive sampling

Use purposive sampling if households differ significantly. For example, you may want to interview some households because they are socially marginalized or because they have distinct livelihoods.

There are two ways to take the sample:

- **Groups are concentrated in particular sections of the village or town.** Carry out random sampling, as described above, for each section.
- **Households are scattered across the village or town.** If you can identify the households in which you are interested from a village or town census, pick the appropriate number at random from this census. If census data are not available, ask local people to help you identify the required number of households from each group.

7.8 Sector interviews

Sector interviews are carried out to gather technical information, which is normally provided by key informants working in relevant sectors (e.g., the staff of health clinics). Sector checklists and suggestions for key informants are given below. Someone without a technical background can collect this information if they can find an appropriate key informant. The process is as follows:

- Find key informants in as many of the sectors as possible. In rapid assessments, collect the sector information that is relevant to the most urgent problems.
- Ask key informants questions that are relevant to their sector. Do not worry if they cannot answer all the questions for all the sectors. Encourage key informants to give additional information that they consider to be important.
- On returning from the field, give the sector information to technical or sector specialists in the National Society or delegation. If the relevant specialists are not available, consult specialists in the regional delegation or at the International Federation's secretariat and/or ICRC's headquarters in Geneva.
- Sector specialists use the information to judge the severity of the situation and whether a detailed sector assessment is required (in extreme circumstances, it may be necessary to start a programme on the basis of the sector information, but this should always be accompanied by a full sector assessment).

Note on sector specialists

If there is a sector specialist on the assessment team, it is not necessary to complete the sector grid for that sector as the specialist will have his or her own methodology. The specialist may, however, find the grid useful.

Sector checklists

> **Note on sector checklists**
>
> These checklists were compiled by specialists in the relevant sectors from the ICRC and the International Federation. Much of the information is derived from the Sphere Project's Humanitarian Charter and Minimum Standards in Disaster Response.[12]

Health
Information sources

Ministry of Health, local clinics, community health workers, humanitarian organizations (local and international), communities (women).

Issues of interest

- Is there a health emergency? What is its nature? How is it likely to evolve?
- Is the main problem related to health, health systems and/or access to health systems?
- What is the existing capacity to respond? Who is responsible for what?
- Are there gaps in the response? Is there a need for health intervention?
- Is there a need for specialized units (emergency response unit (ERU), surgical, etc.)?
- What further information is needed?

[12] op. cit

	Subject	Indicative information
H1	Age breakdown (if proportions differ significantly, investigate the reasons)	Average for developing countries: 0 - 4 years: 12.4 per cent 5 - 9 years: 11.7 per cent 10 - 14 years: 10.5 per cent 15 - 19 years: 9.5 per cent 20 - 59 years: 48.6 per cent Pregnant: 2.4 per cent
H2	Crude mortality rate	**Problem** if exceeds: 1 per 10,000 per day **Critical** if exceeds: 2 per 10,000 per day
H3	Under-5 mortality rate	**Problem** if exceeds: 2 per 10,000 per day **Critical** if exceeds: 4 per 10,000 per day
H4	Acute respiratory infection (ARI) in children under 5	**Problem** if exceeds: 10 per cent per month in cold weather
H5	Diarrhoeal diseases in children under 5	**Problem** if exceeds: 50 per cent affected per month
H6	Malaria in non-immune population (adults who have not grown up in malaria-affected areas and children under 5 years of age)	**Problem** if exceeds: 50 per cent affected per month
H7	Measles coverage	**Problem** if less than: 90 per cent immunization coverage for children aged 6 months to 12 years
H8	Expanded programme on immunization (EPI) coverage	**Problem** if less than: 85 per cent coverage
H9	HIV prevalence	Data on prevalence at current time
H10	Tuberculosis (TB)	Does a national policy exist? Does a DOTS (directly observed treatment, short-course) programme exist?

Sector checklists

	Subject	Indicative information
H11	Sexually transmitted infections (STI)	Do treatment protocols exist?
H12	Reproductive health (RH)	Is there widespread access to RH services or knowledge?
H13	Any additional health problems existing (endemic diseases)?	Description
H14	Mental health assessment: chronic and severe cases	Social support structures, what do people do with mentally ill people, who takes care of them? Have facilities been damaged? If so, where have the people gone? Are alternative caring systems in place?
H15	Mental health assessment: those affected by current disaster	Are support systems intact (families, spiritual/social networks, government etc.)? Are the affected people able to resume normal activities? Are they actively engaged in other activities?
H16	Level of destruction of health facilities	Status of health care: facilities, equipment, medicines, consumables, vaccines, number of staff
H17	Access to health services for affected population (public and private sector)	Proportion of population that has access to medical, surgical, gynaecology, obstetrics, mother and child health services; distance from nearest health centre. Groups/individuals excluded from access
H18	How is the national health system organized?	Ambulance system? Referral system available and/or functioning?
H19	Other health actors	List
H20	Availability of drugs	Are drug sales regulated? Are drugs available on the open market? What are the implications for safety?

Nutrition
Information sources

Ministry of Health, nutrition surveys, demographic health surveys, local clinics, humanitarian organizations, communities (particularly women).

	Subject	Indicative information
N1	Nutrition information	< -2 Z scores weight for height (WfH) (overall malnutrition): normal/increasing/decreasing < -3 Z scores WfH (severe malnutrition): normal/increasing/decreasing Iodine deficiency: prevalence of 5-19.9 per cent in children aged 6-12 years = mild public health problem Vitamin A deficiency: prevalence of more than 1 per cent in children under 6 years of age = public health problem
N2	Risk of malnutrition due to poor public health	Acute respiratory infection in children under 5: **Problem** if exceeds: 10 per cent per month in cold weather Diarrhoeal diseases in children under 5: **Problem** if exceeds: 50 per cent affected per month Measles coverage: **Problem** if less than: 90 per cent immunization coverage for children aged 6 months to 12 years HIV prevalence: Data on prevalence at current time

Sector checklists

	Subject	Indicative information
N3	Risk of malnutrition due to inadequate care	Change in work patterns Change in composition of households: large numbers of separated children or orphans Normal infant feeding practices (bottle feeding, breastfeeding, manufactured complementary foods)
N4	Risk of malnutrition due to reduced food access	See livelihoods, agriculture, market indicators
N5	Nutrition intervention or community-based support already in place prior to the disaster	Mandate, policies and experience of Movement components Local population's capacity

Water and sanitation
Information sources

Ministry of Health, Ministry of Water, local water authority, local clinics, humanitarian organizations (local and international), communities, observation.

	Subject	Indicative information
W1	Diarrhoeal disease	Normal/increasing/decreasing
W2	Acute watery and/or bloody diarrhoea	Normal/increasing/decreasing If increasing, details of age group and area. Encourage authorities to isolate cases

	Subject	Indicative information
W3	Quantity and quality of water	At least 15 litres per person per day **In extreme cases:** 5 litres per person per day for drinking and cooking Details of source (is it obviously contaminated?) Is water chlorinated and/or treated?
W4	Water transport and storage	Means of carrying and storing (can water be contaminated?); distance and time to water point (no more than 500m walking distance); household water storage; availability at institutions
W5	Defecation and urination	Are there toilets or open defecation? Are there signs of defecation near dwellings? No more than 20 people per latrine or toilet, no more than 50m from dwellings
W6	Women's use of communal facilities	Safe and/or culturally acceptable? Yes or no; give details
W7	Hand-washing and/or bathing facilities	Do facilities exist? Are they used? Is soap available? Are facilities secure and private for women and girls? 50 people per bathing facility
W8	Disease-carrying vectors (flies, mosquitoes, body lice, rodents)	Are such vectors present? Are there breeding grounds (stagnant water, refuse)?
W9	Level of destruction of water and sewerage facilities	Status of facilities, equipment, materials, number of staff

Shelter and household items
Information sources

Meteorological records, aerial surveys, local authorities, communities, observation.

	Subject	Indicative information
S1	Shelter requirements	Climate factors: need to resist rain, wind, sun, cold
S2	Physical status of existing shelter	Description, percentage not adequate according to S1, reasons for inadequacy (earthquake damage, temporary shelter, etc.)
S3	People lacking shelter	Number of people/households lacking adequate shelter
S4	Essential household items	Proportion of population lacking essential items (defined by affected and/or vulnerable population)
S5	Fuel	Do people have access to fuel for cooking and heating? Where does fuel come from? Is fuel collection damaging the environment?

Agriculture
Information sources

Farmers, Ministry of Agriculture, Food and Agriculture Organization, market traders, aerial survey, communities, daily labourers.

	Subject	Indicative information
A1	How does this year's production compare with normal?	Aggregate production of staple crops compared with normal for country or province, yield per hectare compared with normal
A2	Are there production problems for some items?	Price trends of key agricultural products. Comparison between products (e.g., grain and livestock), between areas (affected and non-affected areas) and over time (this year and normal years)
A3	Amount of agricultural land affected (e.g., during floods)	Percentage of land affected and not affected
A4	Livestock health	Good or bad, access to veterinary services
A5	Availability and accessibility of seeds	Quantity and price at market compared with normal
A6	Sales of productive farming assets	Higher than normal rate of sales
A7	Inaccessibility of land due to insecurity or natural hazard	Amount of land inaccessible

Sector checklists

Market
Information sources

Market traders, farmers, daily labourers, employers, transport companies.

	Subject	Indicative information
M1	Are staple foods and essential commodities available?	Yes or no. If "no", which items are missing? Have they been replaced with other products?
M2	Effect of current crisis on availability of commodities	Has there been a change in production? Has supply been disrupted?
M3	Prices of commodities	Collect prices now; one year ago; immediately before and after a recent shock; immediately before and after the last harvest; other significant times
M4	Where do commodities come from?	Has this changed? Why?
M5	Wage rate for daily labourers	How much do labourers earn? Is their wage increasing or decreasing? Why?
M6	Work availability for daily labourers	How many days' work is available in an average month? Is it increasing or decreasing? Why?
M7	Availability and cost of trucks for hire	Number of transporters, approximate number of trucks, cost of hire
M8	Other items sold in market	The sale of used household items (e.g., clothing) and jewellery may indicate that people are becoming destitute

When time and/or access are limited, markets can act as a good source of information (people come into the market from all the surrounding villages). Analysis of markets is useful in urban situations where most people rely on purchase for their household needs. Markets can be regularly monitored.

Analysis of markets is complex. The approach presented here is simplified. But keep the following in mind:

- *Traders may be reluctant to release information for commercial reasons.*
- *Markets can be manipulated by cartels or political actors.*
- *Traders generally raise their prices if they think the potential buyer is rich (e.g., a foreigner!). Therefore, assign local staff to do the survey and cross-check prices with local people (preferably women).*
- *Traders are busy. Go straight to the point and ask direct questions.*

Sector checklists

Protection

Information sources

Local authorities, humanitarian organizations (local and international), religious leaders, lawyers, human rights' organizations, health and social workers, communities (particularly women and children).

	Subject	Indicative information
P1	Are the rights of internally displaced people (IDP), asylum seekers, refugees and the local population respected?	If not, give details of relevant law or principle and its abuse (e.g., the Guiding Principles on Internal Displacement,[13] the 1951 Refugee Convention,[14] etc.)
P2	Are IDP, asylum seekers or refugees at risk of being forced to return, relocate or resettle against their wishes?	If yes, give details (e.g., principle of non-refoulement)
P3	Have families been separated? Are there unaccompanied minors?	Give numbers, locations, details of registration process
P4	Is registration of displaced people undertaken?	If yes, give details of procedure
P5	Are people subject to physical, sexual, gender-based or psychological abuse, intimidation or insecurity?	Give numbers and details of vulnerable groups
P6	Are some individuals or groups subject to discrimination?	Give numbers and details of vulnerable groups
P7	Is there a problem with the management of human remains? Is there a risk that people are being buried without being identified?	If yes, give details

[13] UN Office for the Coordination of Humanitarian Affairs (OCHA). *Guiding Principles on Internal Displacement.* Geneva: OCHA, 1997. Available at: http://www.reliefweb.int/rw/lib.nsf/db900SID/LGEL-5DXB6G?OpenDocument

[14] Office of the UN High Commissioner for Refugees (UNHCR). *The 1951 Refugee Convention.* New York: UNHCR, 1951. Available at: http://www.unhcr.ch/cgi-bin/texis/vtx/protect?id=3c0762ea4

Security
Information sources

Local authorities, humanitarian organizations (local and international), community.

	Subject	Indicative information
SEC1	Existing or potential security threats	For example, conflict, crime, landmines
SEC2	Safety of travel	Give details of security threats and locations
SEC3	Communications	Do telephone and radio systems exist?
SEC4	Supporting network	Red Cross Red Crescent, UN, NGO office locations and contact details in the area
SEC5	Medical facilities	Location and contact details of hospitals for emergency use
SEC6	Contingency plans	Describe support system in case of operational relocation

Sector checklists

Logistics and procurement
Information sources

Observation, community, transport companies.

	Subject	Indicative information
LOG1	What is the status of roads connecting the region with main supply centres?	Describe condition of road, including seasonal factors, travel times and appropriate vehicle types
LOG2	Are there some areas that cannot be reached by road?	Give locations and suggest transport options
LOG3	Where is the nearest airport, seaport, railway station?	Give location and condition
LOG4	Are warehouses and/or storage facilities available?	Give details of size, condition, ownership (National Society?)
LOG5	Who will receive and take responsibility for goods dispatched to the area?	Give details of National Society offices, etc.
LOG6	Commodities available locally	Give details of available fuel, construction material, food (including estimate of quantity that can be procured)
LOG7	Local transport capacity	Give details of availability and price of rental
LOG8	Prices	See “market” indicators

7.9 Tools[15]

Note on tools

These tools were designed for use with informants who are not accustomed to analytical surveys. Discretion must be used when applying the tools; they are not appropriate in every situation and it is up to the assessment team to decide which tools they should use in a given situation.

Daily calendar

Daily calendars will help the assessment team to understand how different members of a community spend their time, and ways in which this is changing. They can also help in the design of programmes. For example, if people spend five hours a day collecting water, it is worth considering the development of an improved water supply. Comparing current daily schedules with previous ones helps identify trends. For example, if people are now walking two hours to find firewood whereas previously they could find it within half an hour, you can conclude that there may be a deforestation problem and a project to promote fuel-efficient stoves might be useful.

- It is often interesting to carry out separate exercises with different members of a household (e.g., children, men and women).
- Ask participants to describe a typical day, giving as much detail as possible about the activities they carry out and the amount of time each takes.

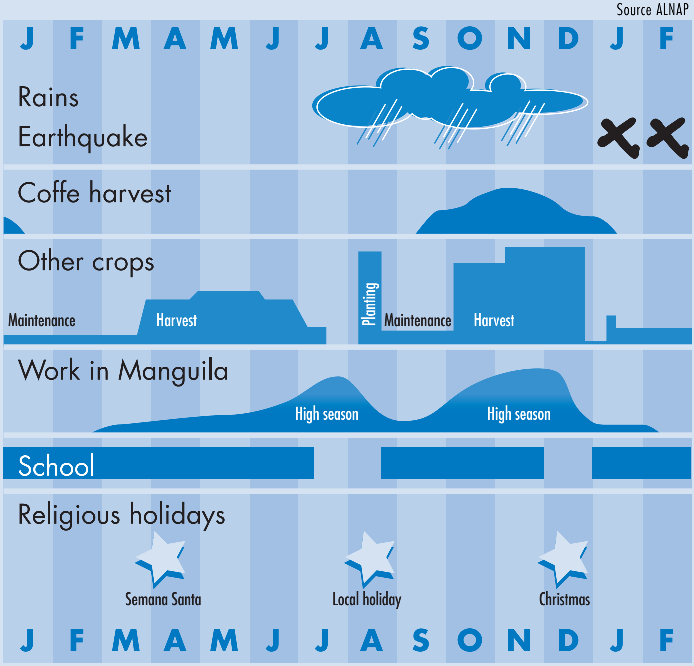
[15] Much of the information in this section is adapted from the Active Learning Network for Accountability and Performance in Humanitarian Action (ALNAP) publication, *Participation by crisis-affected populations in humanitarian action: Practitioners' handbook.* Available at: http://www.alnap.org/gs_handbook/gs_handbook.htm

Seasonal calendar

A seasonal calendar can indicate whether something is normal (happens every year) or new. For example, in some agricultural areas, there has always been a "hunger gap" just before the harvest. This is a difficult time, but people have developed systems for coping with it. Limited food availability at this time of the year is much less significant than it would be immediately after the harvest. Seasonal calendars are also useful if activities have to be coordinated and timed to fit in with local schedules. An obvious example is the timing of a seed distribution. Another example would be the distribution of food, which may be affected by the state of roads at certain times of the year. You can also take into account people's workload and plan joint activities accordingly. For example, during planting and harvesting periods people tend to be very busy, so do not plan large participatory events at these times.

Figure 7. Seasonal calendar

Source ALNAP



- The calendar can be compiled during general or livelihoods group interviews, or with key informants.
- Ask participants to identify events that take place at particular times of a normal year. These should include climate (e.g., rains, cold weather), economics (e.g., planting), culture (e.g., religious festivals) and other events significant to the community.
- Plot all events together with unusual (new) events on a calendar.

Historical timeline

The aim is to understand the recent history of the area and its inhabitants by identifying the main events that have affected the people's lives. The exercise can be done during a general group interview; the diversity of people in this group helps to give a broad perspective on local history.

Figure 8. Historical timeline

Source ALNAP

- Draw a line and locate two or three important events that have occurred within living memory. Place them in chronological order on the line.
- Explain that the objective is to fill in the gaps on this line with other events.
- Ask people to think about significant events (both positive and negative) and to locate them on the line. Ask them to explain the causes of the events and their impact.

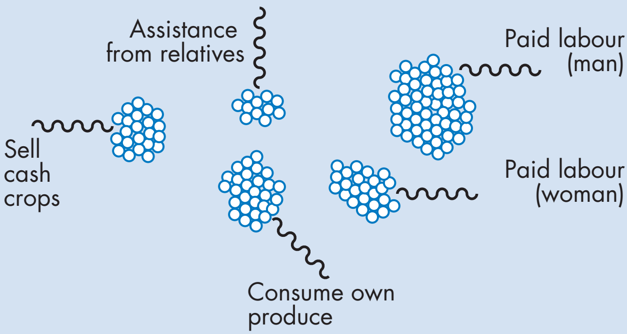
Proportional piling

This is useful when estimating quantities and proportions, especially when working with people who are not used to quantifying data. For example, you may need to know the proportion of the community that is in each of five livelihoods groups or the amount of income that a family receives from several different sources.

- Collect 100 dried beans (or pebbles or anything similar; they just all have to be more or less the same size).
- Explain to the people the objective of the exercise. Taking the example of the income sources, you could ask them to explain each source in turn. List these and then ask them to divide up the beans according the relative importance of each income source.

A proportional piling exercise using the example given earlier in these guidelines (see section 7.6, livelihoods group interviews) would result in a division of beans looking something like this:

Figure 9. Proportional piling



In addition to quantifying data, proportional piling is a good facilitation tool. In a group, giving people an activity of this kind can break down barriers. It can also act as a focus for discussion. There is usually a lot of debate about the relative size of the piles, and this encourages participation and enhances accuracy.

Pair-wise ranking

This is a good way of analysing the relative importance of different factors. For example, you are trying to decide which problems people consider to be most severe. They have identified four major problems: poor health services; lack of employment; lack of interest from the municipality; and crime. Insert each problem in a grid. Fill in the cells along and below the diagonal, as shown in figure 10 below (otherwise you will be asking questions twice). Then compare each of the factors in turn and note the response on the grid:

Q. Which problem is more severe, health or employment?
A. Employment (write "E" in the relevant box)
Q. Which problem is more severe, health or municipality lack of interest?
A. Municipality (write "M" in the next box)
And so on…
A completed grid looks something like this:

Pair-wise ranking grid

	Health	Employment	Municipality	Crime
Health		**E**	**M**	**C**
Employment			**M**	**C**
Municipality				**M**
Crime				

Count the results. In this case, they are as follows:

Lack of interest from the municipality: ________ 3
Crime: ________ 2
Lack of employment: ________ 1
Poor health services: ________ 0

This indicates that, according to this group, "lack of interest from the municipality" is the most serious problem whilst "poor health services" is the least serious. The fact that "health" has a score of zero does not mean that it is not a problem, but that the group considers it less severe than the other three problems.

Analysis

8. Analysis

Analysis is the process whereby information from all the different sources is synthesized to enable you to answer the questions posed in the vulnerability and capacity framework (section 3.1):

- What are the main problems?
- Who is affected by these problems?
- What is the capacity of the affected population? How well can they cope with the problems?
- Is other assistance currently available to the affected population?
- Is there a need for the Red Cross Red Crescent to intervene? If so, what type of intervention is required?

Key message

You should analyse information continuously, throughout the assessment. Do not leave analysis until the end of the assessment!

The one exception to the key point above concerns analysis of sector information. If the team doesn't include a sector specialist, this information is analysed after the assessment by the relevant specialist. Generalists should, therefore, not try to analyse sector information during fieldwork, unless there is a very obvious inconsistency in the information.

This section provides advice on:

- Resolving inconsistencies in the information that you collect.
- Summarizing information.
- Synthesizing information from different sources in order to reach conclusions.
- Making proposals for programmes.

8.1 Inconsistent information

In any assessment you will be faced with the problem of inconsistent information. This occurs when informants provide different answers to the same question. For example:

- One person tells you that the water source runs dry for two months of the year, whilst another tells you that it never runs dry.
- One person tells you that all the animals from the village are dead. Another tells you that half of the animals are alive and grazing far away.

This section provides some steps to follow in order to minimize and resolve inconsistencies.

The first step is to think about the information *as you collect it*. This helps you identify inconsistencies. Ask yourself the following questions:

- Does the new information support or contradict secondary information?
- Does information gathered from one informant support or contradict information from another?
- Is the information collected by different members of the assessment team consistent?
- Does the information “make sense”? For example, if someone tells you that the crop yield was zero, yet you see freshly harvested corn in the village, there is an inconsistency.

Asking these questions leads you to think of new questions to ask or to look for alternative information sources to clarify the situation. Observation is often useful (see section 7.1).

Key message

As a general rule, try to verify important information by comparing input from at least three different sources. These sources should be as diverse as possible. If several different sources provide the same information, it is probably correct.

The second step is to discuss findings regularly with other members of the team:

- **During fieldwork.** Meet at least once during a day in the field (normally at midday). Compare information, discuss inconsistencies and agree on modifications to the schedule of interviews.
- **At the end of each day.** After each day in the field, discuss the information that has been gathered and the conclusions you have drawn.
- **After the fieldwork.** At the end of the fieldwork, the team meets to agree upon final conclusions.

The third step is to consider the reason for the inconsistencies. There are three common possibilities:

- **Perception.** There is not always a "correct" answer. People's interpretation of events depends upon their own circumstances.
- **Access to information.** Some people are better informed about a particular subject than others.
- **Misrepresentation.** Sometimes people purposefully provide misleading information.

Decide whether the inconsistency will affect the assessment conclusions and the proposals for future programmes. If the discrepancy is not critical to future programmes, try to resolve it but do not spend too much time on this. If you cannot resolve it, you should include a note explaining this in the final report.

If the inconsistency *does* significantly affect final conclusions, try to resolve it by:

- Deciding which of the three reasons (or combination of reasons) is relevant.
- Considering why the information differs.
- Estimating the confidence you have in each of the sources. Perhaps one source has more credibility than another.
- Checking the information. Either talk again to the original informants or identify new informants who might be able to clarify the issue.

If these steps do not resolve the discrepancy, you will have to make a judgement. In this case the team leader decides upon the conclusion, based on discussions with the team and consideration of all the available information. It is essential that:

- Conclusions based on judgements are clearly identified in the assessment report, together with details of the assumptions made in reaching these conclusions.
- Recommendations for follow-up are made.

8.2 Summarizing information

You will collect information from many different sources. If this information is to be useful, it must be summarized. This section provides guidance on summarizing information from the four different interview formats presented in these guidelines.

8.2.1 General group interviews

Information from these interviews tends to be broad, covering the overall situation in the area visited. Summarize the information as briefly as possible under the headings provided in the reporting format (see section 9).

8.2.2 Livelihoods group interviews

Provide the following details for *each livelihoods group* identified during the assessment:

Location	
Approximate number of individuals or households (specify)	
Is this year good, bad or normal?	
If the year is bad, what are the main reasons?	
Main income sources in a normal year	
Effect of the emergency on income sources	
Details of coping strategies	
Could coping strategies have negative short- or long-term effects?	
Is current income sufficient to cover all needs?	
Other important points	

Analysis

8.2.3 Household interviews

For *each location* visited, summarize household conditions under the following headings. Highlight changes and trends. If there are big differences between households within a location, provide separate information for each type of household.

Location	
Number of households visited	
Approximate number of households of this type in location	
Condition of housing (satisfactory, unsatisfactory, unacceptable). Give brief details if unsatisfactory or unacceptable.	
Diet (main sources of food and changes from normal)	
Use of water (adequate quantity, storage, etc.)	
Health (illnesses and availability of treatment)	
Asset sales. Do people sell household possessions? If so, which ones?	
Women's roles and responsibilities. How are these changing?	
Children's lifestyles. How are these changing?	
Size and composition of households (average number of men, women and children)	
Other important issues	

8.2.4 Sector interviews

Information gathered in sector interviews is analysed by sector specialists after the assessment (unless there is a sector specialist on the assessment team). Do not, therefore, try to summarize the information; attach copies of all the completed sector checklists to the assessment report.

8.3 Synthesizing information

This section provides a three-step process for synthesizing information from different sources and presenting the conclusions in a format that is useful to programme planners. Each step contains a table, together with notes explaining how to complete it. This process is based on the vulnerability and capacity framework (see section 3.1).

8.3.1 Step 1

Problem	Normal or new?	If normal, how often does problem occur?	If new, when did problem start?

Problem ranking: Did all informants agree about the ranking of problems? If not, give details (which problems were considered most severe by each group of informants).

Other comments on information in the table:

Notes

List all the problems identified during the assessment. Be specific. *Do not* say that the problem is "floods". *Do* say that the problems caused by the floods are, for example:

- Loss of life.
- Injury.
- Destruction of houses.
- Contamination of drinking water.
- Others.

List each of these as a separate problem in the table.

Rank the problems in *approximate* order of severity (the most severe first).

Note whether each problem is "normal" or "new". A normal problem is one that happens every year (for example, a "hungry period" before the harvest). A new problem is one that has resulted from the current emergency (for example, contamination of water supplies after floods).

For "normal" problems, note how often the problem occurs (for example, once a year or once every three years).

For "new" problems, note when the problem started (with a date, when possible).

8.3.2 Step 2

Problem	Affected population (description number)	Needs	Coping strategies	Assistance

Location(s) of affected population(s).

Is this their normal residence? If it is not, why were they displaced? When were they displaced?

How accessible are the locations? Give details of constraints linked to seasons, infrastructure (roads, airports, etc.), security and political factors.

Do any of the coping strategies have negative consequences on people's current welfare and/or long-term livelihoods?

Are some people excluded from assistance? If so, why?

Notes

Identify the population affected by each of the problems identified in Step 1. Describe each population. For example: "the people who live near the river"; "the residents of village X"; "the members of clan Y"; or "children in village Z".

Estimate the number of people in each affected population, based on the information collected during the assessment.

It is often difficult to estimate numbers, as information from sources differs:

- If estimates from different informants are reasonably close, take an average of the estimates. For example, informant A gives an estimate of 500 people, informant B estimates 550 and informant C estimates 575. The number used for the final report is the average of these figures: (500 + 550 + 575) / 3 = 540.
- If estimates from different sources vary greatly, you will have to judge which source is most reliable. For example, informant X gives an estimate of 500 people, informant Y estimates 1,500 and informant Z estimates 1,600. You know that informant X is more reliable than the other two. You might, therefore, use a figure of 700 (or 800 or 900 or another average depending on your assumptions).

Explain the needs that result from each of the problems. For example:

- Problem 1: The well has run dry. The people need a source that provides at least 15 litres per person per day within 500 metres of their homes.
- Problem 2: People are unable to access enough food. They need a supplement of 50 per cent of their food needs for three months.

Wherever possible quantify needs. For example, “each household needs a supplement of 75 kg of grain per month”.

Describe existing coping strategies, related to each problem and affected population. For example:

- Problem: water point is dry.
- Affected population: village X.
- Coping strategy 1: women and children walk three hours to alternative source.
- Coping strategy 2: people wash themselves less frequently.
- Other coping strategies.

Describe assistance that people *currently* receive. Assistance may come from within the community or outside. It may come from traditional systems or ones set up specifically to address this problem. For example:

- Traditional systems: religious groups within the community always provide some help to the poorest families.
- Specific systems: relief is provided by an international agency that is responding to this emergency.

8.3.3 Step 3

Affected population	Needs	Do coping strategies and assistance cover needs?	Percentage of needs covered by coping strategies (A)	Percentage of needs covered by assistance (B)	Percentage gap in need coverage (100-A-B)

Explain how percentages were calculated.

Notes

For each affected population, list the needs that were identified in Step 2.

Indicate whether existing coping strategies and current assistance are sufficient to cover needs (yes or no).

Where possible, estimate the extent to which coping strategies and assistance cover these needs. For example:

- **Problem.** Houses have been destroyed in floods.
- **Coping strategies.** People buy building materials, salvage material from their wrecked houses and look for material at rubbish dumps. Through a proportional piling exercise, you estimate that these strategies cover about 65 per cent of needs. *(A)*
- **Assistance.** The municipality gives some building materials. This covers 10 per cent of needs. *(B)*
- By combining their own coping strategies with assistance from the municipality, the people are able to cover approximately 65+10 = 75 per cent of their needs for building materials.
- There is a "gap" in needs coverage of 100–75 = 25 per cent of needs *(100-A-B)*. This might be covered by the Red Cross Red Crescent.

8.4 Programme proposals

The assessment team is not expected to produce a complete programme design. However, ideas from the team are extremely useful to programme planners. There are three possible conclusions from the assessment (see vulnerability and capacity framework, section 3.1):

- There is no need for an intervention (the capacity of the affected population is sufficient to withstand the problems).
- There is a need for intervention, but the Red Cross Red Crescent is not the appropriate agency to make this intervention.
- There is a need for intervention and the Red Cross Red Crescent is the appropriate agency.

If you conclude that the Red Cross Red Crescent should intervene, make a brief summary of your ideas in the table provided in the reporting format (section 9).

Key message

You do not need to give precise data. These proposals are the basis for the first discussions about programme design.

Assessment report

9. Assessment report

This section provides a format to be used for rapid and detailed assessments. For each assessment, compile a report according to the headings provided. The amount of detail included under each heading will depend on the circumstances of each assessment.

It is important to present the conclusions of the assessment as clearly as possible. The use of a standard format helps readers to find information quickly as they are familiar with the layout.

Key message

Keep the assessment report as short as possible, but make sure no important information is omitted.

Guidance is given on the length of narrative sections. These lengths can be reduced or extended as appropriate.

Assessment report

Reporting framework: rapid and detailed assessments

Part 1. Summary

Date of report:
Reason for assessment:
Date and type of disaster (where relevant):
Location(s) of disaster:
Number of people affected:
Summary of assessment conclusions: Give a brief (1/2 page) summary of the problems and the population(s) affected by these. What (if anything) do the affected populations need?
Is a Red Cross Red Crescent intervention recommended? If so, give a brief outline.
Is a follow-up assessment recommended? If so, give details and timing.

Part 2. Background information

Assessment team: Name, organization, profession of each member.
Areas visited: Names of areas and explanation of how they were chosen.
Itinerary: Locations visited each day.
Informants: People and groups consulted each day.
Sources of secondary information: Details of documents and informants consulted.
Constraints. What constraints were experienced during the assessment (time, access, security, etc.)?

Part 3. Details

Narrative information: Provide a brief (1/2–1 page) narrative explanation of:

- The cause(s) of the emergency.
- Predictions for the future.

Outline (1–2 pages) the overall situation and the impact of the emergency, based on the information collected through the general group interviews (and other relevant informants):

- Social structure.
- Population movement.
- Livelihoods.
- Environment.
- Service provision.
- Other.

Assumptions and judgements: What assumptions and judgements were made?

Inconsistencies: Were there important inconsistencies in the information collected?

Vulnerabilities and capacities: Provide a summary of the problems, needs and coping strategies by completing the following tables (see section 8.3 for explanation):

Problem	Normal or new?	If normal, how often does problem occur?	If new, when did problem start?

Problem ranking: Did all informants agree about the ranking of problems? If not, give details (which problems were considered most severe by each group of informants).

Assessment report

Other comments on information in the table:

Needs, coping strategies and assistance

Problem	Affected population (description number)	Needs	Coping strategies	Assistance

Location(s) of affected population(s).

Is this their normal residence? If it is not, why were they displaced? When were they displaced?

How accessible are the locations? Give details of constraints linked to seasons, infrastructure (roads, airports etc.), security and political factors.

Do any of the coping strategies have negative consequences on people's current welfare and/or long-term livelihoods?

Are some people excluded from assistance? If so, why?

Affected population	Needs	Do coping strategies and assistance cover needs?	Percentage of needs covered by coping strategies (A)	Percentage of needs covered by assistance (B)	Percentage gap in need coverage (100-A-B)

Explain how percentages were calculated.

Where gaps in needs coverage have been identified, explain whether or not a Red Cross Red Crescent intervention is recommended, giving reasons.

What type of Red Cross Red Crescent intervention is recomended?

Proposals for programmes

Briefly (1/2 page) explain the assessment team's proposals:

Details of proposed programme

Problem(s) to be addressed	
Type of programme (health, water, food security, etc.)	
Main activities	
Duration of programme	
Beneficiary population(s)	
Number of beneficiaries	
Location of beneficiaries	
Possible negative consequences of the proposed programme	
Who will implement the programme? (National Society, International Federation, ICRC)	
Will the Red Cross Red Crescent work with partners? (Community, government, NGOs, etc.)	
Coordination with non-partner organizations	
Constraints	
Approximate staff requirements	
Approximate budget	

Annexes to the assessment report

Include the following documents:

- Terms of reference for the assessment.
- Summaries of livelihoods group interviews and household interviews (section 8.2).
- Completed sector checklists (section 7.8).

The Fundamental Principles of the International Red Cross and Red Crescent Movement

Humanity

The International Red Cross and Red Crescent Movement, born of a desire to bring assistance without discrimination to the wounded on the battlefield, endeavours, in its international and national capacity, to prevent and alleviate human suffering wherever it may be found. Its purpose is to protect life and health and to ensure respect for the human being. It promotes mutual understanding, friendship, cooperation and lasting peace amongst all peoples.

Impartiality

It makes no discrimination as to nationality, race, religious beliefs, class or political opinions. It endeavours to relieve the suffering of individuals, being guided solely by their needs, and to give priority to the most urgent cases of distress.

Neutrality

In order to enjoy the confidence of all, the Movement may not take sides in hostilities or engage in controversies of a political, racial, religious or ideological nature.

Independence

The Movement is independent. The National Societies, while auxiliaries in the humanitarian services of their governments and subject to the laws of their respective countries, must always maintain their autonomy so that they may be able at all times to act in accordance with the principles of the Movement.

Voluntary Service

It is a voluntary relief movement not prompted in any manner by desire for gain.

Unity

There can be only one Red Cross or Red Crescent Society in any one country. It must be open to all. It must carry on its humanitarian work throughout its territory.

Universality

The International Red Cross and Red Crescent Movement, in which all societies have equal status and share equal responsibilities and duties in helping each other, is worldwide.

PROTECTING **HUMAN** DIGNITY

The *International Federation of Red Cross and Red Crescent Societies* promotes the humanitarian activities of National Societies among vulnerable people.

By coordinating international disaster relief and encouraging development support it seeks to prevent and alleviate human suffering.

The International Federation, the National Societies and the International Committee of the Red Cross together constitute the International Red Cross and Red Crescent Movement.

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