# TOOL 13: CEA in Assessments Tool

#### Contents of this document

1. [Purpose of this tool](#_1._Purpose_of)
2. [Context analysis](#_2._Context_analysis)
3. [Priority questions to include in needs assessment surveys](#_3._Priority_questions)
4. [Timeline for emergency response assessments](#_43._Timeline_for)
5. [Guidance for data collection](#_54._Guidance_for)
6. [Sources of secondary data](#_65._Sources_of)
7. [IFRC Analysis framework](#_75._IFRC_analysis)

#### 1. Purpose of this tool

This tool provides an overview of data to collect during assessments for community engagement and accountability. This includes the types of data needed, methods for collection, and priority questions to include in assessment surveys. This tool also provides guidance on what data to collect at each stage of an emergency response, tips for data collection, sources of secondary data and how to use the IFRC analysis framework. This tools complements information in the [Movement Guide to Community Engagement and Accountability](https://communityengagementhub.org/resource/ifrc-cea-guide/).

**IMPORTANT NOTE: Always collect disaggregated data so you can identify differences in the needs, preferences, and capacities of different groups. This includes capturing age, sex, and any disabilities as a minimum. If possible and relevant, this could also include language, ethnicity, religion, caste, or other factors, such as legal status, female headed household etc. See the** [PGI in emergencies toolkit](https://www.ifrc.org/document/protection-gender-and-inclusion-emergencies-toolkit) **for guidance on** [questions to use to capture disaggregated data](https://www.ifrc.org/sites/default/files/2021-09/Tool2.4.1_PGI_in_assessments_questions_library-11March20.xls)**.**

#### 2. Context analysis

A context analysis seeks to understand the environment in which the community lives. The table below provides an overview of key information programmes and operations should collect about the context, including data collection methods and additional resources.

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| --- | --- | --- | --- | --- |
| **WHAT** | **PURPOSE** | **INFORMATION NEEDED** | **DATA COLLECTION METHODS** | **ADDITIONAL RESOURCES** |
| **Community demographics and structures** | Understand how the community functions and who the main stakeholders are | **At a minimum*** Demographics - % of men, women, boys, girls, elderly, people with disabilities
* Religious and ethnic groups
* Languages spoken by different groups
* Education and literacy levels of different groups
* Livelihoods and working hours for different groups
* Map the community leaders - formal, informal, and religious
* Active community groups and associations
* Local authority structure and role
* Local services, e.g., hospitals, police, schools, religious centres
* Other NGOs or UN agencies active in the community

**Advanced / go further:*** Poverty levels and access to resources
* Active local media
 | Secondary data e.g., country profiles but will not be specific to the community e.g., [World Bank DataBank](https://data.worldbank.org/country) and the [CIA World Factbook](https://www.cia.gov/the-world-factbook/countries/)Assessment surveyKIIs | [IFRC guidelines on assessments](https://fednet.ifrc.org/en/resources/disasters/disaster-and-crisis-mangement/assessment--planning/) [ECVA Community Factsheet tool](https://www.ifrcvca.org/community-factsheet)[IFRC PPP manual has advice and templates for stakeholder analysis](https://preparecenter.org/sites/default/files/ppp-guidance-manual-english.pdf)  |
| **Community relations and communication** | Understand the relationships and communication between different groups in the community, including power dynamics, social cohesion, and conflict and tensions. This will help you identify the best ways to work with the community, include all groups equally and avoid putting anyone at risk or doing harm. | **At a minimum:*** How are decisions made in the community e.g., in community meetings, by committees, by the leader etc?
* Do all groups participate? Is anyone excluded?
* Frequency, location, and format of community meetings
* Are there people who don’t attend or are unable to speak out?
* Do people in the community know and trust each other?
* Are community leaders trusted?
* Where do people get their information from? Channels (e.g., radio) and people (e.g., community leaders)
* Do different people face any barriers accessing information?
* How do people normally raise concerns or discuss problems?
* Any current or historical conflict or tensions in the community?
* If yes, who are the main stakeholders in the conflict?
* What is the impact on different groups in the community?

**Advanced / go further:*** Level of trust in local authorities and government
* Access to communication equipment – radios, phones etc
* How do different groups perceive the causes and impact of conflict?
* Mapping the history and patterns of the conflict, including root causes, patterns, and phases
* Secondary stakeholders in the conflict
* Issues that connect or divide the community
 | FGDsKIIsAssessment surveySecondary data. For media profiles. Try [CDAC](https://www.cdacnetwork.org/media-landscape-guides) or the [BBC Country Profiles](http://news.bbc.co.uk/1/hi/country_profiles/default.stm), but note these will not provide community-specific data | [Tool 16: FGD Guide](https://communityengagementhub.org/resource/cea-toolkit/)[IFRC information and communication needs assessment](https://communityengagementhub.org/resource/information-and-communication-needs-assessment-toolkit/)[CDAC Guide for Assessing Information needs](http://www.cdacnetwork.org/tools-and-resources/i/20140721173332-ihw5g)[ICRC Safer Access Guide](https://saferaccess.icrc.org/practical-toolbox/context-and-risk-assessment/) and [context assessment and analysis tool](https://fednet.ifrc.org/FedNet/Resources_and_Services/National%20Societies%20Development/Safer%20access/Tools_Templates_Examples/1.%20Context%20and%20risk%20assessment/1.3%20Context%20Assessment%20and%20Analysis%20tool.pdf)[IFRC’s Better Programming Initiative guide on conflict-sensitive context analysis](https://www.ifrc.org/sites/default/files/2021-08/2016_BPI_how%20to%20do%20conflict-sensitive%20context%20analysis.pdf)[CDA practical tools for conflict sensitivity in public health emergencies](https://www.cdacollaborative.org/cdaproject/conflict-sensitivity-and-public-health-emergencies/)[Internews’ guidance on info ecosystem](https://humanitarian.internews.org/information-ecosystem)s[GSMA Connectivity Needs Assessment](https://www.gsma.com/mobilefordevelopment/resources/the-connectivity-needs-and-usage-assessment-conua-toolkit/) |
| **Culture and beliefs** | Understand the culture, values, and beliefs in the community and how these affect the role of different groups and influence behaviours  | **At a minimum:*** The role gender plays in people’s lives e.g., role of women versus men, and level of womens’ autonomy
* Attitudes towards other groups in the community and if they face discrimination e.g., elderly, children, ethnic or religious minorities, people with disabilities etc

**Advanced / go further:*** Dig deeper into the social and cultural values and practices that will impact on the programme or operation. For example:
	+ Common religious practices, e.g., religious days
	+ Gender norms, e.g., can men and women share latrines
	+ Social norms e.g., can people question the leader?
	+ Traditional beliefs/practices e.g., trust in modern medicine?
 | Disaggregated assessment dataFGDsKIIsObservationSecondary data, e.g., social or cultural research | [Tool 16: FGD Guide](https://communityengagementhub.org/resource/cea-toolkit/)[IFRC Protection, Gender and Inclusion in emergencies toolkit has assessment guidance and questions](https://www.ifrc.org/document/protection-gender-and-inclusion-emergencies-toolkit) |
| **Community capacities**  | Build on existing capacity and skills in the community to improve the effectiveness and sustainability of interventions  | **At a minimum:*** Community resources and structures (if not already mapped)
* The capacities and skills of different groups in the community
* Actions taken by the community to address the issue
* How the community can contribute to the intervention

**Advanced / go further:*** Early action protocols in place and the community’s role
* Traditional knowledge of different groups e.g., farmers, mothers, fishermen etc
 | Secondary data[ECVA Community Factsheet tool](https://www.ifrcvca.org/community-factsheet)[ECVA Venn diagram tool](https://www.ifrcvca.org/venn-diagram)FGDs | [The Enhanced Vulnerability and Capacity Assessment (EVCA)](https://www.ifrcvca.org/), in particular [step 7 assess capacity](https://www.ifrcvca.org/level-three-facilitate-the-assessme) |
| **Perceptions and trust in the Red Cross Red Crescent** | Understand what the community knows and thinks about the National Society and how willing they will be to work with us | **At a minimum:*** Community knowledge of the National Society/Movement
* Do people trust the National Society/Movement?

**Advanced / go further:*** Community perception of the National Society/Movement i.e., do people see it as part of the government? Religious?
 | Assessment surveyFGDs | [Tool 15. Feedback kit](https://communityengagementhub.org/resource/cea-toolkit/)[Tool 16: FGD Guide](https://communityengagementhub.org/resource/cea-toolkit/) |
| **Risk communication and community engagement (RCCE)** | Understand the existing knowledge, attitudes, beliefs, practices, and rumours circulating in the community about the risk being addressed | **At a minimum:*** Gaps in knowledge
* Level of threat people attach to the risk and what concerns them most about it
* Common beliefs and rumours about the risk, and whether people believe these e.g., where it came from, who is affected, how it spreads, symptoms, etc
* Any stigma attached to the risk or those affected
* Reasons why people do not engage in safe behaviours or practices i.e., lack of resources or conflicting beliefs?
* Common and trusted sources of information
* How information about the risk is shared in the community
* Local phrases used to describe the risk
 | Assessment surveyFGDs | The [community engagement hub](https://communityengagementhub.org/) has [KAP](https://communityengagementhub.org/resource/knowledge-attitudes-and-practices-kap-assessment-on-covid-19-community-based-migration-programme/) and [perception surveys](https://communityengagementhub.org/resource/covid-19-rapid-perception-survey/) for COVID-19. [Tool 16: FGD Guide](https://communityengagementhub.org/resource/cea-toolkit/)[Tool 21: Behaviour change and RRCE resources](https://communityengagementhub.org/resource/cea-toolkit/)Health and WASH resources, [eCBHFA](https://ecbhfa.ifrc.org/), [ECV](https://ifrcgo.org/ecv-toolkit/), and [WATSAN mission assistant](https://watsanmissionassistant.org/) |

#### 3. Priority questions to include in needs assessment surveys

Below are eight questions to add to a programme or emergency response needs assessment survey. If not all 8 can be included, prioritize the most important ones for your programme or operation. Additional questions are also provided if more space is available in the survey.

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| **PRIORITY CEA QUESTIONS** |
|  | **Question** | **Answer options** |
| **1** | **How well can you read?** *Add to the demographic section if not already included* | Scale of 1-5 (1=Not at all, 2=Not very well, 3=Somewhat, 4=Quite well, 5=Very well) |
| **2** | **What language do you speak at home?***Add to the demographic section if not already included* | List of all local languages spoken in the region |
| **3** | **What are your most important needs?** *Choose a maximum of three**Note: although not specifically a CEA question, it is critical for accountability and is included here as evidence shows aid often fails to meet people’s priority needs.*  | Education; Employment or income generating activities; Shelter’ Reconstruction; Food; Security; Access to sanitation; Mitigation of environmental risks; Public services; Legal status; Electricity; First Aid; Health advice and treatment; Psychosocial support; Information; Other (free list); I don’t want to answer |
| **4** | **What are your preferred ways to receive information?** *(Either in general/about a disease/risk/crisis/specific topic etc.)* | Television; Newspaper; Radio; Online sources; Notice boards and posters; Leaflets; Government; Social workers; Local community-based organisations; International non-governmental organisations; Local organisations; Social media; Messaging Apps; Politicians; Family; Friends, Neighbours; Community theatre or cinemas; Community Meetings / Community Leaders; Places of worship; Youth Leaders; Red Cross Red Crescent volunteers or staff; Other (free list); I don’t want to answer**If asking about health information needs:** WHO; Health Workers at community level; Health Workers at health facility level; Pharmacist; Traditional healers; Scientists, doctors, health experts |
| **5** | **What would you like to have more information about?** *Choose maximum of three* | Diseases (Specify); Education; Employment; Shelter; Reconstruction; Food; Security; Access to sanitation; Weather forecasts; Environment; Public services; Electricity; First Aid; Preparing for disasters; What is happening in the aid response; How and where to access assistance; Health advice and treatment; How to ask questions or provide feedback to organisations; Other (free list); I don’t want to answer |
| **6** | **If you wanted to ask questions or raise complaints to an organisation (like the Red Cross) how would you feel most comfortable doing this?***Choose maximum of three* | Face-to-face with a representative of the organisation (privately); In community meetings; By telephone and speaking to someone; By telephone, but must be anonymous; By writing and posting in a suggestion box; Through a community committee; By email; Online through social media like Twitter or Facebook; By recording my comment using a voice recorder; I don't feel comfortable asking questions or raising complaints in any way; Other (free list); I don’t want to answer |
| **7** | **How are decisions made in your community?** | Through a community committee; Through community meetings; By community leaders; By the local government; No decisions are made; I don't know; Other (free list); I don’t want to answer |
| **8** | **Are there any members of the community who might not be allowed or able to speak out, attend meetings, and get involved in projects?**  | Yes; No; I don’t know; I don’t want to answer |
| **If yes, who are they?** | Women; Young people; members of a specific ethnic group, members of a religious group; supporters of a political party; elderly people; people with disabilities; other (free list); I don’t want to answer |

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| **ADDITIONAL CEA QUESTIONS IF MORE SPACE IS AVAILABLE IN THE SURVEY** |
| **Questions** | **Answer options**  |
| Can you write? | Yes/no |
| Does anything stop you or make it difficult to get information? | Ability to read; language barriers; access to equipment; access to electricity; cost of credit/charging; time; another family member is responsible for getting information; disinterested; lack of trusted sources; other (free list); don’t want to answer |
| Which sources of information do you trust the most? | Use the same list as Q.4 above |
| Which of these do you have access to? | Radio; TV; Mobile phone; Newspapers; Internet; don’t want to answer |
| How often do you attend community meetings?  | Never, sometimes, usually, always, don’t know.  |
| Do you feel like you have a say in decisions about your community? If no, why not?  | Yes, no, sometimes, don’t know, no answer / Age; sex; disability; ethnic group; religion; decisions are not made collectively; other; no answer |
| How important is it to you that you are involved in decisions about your community?  | Scale of 1-5, 1=Not at all important, 2=Not very important, 3=Somewhat important, 4=Quite important, 5=Very important |
| To what extent, do you trust the community leaders here to act in your best interests? | Scale of 1-5, 1=Not at all, 2=Not very much, 3=Somewhat, 4=Mostly, 5=Always |
| Do you know what <insert name of National Society/Red Cross Red Crescent> does in this country? | List main National Society activities e.g., healthcare, disaster response, blood donation |
| To what extent, do you trust the <insert name of National Society/Red Cross Red Crescent>? | Scale of 1-5, 1=Not at all, 2=Not very much, 3=Somewhat, 4=Mostly, 5=Very much |

#### For examples of dedicated community engagement and accountability assessments, see the [Turkish Red Crescent’s community engagement assessment](https://communityengagementhub.org/resource/cea-assessment-report-community-based-migration-programme-in-turkey/) and the [communication needs assessment tools used as part of the Venezuela refugee response.](https://communityengagementhub.org/wp-content/uploads/sites/2/2020/04/REGIONAL-INFORMATION.pdf)

#### 4. Timeline for emergency assessments and links to CEA

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Pre-disaster | EVENT | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
| Risk assessment |  | Initial assessment | Rapid assessment | In-depth assessment | Monitoring |
|  |  | *Within the first 48h* | *Within the first 14 days* | *Within 40 days* | *Throughout the operation* |
| *Information feeds into contingency plans* |  | *Information feeds into the Emergency Appeal or DREF*  | *Information feeds into the Operational Strategy, Implementation Plan and Operation Update* | *Information feeds into the revised Operational Strategy, Implementation Plan and Operation Update 2* | *Information feeds into monitoring updates, Implementation Plan and Operations Updates* |
| *Most feasible data collection methods:** Secondary data
* Risk analysis and pre-disaster monitoring through communities and volunteers
 |  | *Most feasible data collection methods:** Secondary data
* Direct observation
* Key informant interviews
 | *Most feasible data collection methods:** Secondary data
* Direct observation
* Key informant interviews
* Focus group discussions
 | *Most feasible data collection methods:** Secondary data
* Direct observation
* Key informant interviews
* Focus group discussions
* Structured surveys
 | *Most feasible data collection methods:** Direct observation
* Focus group discussions
* Post-distribution monitoring surveys
* Perception surveys
* Community feedback channels
 |
| *CEA areas to focus on:** *Community demographics and structures*
* *Community relations and communication*
* *Culture and beliefs*
* *Community capacities*
* *RCCE*
 |  | *CEA areas to focus on:** *Community needs and priorities*
* *Community relations and communication (access to information)*
* *Community capacities (actions taken to address issues)*
 | *CEA areas to focus on:** *Community needs and priorities*
* *Community demographics and structures*
* *Community relations and communication*
* *Community capacities*
* *RCCE*
 | *CEA areas to focus on:** *Community needs and priorities*
* *Community demographics and structures*
* *Community relations and communication*
* *Culture and beliefs*
* *Community capacities*
* *Perception and trust in the RCRC*
* *RCCE*
 | *CEA areas to focus on:** *Community needs and priorities*
* *Community capacities*
* *Perception and trust in the RCRC*

*RCCE*  |

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#### 5. Guidance for data collection

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| **Before data collection** |
| * Conduct multi-sector assessments rather than separate assessments per sector to reduce survey fatigue and frustration in communities
* Build enough time into the data collection schedule to consult all groups, otherwise some people may be missed in the process
* Include methods of data collection where people can answer openly instead of being constrained by multiple choice options
* Brief data collectors on the role of the Red Cross Red Crescent Movement, purpose of the assessment, how data will be used and what happens next so they can answer questions from the community accurately and avoid raising expectations. Ensure they know how to identify, respond to, and refer sensitive information. Use tool 15: Feedback Kit for guidance on this
* Don’t ask more questions than you need to – and keep them short and simple
* Test questions with community volunteers to ensure they are understood accurately, especially if questions have been translated into local languages. The [Hellenic Red Cross](https://communityengagementhub.org/wp-content/uploads/sites/2/2020/04/CaseStudyMFC_IFRCversion.pdf) did this by having staff interview volunteers and then refine the question wording.
* Data collectors should practice conducting the survey through role plays. [South Sudan Red Cross](https://communityengagementhub.org/wp-content/uploads/sites/2/2020/04/Lessons-on-Post-Distribution-Monitoring.pdf) had one volunteer conduct the survey with another, while everyone else registered the answers to check if there were differences in how people interpreted the answers.
 |
| **During data collection** |
| Always collect disaggregated data so you can identify differences in the needs, preferences, and capacities of different groups* Data collection teams should speak the local languages and be gender balanced. If possible, use people who are not already known to the community to avoid any potential bias in answers
* Staff should be on hand during data collection to mentor data collectors and answer any questions they may have
* Data collectors must explain to every interviewee who they are, the purpose of the interview, what the data will be used for and how long the interview will take and ensure that people know their participation is voluntary and information shared is confidential
* Data collectors should always treat people with respect, by answering their questions, listening openly to what they say, and remaining neutral to what people say i.e., not agreeing with people, reacting defensively or with disgust or shock
* Interview people in a calm environment and without interferences or other people listening in, especially those who could lead to any sort of bias in people’s answers, for example local staff members, associates of community leaders or dominant family members
* When asking about needs or preferences, it is better not to read out a list of answer options as this could bias peoples’ response
* Where useful and actionable, include open-ended questions to capture information on the reasons for providing certain answers
* People should have the option not to answer a question
* Encourage data collectors to also record anything they observe while in the community that is relevant to the assessment, for example, are people washing their hands, is there a lot of stagnant water, are people using radios or mobile phones etc
 |
| **After data collection** |
| * Ask if there is anything else the person would like to share or if they have any questions
* Clarify again what the next steps are and when the person can expect to hear back about the results of the survey
* When analysing, look for differences between groups and pro-actively disaggregate the data to understand the responses of smaller, potentially marginalized groups
* Provide feedback to the community on the results of the survey. For example, through a community meeting or by informing the community volunteers or leaders.
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#### 6. Sources of secondary data

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| **Internal secondary data** | **External secondary data** |
| **Data generated during the preparedness phase**  |
| * Consult with colleagues if early action protocols were developed as part of a forecast-based financing process
* Previous ECVAs
* Assessment(s) as part of the PER process
 | * [Anticipation Hub](https://www.anticipation-hub.org/experience/early-action/early-action-database/ea-list)
* [UNDRR Prevention Web](https://www.preventionweb.net/knowledge-base/continents-countries)
* Consult with local authorities and other partners if any preparedness or early action protocols have been developed
 |
| **Data generated during other programmes or operations e.g., needs assessments, community feedback, M&E, lessons learned** |
| * Search for IFRC operations and available documents on [IFRC Go](https://go.ifrc.org/) and the [Community Engagement Hub](https://www.communityengagementhub.org/)
* Filter the [Operational Learning dashboard](https://go.ifrc.org/preparedness#operational-learning) for relevant lessons learnt during DREF operations
* Ask colleagues if this kind of information exists and/or where it would be saved in case it’s not obvious where to access it
 | * [ACAPS](https://www.acaps.org/country/bangladesh/special-reports)
* [ReliefWeb](https://reliefweb.int)
* [RCCE Collective Service](https://www.rcce-collective.net/resources/) on anything relating to COVID-19
* For country profiles see the [World Bank](https://data.worldbank.org/country) or the [CIA World Factbook](https://www.cia.gov/the-world-factbook/countries/)
* UN agency websites e.g., FAO for food security, OCHA for emergency response, WHO for health etc.
 |
| **Case studies, articles and reports covering same location or context** |
| * + Filter the [IFRC document library](https://www.ifrc.org/documents/all)
	+ Filter the [Community Engagement Hub](https://www.communityengagementhub.org/)
 | * CDAC’s [Media & Telecommunication landscape guides](https://www.cdacnetwork.org/media-landscape-guides)
* [IASC Accountability and Inclusion Portal](https://aap-inclusion-psea.alnap.org/resources-iasc)
* [BBC Country Profiles](http://news.bbc.co.uk/1/hi/country_profiles/default.stm)
* [Demographic health studies](http://www.dhsprogram.com)
* [ACAPS](https://www.acaps.org/country/bangladesh/special-reports)
* [ReliefWeb](https://reliefweb.int)
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#### 7. IFRC analysis framework

The [IFRC analysis framework](https://fednet.ifrc.org/FedNet/Resources_and_Services/Disasters/Disaster%20and%20crisis%20management/Assessment%20and%20Planning/Analytical%20framework%20%28Extract%20from%20LEAP%20approach%20document%20Sept%202018%29.pdf) can help organise the different types of data used and collected during the assessment, as well as throughout the response. The table below shows how community engagement and accountability data fits into the IFRC analysis framework:

|  |  |
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| **Pillar of the analytical framework** | **CEA data**  |
| **Pre-crisis vulnerabilities** | Information on marginalised groups, inequalities, tensions, and power hierarchies |
| **Shock/trigger** | Communities’ perceptions and observations of the disaster, beliefs on its origin, and existence |
| **Context disaggregation** | Information on pre-existing characteristics of the components of the community (e.g., population and ethnic groups, literacy levels, languages) |
| **Information ecosystem** | Information on where community members receive information from, trusted and preferred communication channels, access to information etc. |
| **Scope and scale** | **Drivers and aggravating factors** | Information on existing conflict and inequalities in the community |
| **System disruption** | Information on the destruction or disruption of the telecommunications landscape, road access to the community, community access to information, and how they can get in touch with the RCRC |
| **Damages and losses** | Information on communities’ perceptions and observations on main damages and losses |
| **Humanitarian conditions** | **Impact on accessibility, availability, quality, use and awareness of goods and services** | Information on communities’ access to, satisfaction with, and awareness of goods and services |
| **Impact on physical and mental well being**  | Information on communities’ perceptions of their physical and mental well-being |
| **Vulnerabilities, specific needs, and risks** | Information on communities’ perceptions of their main needs, priorities, and risks |
| **Capacities & Response** | **National societies capacities and response** | Information on the perception of and trust in the RCRC Movement |
| **International capacities and response** | Information on the perception of and trust in international response actors |
| **National capacities and response** | Information on communities coping mechanisms and actions taken to address the crisis, existing structures and main stakeholders in the local response, communities’ perception of the Government and other local response actors |