

assessment

Why Different?

-) Absence of data and reliable information
-) High level of ambiguity and uncertainty
-) High levels of societal volatility
-) Normal ILO partners may be killed or displaced (after armed conflict and natural disasters)
-) Needs are greater and more immediate
-) CNN Factor - Pressure to respond now!
-) Accelerated and shorter assessment and response time
-) Highly charged political/conflict environments


Rapid Needs Assessment (RNA)

-) Is conducted in critical or opportune period in a crisis
-) May lead to immediate, early action and quick impact projects
-) Is completed in short-time span: one to three weeks
-) Uses flexible information-gathering methods
-) Establishes a framework for assistance and response
-) Depends on more ongoing and intensive investigations
-) Establishes an early ILO presence and action in the country

Purpose of ILO Crisis Assessments

-) Assess the overall impact of the crisis on employment, social and labour conditions
-) Assess crisis implications and impact on vulnerable groups
-) Explore and formulate recommendations and plan-of-action for ILO crisis response
-) Network with potential donors and potential partners (UNHCR, UNDP, IOM, etc.)
-) Advocate for “employment dimensions”, in overall international response
-) Generate ILO inputs into the Consolidated Appeals Process (CAP)

Rapid Needs Assessment Methods

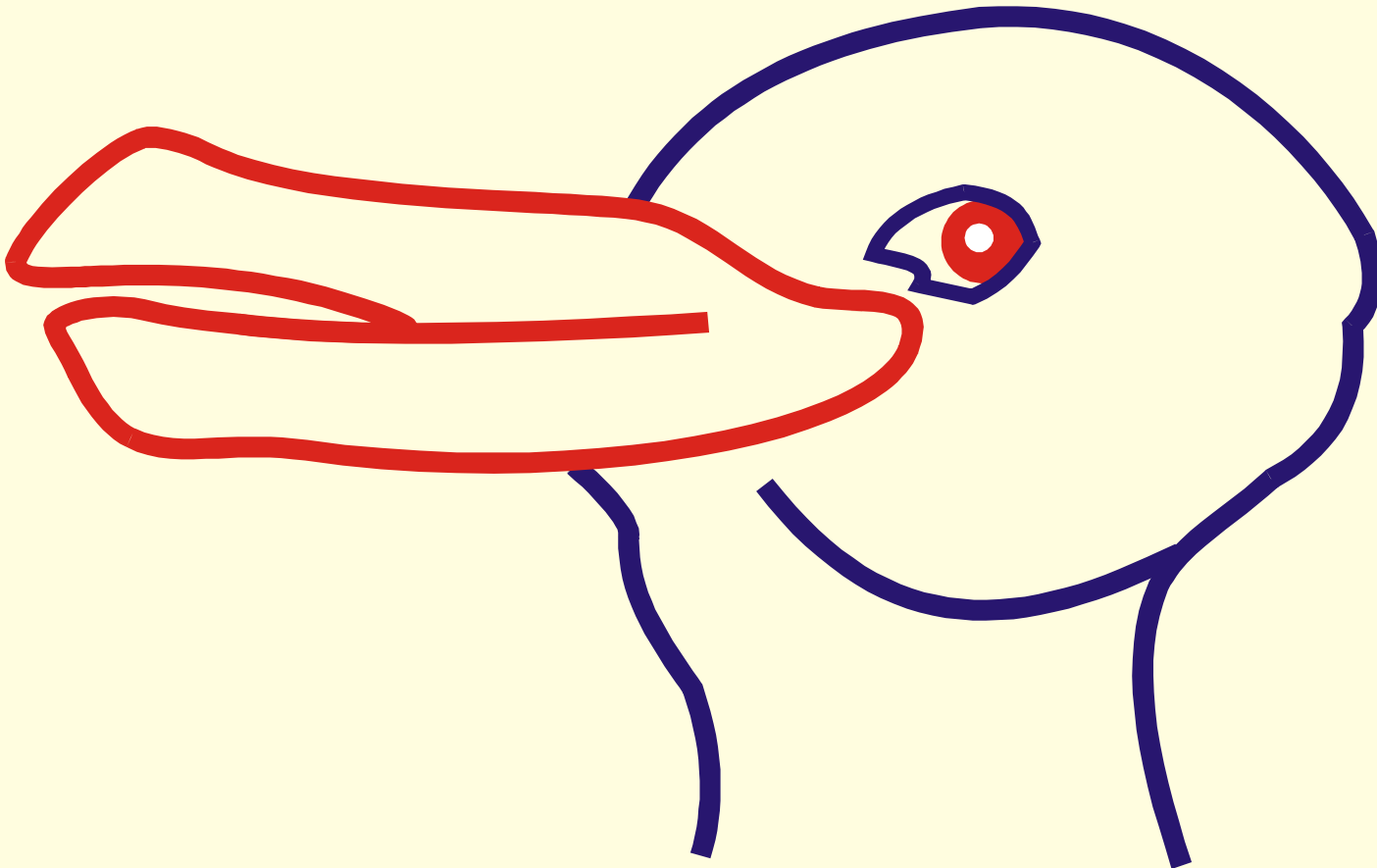
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-) Key informant interviews
 -) Discussions and consultations
 -) Focus group interviews
 -) Workshops
 -) Field visits, direct observation - visits to crisis-affected areas, towns and regions
 -) Fly-overs and mapping
 -) Surveys and questionnaires
 -) Secondary information

Sources of Information: Pre-Departure

-) ILO departments, programmes and colleagues
-) UN agencies and other international organizations
-) International organizations and NGOs
-) International organizations of employers
-) International Trade Unions
-) Relief Web (www.reliefweb.int)
-) Country profiles produced by UNHCR, The Economist, etc.
-) Embassies and donors
-) General Web search

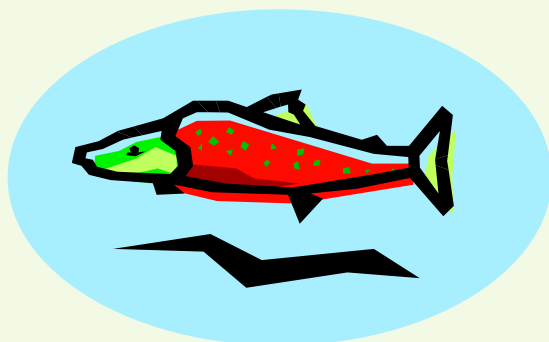
Sources of Information: IN THE FIELD

-) National government, regional and local authorities, opposition
-) International and regional development banks
-) UN Coordinator for Humanitarian Assistance
-) Staff in the country from other UN agencies, international and local NGOs
-) Community groups, associations, churches, etc.
-) Employers' Associations and Trade Unions
-) Training and vocational education institutions
-) Business and small enterprise owners
-) Local media, market vendors, taxi drivers, religious leaders



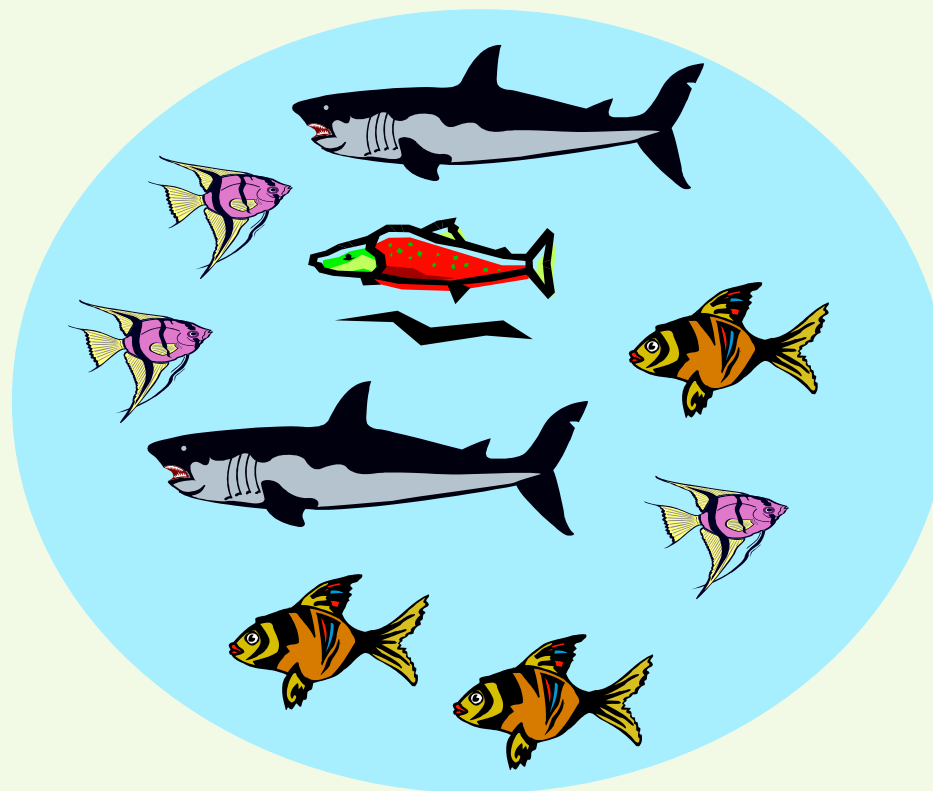
Mandate/Specialization Bias

Employment needs generated by the crisis

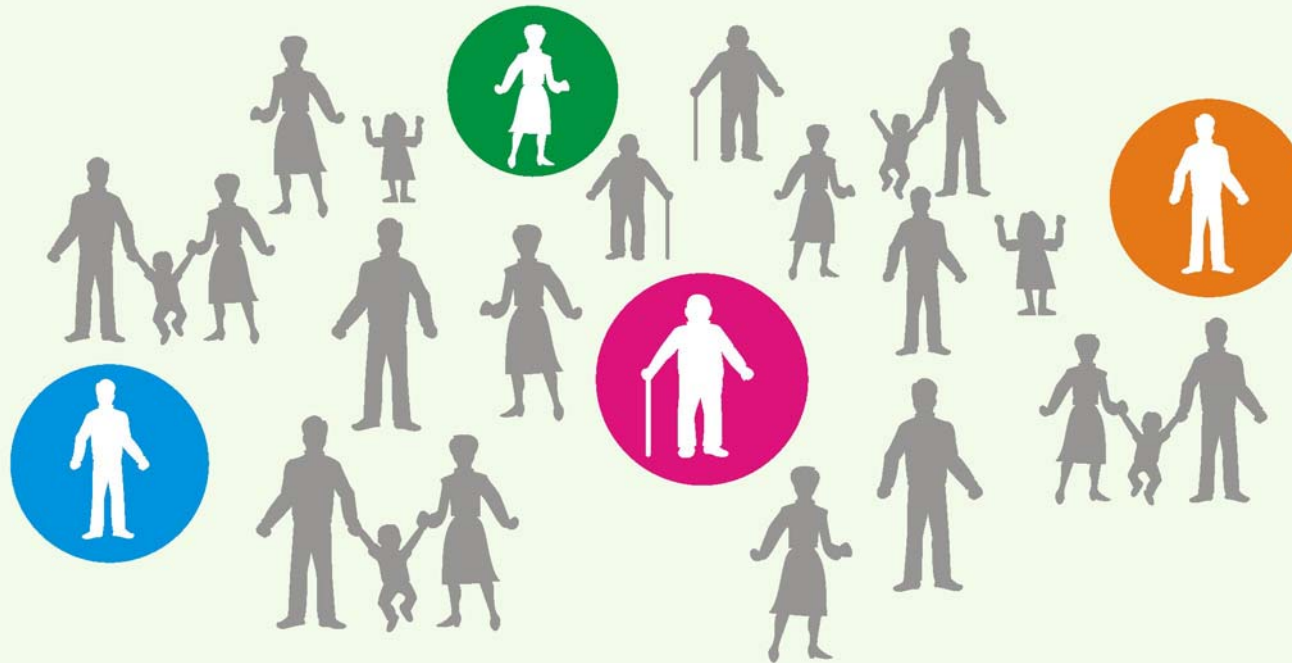


I am a red-fish specialist, so I only consider the opportunities and needs of the red fish. I forget that there are more fish that compete with or that could eliminate my red fish.

Political, economic and social context of the crisis



Bias = an Inclination; a Prejudice



Bias leads to misinterpretation or mistaken analysis that draws its conclusions from information that is not correct, not complete, or not representative of the affected population.

Types of Assessment Bias

-) Spatial/location
-) Key Informant
-) Seasonal
-) Mandate/
specialty
-) Cultural or gender
-) Interview or
investigator bias
-) Class/ethnic
-) Political
-) Others?

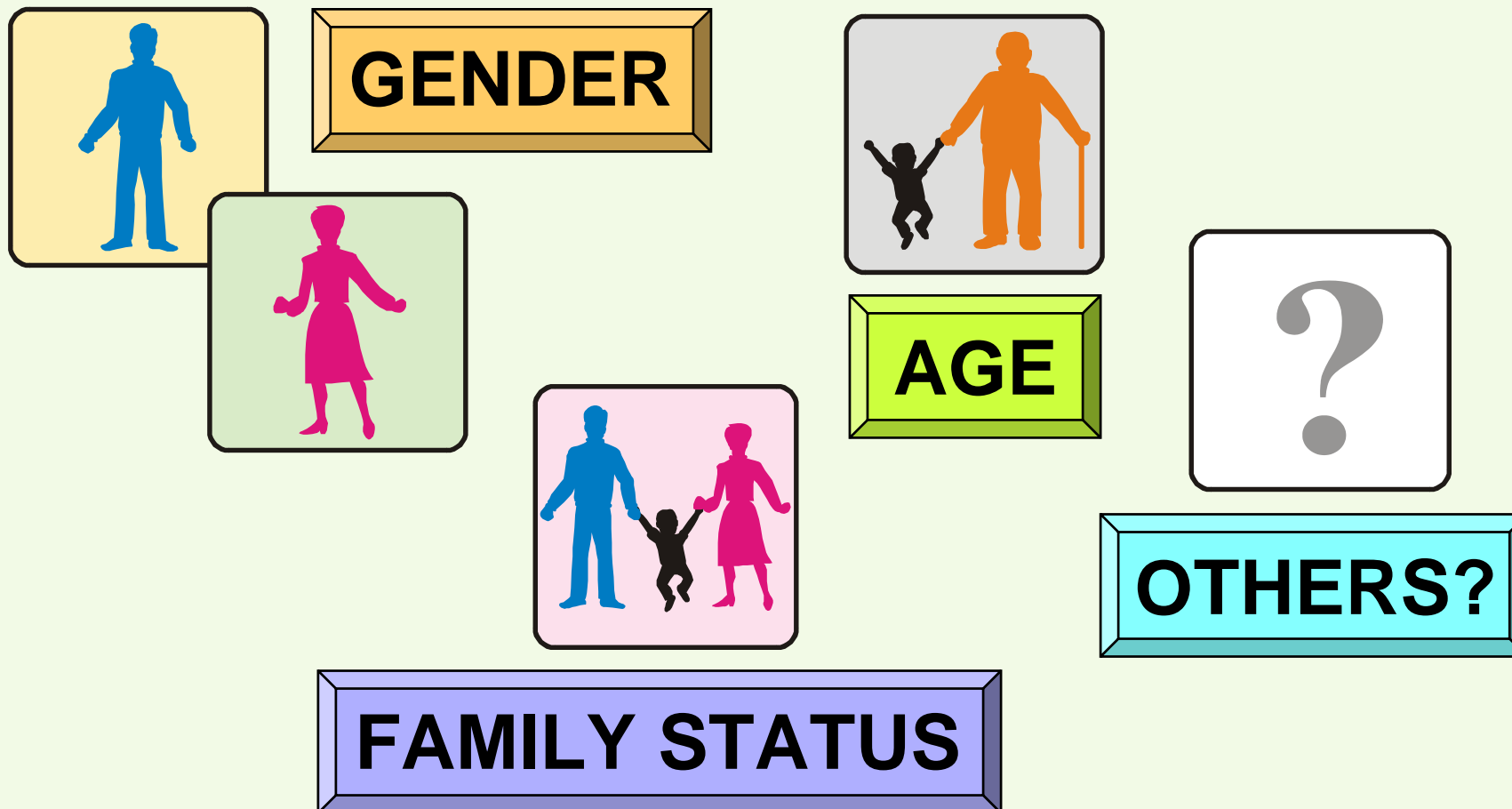
Minimizing Bias: Triangulation

-) Using different assessment techniques or different indicators of the same phenomenon
-) Varying the information sources
-) Varying the composition of the assessment team - multiple disciplines/perspectives represented
-) Ensure the team has a gender balance
-) Repeat assessment at different times

Selecting Key Informants

-) Plan a carefully selected lower number and add others in the field
-) Select from government, partner agencies, contractors, beneficiaries, and all other major stakeholders
-) Target women, the poorest, the most remotely located, non-English speaking groups
-) Find contentious people or complainers for a different point of view
-) Talk to the skeptics

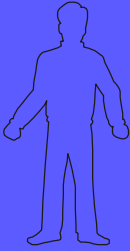

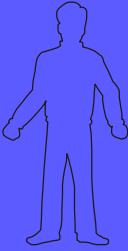

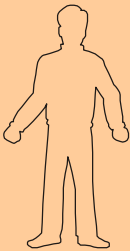

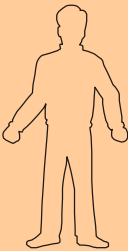



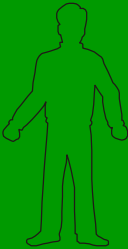

Disaggregate Data




Gender-Sensitive C/V Assessment

Capacities

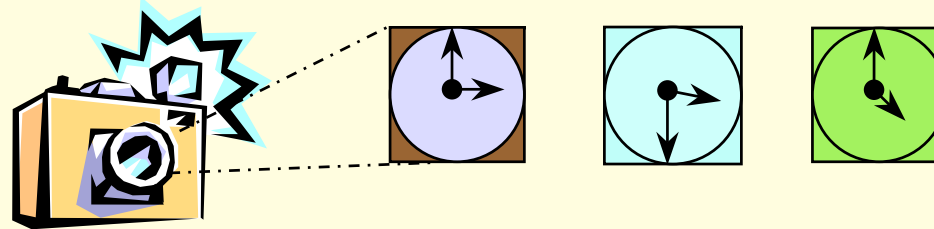
Vulnerabilities

Physical/ Material				
Social/ Organizational				
Motivational/ Attitudinal				

Terms-of-Reference: Contents

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-) Purpose and specific objectives of the assessment mission
 -) Timeline or schedule for the assessment mission
 -) Team members and clarification of roles, if required
 -) List of questions and/or types of data and information to collect
 -) Administrative support for the assessment mission
 -) Reporting protocols

Important Reminders




-) An assessment is only a “snap-shot” in time
-) Information and its significance change over time
-) Programme monitoring and responding to changes become more important than the field assessment
-) What you can't see, or don't hear is as important or more important than what you do see or hear
-) Assessment should be iterative over time - rolling model
-) Plan the details of your assessment process

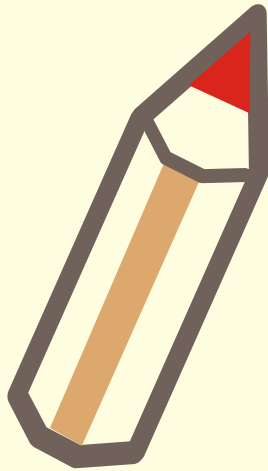
Planning/Organizing the Assessment

-) Clarify purpose and audience for the assessment
-) Identify the assessment questions
-) Select appropriate methods of information collection
-) Prepare a data collection and analysis plan
-) Create a team and set expectations
-) Identify and plan logistical requirements
-) Identify reporting requirements and format
-) Plan how findings will be disseminated

Coordinating the Assessment Team

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-) Review assessment purpose and audience
 -) Review background briefing and documents
 -) Review and revise scope of work
 -) Review data collection methods and expectations
 -) Review reporting expectations and requirements
 -) Discuss individual work styles and preferences
 -) Discuss effective mechanisms for working together (work hours, meeting times, decision-making)
 -) Discuss how the work will be divided

Planning Your Assessment



1. Clarify the purpose and decision being influenced
2. Prioritize specific data and information needs
3. Determine methods and sources for information collection
4. Hold team planning meetings, assign team roles, tasks, discuss procedures
5. Plan for team logistical needs
6. Draft a scope of work based on Steps #1 - #5 above

The Effective Assessor

-) Maintains an open mind
-) Recognizes own biases and assumptions
-) Knows when and how to use established information collection methods and approaches
-) Sees opportunities as well as needs/gaps
-) Possesses good communication and analytical skills
-) Is sensitive to political, cultural and gender contexts
-) Seeks out and listens to opposing voices, the skeptics, the critics

