

NEEDS ASSESSMENT FOR REFUGEE EMERGENCIES (NARE) CHECKLIST

Version 1.0

What is the NARE Checklist?

As the lead coordinator in a refugee emergency, UNHCR has a responsibility to coordinate a multi-sectoral needs-based response. The NARE is principally designed to assist UNHCR operations with initial multi-sectoral needs assessments when there has been a significant sudden forced displacement of populations across borders. The NARE can also be used when there is a sudden influx of a population into an existing operational refugee environment or in a refugee operation where inadequate assessments have been conducted.

The NARE highlights information that is derived from pre-crisis and post-crisis secondary data analysis, before primary data collection begins. For primary data collection, the NARE suggests data elements that may be derived from facility visits, observations, key informants and focus group discussions. It promotes the cross-analysis of information derived from multiple methodologies across multiple sectors to ensure a rapid, relatively complete picture of needs in a refugee emergency.

The NARE assessment is intended to be a one-off activity and not an ongoing monitoring system.

How to Use the NARE Checklist

The NARE is a **highly customizable initial multi-sectoral needs assessment**. The Needs Assessment Team can decide which data collection methodologies should be used and which topics should be the focus. **This means that NARE users are not obligated to do the entire assessment specified here but can pick and choose from among the methods and themes depending on the time / resources available, the purpose of the assessment and the types of interventions that will be made. Data collection questions in the columns/rows you have selected from the NARE may be further customized according to your local situation.** You can change or omit the questions suggested, or you may wish to add new questions entirely. Please also consider the contents of the “All Sectors” column and the callouts on population data management, security and logistics.

The following principles of the NARE should be taken into account in all refugee emergency situations:

- A secondary data review should always be done in order to determine what information already exists;
- Initial needs assessments should be multi-sectoral and coordinated across sectors (detailed sector-specific needs assessments can follow the initial multi-sectoral assessment); and
- Different types of information are best gathered using different types of data collection methodologies.

Overview of Key Actions:

- A secondary data review should be conducted first to identify information gaps.
- A multi-functional team should lead the NARE and collectively prioritize data elements on the checklist based on operational relevance and the attainability of information. High priority data elements that cannot be obtained from secondary data should be added to data collection forms.
- One data collection form should be used for each of the data collection methodologies selected from the checklist. Mixed data collection methodologies should not appear on the same data collection form.
- Data collectors should then be trained on the use of the forms.
- Focus group discussion leaders should be trained on focus group discussion facilitation.
- After data is collected, cleaned and compiled, the multi-functional team should analyze and collectively agree on the interpretation of findings.
- Reports on findings should be rapidly disseminated to concerned stakeholders.

Notes

- The term “refugee” is used throughout the NARE; however the NARE may be used to assess the needs of asylum-seekers, stateless persons or other persons of concern.
- Data collected during a NARE will need to be disaggregated by camps or collective centres if present.
- This assessment is intended for use by generalists; however, secondary data sources may require sector-specific expertise. The NARE does not replace in-depth sectoral assessments.
- To ensure an adequate selection process for key informant interviews please refer to the ACAPS Technical Brief “Key Informant Direct Observation Pocket Version”, available here: <http://www.acaps.org/resources/technical-briefs>

NARE Cross Cutting Protection Issues



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| Secondary Data | <p>Critical Background (pre-influx) Information Collection and Analysis</p> <p>This is information on context, pre-existing coping mechanisms and vulnerabilities.</p> | <ul style="list-style-type: none"> • What historical political / social dynamics existed within and between groups in the refugee population, including marginalized and excluded groups? • What is the legal framework and practice in the country of asylum with respect to refugee protection? • What community based protection mechanisms exist e.g. coping mechanisms, community watch groups, community leaders, women’s groups, etc.? • What is the school enrollment rate prior to displacement in the country of origin (disaggregated by age, sex and, if possible, grade)? • Is sexual and gender-based violence (SGBV) a documented problem in the country of origin and/or country of asylum? If so, which forms? |
| | <p>Post-Influx Secondary Data Review</p> <p>This information can come from other sectors and/or organizations and must be compiled prior to primary data collection. Information not available in the secondary data analysis should be acquired through primary data collection.</p> | <ul style="list-style-type: none"> • Who are the main local, national and international protection actors with capacity to respond? If they don’t have the capacity to respond, in what areas would they require capacity building? • What, if any, national protection coordination mechanisms currently exist? • What, if any, security concerns exist in present refugee hosting locations? (e.g. landmines, presence of combatants, risk of cross border incursion, tensions between refugees and host community, etc.). • Are there any reports of refoulement, including preventing access to territory or harassment from authorities? • Are there any restrictions affecting refugees’ land-rights and land access? (e.g. collecting fuel-wood, timber, fodder, grazing their animals, engaging in agricultural or subsistence activities) If yes, what are they? |
| Primary Data Collection | <p>Review – Actions Required</p> <p>These are possible actions that may be informed by the secondary data analysis.</p> | <ul style="list-style-type: none"> • Mitigate immediate security risks to specific groups at risk and wider population • Establish effective individual registration and documentation systems, including referral pathways for identified protection cases (e.g. child protection, SGBV, specific needs, etc.) • Work with communities to strengthen or to foster the creation of community-based protection mechanisms • Mainstream protection into technical areas, including ensuring distribution and aid mechanisms are appropriate, accessible and non-discriminatory based on an age, gender and diversity (AGD) approach • Establish a two-way mass communication mechanism with refugees and host communities in order to inform them of the availability of services and other key protection information. <p><i>For more detail, please refer to the Protection in Emergencies Checklist, available on the UNHCR Intranet at Support Services -> Emergency Management -> Emergency Policies and Tools -> Protection in Emergencies Toolbox. Also available on the UNHCR Emergency Information Management Toolkit at: http://data.unhcr.org/imtoolkit/chapters/view/minimum-sectoral-data-d/lang:eng</i></p> |
| | <p>Community Observation</p> <p>These questions are intended for direct observation and are not based on interviewing. Findings from direct observation can be cross-analyzed with information from other sources for verification purposes.</p> | <ul style="list-style-type: none"> • Is there a military installation in close proximity to refugee hosting areas? • Are there signs of combatants among the refugee population (e.g. visible presence of weapons, individuals in uniform and/or disproportionately large numbers of fighting-age men)? • Are reception arrangements visibly adequate for new arrivals (e.g. not overcrowded, availability of water and food, separate toilet facilities etc.)? • Are significant numbers of women or female-headed households arriving and/or living alone? • Is there a disproportionately large presence of children? Are there children under 18 years old arriving / living without adult caregivers? • What are the main physical hazards for children (e.g. landmines, uncovered wells, unsafe buildings, distance to school, etc.)? • Are all segments of the population (AGD) seen at service provider centers? • Are service providers’ reception conditions AGD sensitive (female staff present, confidential consultation space available, accessible to older persons and persons with disabilities, etc.)? • Who comes to collect food and CRIs at distributions (women, men, children, minority groups)? • Are there police, community watch, or other security actors present? Are any of them female? • Are there any signs or recent deaths or mourning (e.g. religious ceremonies, mourning traditions, new graves)? • Are there any signs of limitation to freedom of movement for the population (e.g. roadblocks, checkpoints, fences)? • Are there segments of the population not seen in public places (e.g. any age or gender demographic, persons with disabilities, ethnic or religious minorities)? • Are there signs of isolation or neglect of specific persons or groups? (please specify) • Are there physical spaces available for establishing key community infrastructure (e.g. child friendly spaces (CFS), schools, community centres)? |
| <p>Community Key Informants</p> <p>Community representatives can be asked questions about the entire community. Key informant interviews may help validate or explain conclusions from observation.</p> | <ul style="list-style-type: none"> • What community based protection mechanisms exist e.g. coping mechanisms, community watch groups, community support groups, leadership structures, etc.? • Have there been instances of violence or abuse, including SGBV? If yes, which kind, when, where, and which population segments were targeted? • What, if any, has been the community’s response to instances of violence /abuse? If there has been no response, why not? • Do victims of crime, including SGBV survivors, have access to judicial recourse? (police and courts etc.) • Are there boys and girls arriving / living without adult caregivers? • What urgent information do members of this community (AGD) need to know to protect themselves? • Are there any particular groups that face specific risks? Why and what are these risks? What can be done to mitigate these risks? • Are there any – or reports thereof – of combatants, ex-combatants or their families in the group /at the site? • Are armed actors recruiting children or are there reports thereof? • Is the population of refugees at this site growing, shrinking or staying the same? Why? • Are families forced to use unsafe practices to meet their basic needs (e.g. survival sex, early marriage, child labour, etc.)? • What is the estimated percentage of children with access to schools and other learning opportunities? • Do schools have SGBV and child protection reporting mechanisms? • Are schools and other learning environments considered safe by the community? Do they implement safe learning activities? | |



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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Primary Data Collection</p> | <p>Focus Group Discussions</p> <p>Focus group participants are divided by age, gender and diversity criteria. Additional division of a group may be necessary based on social hierarchy (e.g. economic strata, displacement status, ethnicity, caste etc.).</p> | <ul style="list-style-type: none"> • Why did communities flee to this location? • Are people leaving this location? If yes, why? • What serious dangers and difficulties is this community experiencing? Who in the community is most affected by these problems or dangers? Where are these dangers or difficulties most likely to occur? What are the community's capacities and suggestions to address these issues? • Does the community experience obstacles or problems in obtaining humanitarian assistance or important services, such as education and healthcare? Are there specific groups within the community who are more affected by obstacles or barriers to obtaining protection or humanitarian support? • Are services available to help survivors of violence and abuse (e.g. medical, psychosocial, material, legal, community-based)? Are these services adequate and appropriate (e.g. enough medicine, presence of female staff, staff speaking same language)? • How does the community handle/resolve cases of violence and abuse - do they go to the police/courts/religious leaders or to some other source for mediation/support? Is the response received adequate and appropriate? • How is the community organized? • What community based protection mechanisms exist e.g. coping mechanisms, community watch groups, community support groups, leadership structures, etc.? |
| | <p>Household Key Informant Interview</p> <p>These questions are appropriate to ask during household interviews and pertain to the situation of the household being questioned.</p> | <ul style="list-style-type: none"> • Where did you come from? What route did you take here? • Has your family been registered since your arrival here? If yes, by whom? • What are your family's top three priority needs? • What were your family's reasons for flight? • What type(s) of transportation did your family use to travel here? • Are any family members not present? Where they are? Why are they not here? • Do any of your family members have specific needs? • Are you caring for any children that are not your biological children? If yes, do you know where their parents or relatives are? • Does your family feel safe here? If not, why not? Do you know where you can go to get help if you don't feel safe? What would make your family feel safe? • Has your family received any assistance? Were any problems encountered when your family received assistance? How does your family compliment your assistance? • What is your family's experience in interacting with the host community? • Were your children enrolled in school prior to displacement? Are they enrolled in school now? If not, why not? • Does your family have identity documents from your country of origin? If yes, what type of documentation? If no, why not? • Are family members scared or in psychological distress? |
| | <p>Infrastructure / Facility Visits</p> <p>Visiting facilities (listed at right) for observations or key informant interviews may assist the assessment.</p> | <ul style="list-style-type: none"> • Police posts • Legal clinics • Camp perimeter walk • Bathing facilities • Latrines • Places of detention • Markets • Individual shelters • Local administrative offices or traditional leaders • Schools (formal or informal; host and refugee schools) • Health facilities • Areas where household fuel is collected • Distribution points • Childcare facilities • Places of worship • Community centres |

All Sectors - NARE Checklist



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| Secondary Data | <p>Critical Background (pre-influx) Information Collection and Analysis</p> <p>This is information on context, pre-existing coping mechanisms and vulnerabilities.</p> | <ul style="list-style-type: none"> Existing contingency plans Lessons learned from previous emergencies in this country of asylum or with refugees from this country of origin Livelihood groups and patterns as they relate to skills, wealth, urban/rural dynamics, language barriers, ties with the host population and rights in country of asylum Potential service providers (government, NGOs, community groups, and commercial/private) Potential for integration into existing services and national or community-based programmes Identification of multi-sectoral partners including host community interlocutors, NGOs and civil society leadership Census information Maps of existing infrastructure |
| | <p>Post-Influx Secondary Data Review</p> <p>This information can come from other sectors and/or organizations and must be compiled prior to primary data collection. Information not available in the secondary data analysis should be acquired through primary data collection.</p> | <ul style="list-style-type: none"> Any prior initial assessments concerning current influx (if available) Cross-sectoral intervention analysis (what are others doing and what are the activity / resource gaps, including the government / military) Access to markets and land Emergency market surveys (availability and prices of construction materials, household items and food since the emergency) Common Multi-Sectoral Secondary Data Sources include: <ul style="list-style-type: none"> Border monitoring Intention surveys “Who Does What Where” information Needs assessments from the country of origin Government statistical office reports Government emergency response reports |
| | <p>Review – Actions Required</p> <p>These are possible actions that may be informed by the secondary data analysis.</p> | <ul style="list-style-type: none"> Share findings of secondary data review with other stakeholders Coordination of needs assessment data analysis findings with other sectors Identify information gaps Develop an initial strategy of intervention Establish primary data collection systems for minimum emergency indicators (e.g. PHHIV basic indicator report) Establish population data collection systems (e.g. rapid population estimation, emergency registration, etc.) Explore opportunities for income generation, including for women at risk. |
| Primary Data Collection | <p>Community Observation</p> <p>These questions are intended for direct observation and are not based on interviewing. Findings from direct observation can be cross-analyzed with information from other sources for verification purposes.</p> | <ul style="list-style-type: none"> What are the community’s power relations? Is any group getting / commandeering more assistance than others? How are tasks distributed among community members? What are the community’s coping mechanisms? Are any of these coping mechanisms dangerous or unsustainable? What are potential livelihood opportunities? |
| | <p>Community Key Informants</p> <p>Community representatives can be asked questions about the entire community. Key informant interviews may help validate or explain conclusions from observation.</p> | <ul style="list-style-type: none"> How do community members find out information about the emergency? How are decisions made here that affect the whole community? Is this a location where new refugees are arriving, where refugees are leaving or both? If refugees have left, where are they going to? Why are they leaving? Has this community received any humanitarian assistance yet? If yes, what kind of assistance? If yes, are there unassisted refugees here too? |
| | <p>Focus Group Discussions</p> <p>Focus group participants are divided by age, gender and diversity criteria. Additional division of a group may be necessary based on social hierarchy (e.g. economic strata, displacement status, ethnicity, caste etc.).</p> | <ul style="list-style-type: none"> What is the impact of the sudden influx on the host population? In what ways can the host community assist refugees? How do members in your community find out information about the emergency response? What are the community’s highest priority problems? How are people coping with the problems currently? |
| | <p>Household Key Informant Interview</p> <p>These questions are appropriate to ask during household interviews and pertain to the situation of the household being questioned.</p> | <ul style="list-style-type: none"> Who in the household collects water and/or firewood? Where? |
| | <p>Infrastructure / Facility Visits</p> <p>Visiting facilities (listed at right) for observations or key informant interviews may assist the assessment.</p> | <ul style="list-style-type: none"> Local government offices Community centres <i>Please see infrastructure and facilities mentioned in other sectoral areas</i> |

WASH - NARE Checklist



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| Secondary Data | <p>Critical Background (pre-influx) Information Collection and Analysis</p> <p>This is information on context, pre-existing coping mechanisms and vulnerabilities.</p> | <ul style="list-style-type: none"> • Rainfall patterns • Hydrological and Geological map • Identify safe infrastructure availability • Potential water providers and water sources • Availability of WASH stockpiling equipment |
| | <p>Post-influx secondary data review</p> <p>This information can come from other sectors and/or organizations and must be compiled prior to primary data collection. Information not available in the secondary data analysis should be acquired through primary data collection.</p> | <ul style="list-style-type: none"> • Assessment of available water sources • Hygiene practices of community • Identify male and female community members who may be mobilised to participate in locating and designing safe water and sanitation locations and policies • Mapping of safe locations for boreholes, water points etc.. • Identify potential site risks (e.g. areas exposed/prone to flooding) |
| | <p>Review – Actions Required</p> <p>These are possible actions that may be informed by the secondary data analysis.</p> | <ul style="list-style-type: none"> • Emergency (new/rehabilitated) drinking water supplies measures are urgently required if less than 15 litres/per person/day is available (particularly if risk factors are present such as dense population, contaminated water supply, poor hygiene etc.). • Emergency “shock” treatment of the drinking water supply is required if the existing system is still functional, but has likely been contaminated (as a result of physical damage to its infrastructure, interrupted/intermittent service provision, etc.). • Household water treatment is recommended if the quality of drinking water is poor and households understand or can be quickly taught how to use home water treatment effectively. • The need for adequate household water transport and storage facilities should be assessed in all cases. • Emergency sanitation (particularly excrement disposal) and hygiene promotion measures are required immediately if people are settled in high density areas and exposed to poor sanitary conditions and/or probable diarrheal outbreaks. • Emergency distribution of water, sanitation and hygiene (WASH) non-food items (NFI's) is required when acute shortage has been objectively observed. |
| Primary Data Collection | <p>Community Observation</p> <p>These questions are intended for direct observation and are not based on interviewing. Findings from direct observation can be cross-analyzed with information from other sources for verification purposes.</p> | <ul style="list-style-type: none"> • Environmental health conditions - look for signs of: a) unsafe hygiene practices (open defecation, medical waste disposal, etc.); b) contamination due to weak or absence of sanitation infrastructure including for excrement, waste water, solid waste, drainage and medical waste disposal; and c) disease transmitting vectors (rodents, mosquitoes, etc.). • Existing WASH services - look for evidences of: a) collapsed or poorly performing services; b) strain on capacity of services (lines, conflicts, etc.) c) access difficulties (distance, security, etc.) and d) vulnerability of services (potential contamination sources, natural hazards, etc.) e) queuing time at facilities. • Are refugee women and girls, men and boys seen queuing at unsafe hours for water? • Is sex-separation for latrines and bathing areas respected? • How many gender segregated latrines are there at each existing or potential site for formal and non-formal education purposes in the displacement or host community area? • Is there access to hand washing and potable water at existing or potential sites? • Are the needs of children considered in the design WASH programmes (e.g. safe access to latrines around home, schools, CFS's, by the size of water containers and safe access to source, distance etc.)? • Are there sex segregated latrines in schools? • Is there access to hand-washing and potable water in schools? |
| | <p>Community Key Informants</p> <p>Community representatives can be asked questions about the entire community. Key informant interviews may help validate or explain conclusions from observation.</p> | <ul style="list-style-type: none"> • What water sources are available? • Is there disruption of the current water supply? • What is the quantity of water available (m³/day) through the water system? Is the water safe for drinking? If not, why? • Are human and animal excrement properly contained and disposed of? How many and what kind of excreta disposal systems (s) /facilities are there? Are these functional and accessible to all? If people feel safe to access to it? • What are the critical issues for the building of WASH infrastructure (high water table, soil type and absorption capacity, available space, flood prone areas, social factors/habits, land issues, local materials, gender, etc.). |
| | <p>Focus Group Discussions</p> <p>Focus group participants are divided by age, gender and diversity criteria. Additional division of a group may be necessary based on social hierarchy (e.g. economic strata, displacement status, ethnicity, caste etc.).</p> | <ul style="list-style-type: none"> • Are you satisfied with the water services provided? Are you satisfied with the sanitation services provided? • Which locations do you consider safe (for privacy and safety) to locate communal latrines and bathing facilities within the camp/settlement? Which locations do you consider safe to locate water collection points? • Would you prefer separate latrines and bathing facilities for males and females? Why? What about separate facilities per family? • What is the best strategy to maintain and clean bathing and latrine facilities? Who should be in charge of this? Why? • I would like to get your suggestions/ideas on this design (show the design or prototype for sanitation or bathing facilities): what do you think about these facilities? Would you do anything differently? What would you change to make it more suitable to your needs? What would you add? Why? • How do you normally handle menstrual hygiene? What do you normally use (disposable sanitary pads or re-usable pads)? What would be the best method to dispose of sanitary pads, considering that pit latrine disposal might drastically increase the amount of waste in latrines? • What is your primary concern with maintaining the cleanliness of your compound? Is there anything that could be done to support the cleanliness of your compound? |
| | <p>Household Key Informant Interview</p> <p>These questions are appropriate to ask during household interviews and pertain to the situation of the household being questioned.</p> | <ul style="list-style-type: none"> • What is the main source of drinking water for members of your household? • Yesterday, how much water did your household collect? Please show me the containers you used yesterday for collecting water (from sunrise to sunset). How many times did you fill up each container? • Please show me where you store your drinking water. • What kind of toilet facility does this household use? • How many households share this toilet? • Do you have soap for hand washing? Can you show me (presented within 1 min)? • How often do you wash your hands and before what tasks? |
| | <p>Infrastructure / Facility Visits</p> <p>Visiting facilities (listed at right) for observations or key informant interviews may assist the assessment.</p> | <ul style="list-style-type: none"> • Water systems • Water treatment plants • Solid waste management • Community places (schools, health centres, markets) • Sanitation infrastructure (showers, latrines, washing blocks, communal kitchens) |
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Camp Management and Communal Living - NARE Checklist



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| Secondary Data | <p>Critical Background (pre-influx) Information Collection and Analysis</p> <p>This is information on context, pre-existing coping mechanisms and vulnerabilities.</p> | <ul style="list-style-type: none"> • Government policy regarding encampment of refugees; alternatives available to new arrivals • Pre-existing displacement sites; [name, location, current population, ability to accommodate new arrivals, access and protection concerns]. • New potential sites allocated by the government/local authorities to accommodate new arrivals; [name, location, distance from border and major towns/logistics centers, access and protection concerns.] • Capacity of existing or new sites to host new population influxes • Government focal points for management and administration of camps • Identification of NGOs or other partners with potential camp management capacity • Known cultural living practices, particularly with regards to community power dynamics and communal living arrangements |
| | <p>Post-Influx Secondary Data Review</p> <p>This information can come from other sectors and/or organizations and must be compiled prior to primary data collection. Information not available in the secondary data analysis should be acquired through primary data collection.</p> | <ul style="list-style-type: none"> • Number and characteristics of displacement sites. [name, location, capacity, distance from border and major towns/logistics centers, access and protection concerns]. Distinguish between urban and rural sites. • Movement patterns in and out of displacement sites • Total estimated number of displaced people living in each displacement site • Number and percentage of refugee population that have been registered (household and/or individual level) • Identify host family / host community practices • Refugee assets, including livestock. Capacity to accommodate assets/livestock at sites. • Availability of additional sites for camps, settlements or collective centres • Basic indicator values (protection, WASH, health, food, nutrition, education) |
| | <p>Review – Actions Required</p> <p>These are possible actions that may be informed by the secondary data analysis.</p> | <ul style="list-style-type: none"> • Develop camp management and coordination strategies (management, reception centre requirements, closure, environmental) • Set-up inter-sectoral camp management / coordination body (with relevant actors including government authorities) • Set-up monitoring system for service and assistance delivery and coordination, including “Who is Doing What Where” (a 3W template is available here: http://data.unhcr.org/imtoolkit/chapters/view/who-s-doing-what-where/lang:eng) • Facilitate different sectors to ensure site management and planning includes community engagement structures, and mitigates specific risks including SGBV and unaccompanied minors • Explore and analyze relationships and interactions between people living inside and outside of sites (both refugee and host communities). Include protection and AGD considerations in camp management and design by engaging in participatory assessments with different groups of persons of concern (including women and other vulnerable persons) • Mitigate most pressing physical dangers to children in the camp/community (e.g. hazards likely to cause injury/death) |
| Primary Data Collection | <p>Community Observation</p> <p>These questions are intended for direct observation and are not based on interviewing. Findings from direct observation can be cross-analyzed with information from other sources for verification purposes.</p> | <ul style="list-style-type: none"> • Can refugees move freely within and outside the site? • Is the site fenced or otherwise secured? • Are there areas in the camp that pose a particular security risk ,or are there other hazards in the camp or local area? • How have the populations arranged themselves in the camp? • Is a camp address system in place? • Are law enforcement agents present at the site? • Are camp management staff regularly present at the camp/site? • Which service providers are regularly present at the camp/site? • What are the locations of distribution points in the camp/site? • What are the locations of general infrastructure in the camp? What is the infrastructure being used for? What is its condition? • Do the refugees have specific assets (livestock, vehicles, etc.?) • Are there communal or individual facilities for the following: accommodation, kitchens, latrines, showers/ bathing areas? |
| | <p>Community Key Informants</p> <p>Community representatives can be asked questions about the entire community. Key informant interviews may help validate or explain conclusions from observation.</p> | <ul style="list-style-type: none"> • What are your community’s main challenges to greater self-reliance within the camp/site? • Are there any obstacles to community participation in self-governance? If yes, what are they? • What are natural or man-made risks to the camp population? • Are there groups at particular risk within the camp/site? • What restrictions do you face on movements in and out of this site? • Is there a threat of forced eviction from this site? • Has CRI distribution in your displacement site taken place in the last month? • Has food distribution in your displacement site taken place in the last month? |
| | <p>Focus Group Discussions</p> <p>Focus group participants are divided by age, gender and diversity criteria. Additional division of a group may be necessary based on social hierarchy (e.g. economic strata, displacement status, ethnicity, caste etc.).</p> | <ul style="list-style-type: none"> • Do you perceive any service or infrastructure gaps within site? If so, what are they? Are some gaps more important than others? If so, which ones and why? • Do members of the community have access to law enforcement mechanisms? If not, why? • What community based organizations exist within this site (e.g. community watch groups, community support groups, leadership structures, etc?) • Are vulnerable people in your location able to access services? If not, which groups, which services are they not able to access and why? • Are you able to participate in camp management activities? • Do you know where to obtain information about what’s happening in regard to services, assistance and protection? • Do you know with whom or where to raise concerns/complaints, including protection problems? |
| | <p>Household Key Informant Interview</p> <p>These questions are appropriate to ask during household interviews and pertain to the situation of the household being questioned.</p> | <ul style="list-style-type: none"> • What is your family’s experience in interacting with other site residents? • Have you encountered any problems with camp management or law enforcement providers within or around the site <p><i>Note: See protection questions</i></p> |
| | <p>Infrastructure / Facility Visits</p> <p>Visiting facilities (listed at right) for observations or key informant interviews may assist the assessment.</p> | <ul style="list-style-type: none"> • Site management facilities/offices • Police posts • Camp perimeter walk • Distribution areas • Markets • Health services • Waste treatment and disposal • WASH facilities • Community centres |

Settlement Development, Shelter and CRIs - NARE Checklist



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| Secondary Data | Critical Background (pre-influx) Information Collection and Analysis | <p>This is information on context, pre-existing coping mechanisms and vulnerabilities.</p> <ul style="list-style-type: none"> • Climate and cultural practices which may impact settlement planning, shelter and CRI selection • Building practices of refugees in their country of origin (e.g. building types, sizes, construction materials, physical architecture, etc.) • Review of previous market surveys (availability and prices of construction materials and household items before the emergency) • Housing, land and property ownership trends and laws in the country of asylum (e.g. renting, leasing, ownership, compulsory acquisition) • Which national government departments are responsible for shelter, settlement planning and public infrastructure facilities? • What are the national building standards? • Has the government allocated potential sites to host refugees? If yes, is geological information available for the sites? |
| | Post-Influx Secondary Data Review | <p>This information can come from other sectors and/or organizations and must be compiled prior to primary data collection. Information not available in the secondary data analysis should be acquired through primary data collection.</p> <ul style="list-style-type: none"> • Existing infrastructure and services surrounding the area where refugees are located which may influence settlement development and planning • Identify the traditional shelter types of both displaced population and host community (avoid creating disparity between refugee and host community living conditions) • Availability of shelter materials (e.g. natural resources, nearby stockpiles, regional suppliers, etc.) • Identification of persons with specific needs requiring shelter (re)construction assistance or specific shelter (disability and access considerations) • Options to ensure safety of shelter (e.g. types of materials, “fences” around family plots, availability of locks) • Availability of land and facilities for camps / settlements / collective centres |
| Primary Data Collection | Review – Actions Required | <p>These are possible actions that may be informed by the secondary data analysis.</p> <ul style="list-style-type: none"> • Multi-sectoral and participatory settlement planning • Provision of safe emergency shelter and CRIs in coordination with protection • Address land issues with the local government • Identify long term or transitional shelter solutions if required (likely) • Provision of shelter and CRI assistance to host families • Ensure minimum space of covered shelter area (3.5 m² per person) is respected • Adapt shelter to protect refugees from extreme weather conditions (i.e. provision of shade nets or winterization kits) • Provide cooking space and access to basic services • Provide training to refugees to enable construction of shelter |
| | Community Observation | <p>These questions are intended for direct observation and are not based on interviewing. Findings from direct observation can be cross-analyzed with information from other sources for verification purposes.</p> <ul style="list-style-type: none"> • What existing infrastructure surrounds the site? • Are there any environmental risks/hazards related to the displacement location which should be addressed in settlement development (e.g. flooding, landslides, high winds, sandstorms etc.)? • What is the average number of persons per shelter? • What is the average shelter size? • How does the shelter respond to excessive rainfall? How does the shelter collect rainwater? • Observing the shelter’s interior, what is the shelter’s quality of space? (Availability of light, quality of materials, temperature, ventilation, etc.) • Are there improvised (self-constructed) shelters at the site? If yes, what estimated proportion of shelter are improvised? • What types and quantities of household belongings are refugees arriving with? • If the site has received relief items, how are they being used? |
| Primary Data Collection | Community Key Informants | <p>Community representatives can be asked questions about the entire community. Key informant interviews may help validate or explain conclusions from observation.</p> <ul style="list-style-type: none"> • Which local government departments are responsible for shelter, settlement planning and public infrastructure facilities? • What are the main problems or concerns with shelter at this settlement? • What local practices exist for shelter construction? • Have shelter materials been distributed by humanitarians at this site? If yes, what was distributed and when was the distribution? • Have CRIs been distributed by humanitarians at this site? If yes, what was distributed and when was the distribution? • Is the land where refugees are located, used by the host community for any activities? • Do the refugees or host communities have any shelter construction capacity and skills? • What are the environmental concerns regarding the local sourcing of construction materials? • Which household and livelihood support activities typically take place in or adjacent to the refugee and host shelters? Does the current settlement layout and shelter design support these activities? |
| | Focus Group Discussions | <p>Focus group participants are divided by age, gender and diversity criteria. Additional division of a group may be necessary based on social hierarchy (e.g. economic strata, displacement status, ethnicity, caste etc.).</p> <ul style="list-style-type: none"> • Are you satisfied with the emergency shelter provided? If not, why? • Are you satisfied with the layout of the settlement? If not, why and how do you suggest it be improved? • Are there any infrastructure gaps in the settlement? (e.g. lighting) • I would like to get your suggestions/ideas on this design (show the shelter design or prototype): What do you think about this shelter design or prototype? Is there anything that you would do differently with this shelter design? What would you change to make it more suitable to your needs? What would you add? Why? (e.g. partition to separate sleeping and living areas) • Which waste collection and disposal systems are currently being applied? Do you have any concerns and how can we improve it? • Do you feel safe in your shelter? Do you feel safe using the communal facilities? • What types and quantities of household belongings are refugees arriving with? |
| | Household Key Informant Interview | <p>These questions are appropriate to ask during household interviews and pertain to the situation of the household being questioned.</p> <ul style="list-style-type: none"> • How many people live in this shelter? • How many families live together in this shelter? (note: you may need to include the definition of a family in this question) • Do you cook inside or outside? • Do you feel protected by your shelter (from the weather, theft, threats of violence, SGBV etc.)? If not, why? • Did you construct your shelter yourself? Did you receive any assistance (construction materials, labour assistance) in constructing your shelter? Have you modified your shelter? If so, how? Have you built an additional shelter on your plot? If so, for what purpose do you use it? • Which CRIs have you received? How do you use them? Have you sold any? If so, why? • Do you pay rent? If yes, how much? |
| Primary Data Collection | Infrastructure / Facility Visits | <p>Visiting facilities (listed at right) for observations or key informant interviews may assist the assessment.</p> <ul style="list-style-type: none"> • Individual shelters • Distribution areas • WASH facilities • Communal areas • In an urban context, any existing infrastructure which could be rehabilitated to accommodate refugees or to provide services • In a settlement context settlement infrastructure (schools, health centres, markets) Perimeter walk around the settlement |
| | Infrastructure / Facility Visits | <p>Visiting facilities (listed at right) for observations or key informant interviews may assist the assessment.</p> <ul style="list-style-type: none"> • Individual shelters • Distribution areas • WASH facilities • Communal areas • In an urban context, any existing infrastructure which could be rehabilitated to accommodate refugees or to provide services • In a settlement context settlement infrastructure (schools, health centres, markets) Perimeter walk around the settlement |

Food Security and Nutrition - NARE Checklist



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| Secondary Data | <p>Critical Background (pre-influx) Information Collection and Analysis</p> <p>This is information on context, pre-existing coping mechanisms and vulnerabilities.</p> | <ul style="list-style-type: none"> Existing nutrition survey results (Global Acute Malnutrition (GAM) and Severe Acute Malnutrition (SAM)) Existing economic/social ties across borders Are people used to using cash, credit cards or mobile money? Cultural food habits, including what staple foods (main foods) the population eats Livelihoods (e.g. trading, pastoralism, agriculture) Availability of and safety of access to domestic energy resources including cooking fuel Specific groups at risk of food insecurity and malnutrition including single-parent households, female-headed households, child-headed households, elderly persons living alone, and unaccompanied or separated children (UASC) etc |
| | <p>Post-Influx Secondary Data Review</p> <p>This information can come from other sectors and/or organizations and must be compiled prior to primary data collection. Information not available in the secondary data analysis should be acquired through primary data collection.</p> | <ul style="list-style-type: none"> Results of any rapid health and nutritional screenings Assessment of infant and young child feeding practices (IYCF) Amount of food and utensils refugees are arriving with Food and nutrition assistance already distributed and planned to be distributed How much food and nutrition assistance is likely to be required (on arrival, in transit and in camp/settlement) Availability and price of food and related items (e.g. fuel, stoves) in local markets Availability, safety and access to domestic energy resources including cooking fuel near displacement sites Rights to employment in hosting country |
| | <p>Review – Actions Required</p> <p>These are possible actions that may be informed by the secondary data analysis.</p> | <ul style="list-style-type: none"> Nutritional screening Treatment of Moderate Acute Malnutrition (MAM) and Severe Acute Malnutrition (SAM) Consider implementing blanket feeding, if required General food assistance (vouchers, cash, direct provision) Monitoring of distributions and usage (food basket monitoring, post distribution monitoring) Rapid Joint Assessment Missions (JAM) with WFP School feeding |
| Primary Data Collection | <p>Community Observation</p> <p>These questions are intended for direct observation and are not based on interviewing. Findings from direct observation can be cross-analyzed with information from other sources for verification purposes.</p> | <ul style="list-style-type: none"> What assets are generally available for food, cooking and livelihoods in the community (cooking equipment, food, livestock, personal valuables etc.)? How do women appear to be feeding children under 2 years old? What are the typical foods the population appears to be eating? What foods are available in the local markets? What are the stock levels of each type of food? Who is buying and who is selling food? (e.g. refugees, members of the host communities, professional traders or small traders etc.) Is cooking fuel available to refugees? Are domestic energy needs being met through existing programs or are refugees leaving the camp/settlement in search of cooking fuel? How do refugees appear to be using food aid? (e.g. milling it or selling it etc.) Do women and girls appear to collect food and CRI distributions? Do women and girls participate in distribution and monitoring? |
| | <p>Community Key Informants</p> <p>Community representatives can be asked questions about the entire community. Key informant interviews may help validate or explain conclusions from observation.</p> | <ul style="list-style-type: none"> What changes in diet have occurred since the onset of the emergency? (e.g. number of meals, quantity and diversity of food consumed) What changes in diet have occurred since the onset of the emergency for children under 5 years old? (e.g. number of meals, quantity and diversity of food consumed) How have food prices changed in local markets since the onset of the emergency? How have prices for commodities other than food changed in local markets since the onset of the emergency? What are the main sources of food for this community? (e.g. agriculture, livestock, trading, humanitarian aid, etc.) Are these food sources sustainable? Does the community have access to agricultural land? If the community has livestock, where is it kept? What are the staple foods (main foods) the refugees are consuming now? |
| | <p>Focus Group Discussions</p> <p>Focus group participants are divided by age, gender and diversity criteria. Additional division of a group may be necessary based on social hierarchy (e.g. economic strata, displacement status, ethnicity, caste etc.).</p> | <ul style="list-style-type: none"> What coping mechanisms are you using to get enough to eat? What are the main sources of income in this community? What are the main sources of food in this community? What do you spend your money on the most? What foods are given to infants and young children under 2 years old? Is bottle-feeding practiced widely among infants under 1 year old? What typically happens at food distribution events? Is any group not able to go to food distribution events? |
| | <p>Household Key Informant Interview</p> <p>These questions are appropriate to ask during household interviews and pertain to the situation of the household being questioned.</p> | <ul style="list-style-type: none"> How long will your family's current food stocks last? How long will your family's current fuel stocks last? How many meals a day did you typically have before the emergency? How many meals did you eat yesterday? How has the variety of food you eat changed since the emergency? Is the food distributed appropriate? (quality, type, etc.) Have you sold any of your belongings to buy food? Have you sold any of your food rations? If yes, what did you buy with the money? Do you feel safe at distribution events? Do you share your food rations with other families that do not have a ration card? |
| | <p>Infrastructure / Facility Visits</p> <p>Visiting facilities (listed at right) for observations or key informant interviews may assist the assessment.</p> | <ul style="list-style-type: none"> Markets Cooking sites Hot meal facilities Food distribution and storage sites Nutrition centres Milling facilities |

Public Health and Nutrition - NARE Checklist



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| Secondary Data | Critical Background (pre-influx) Information Collection and Analysis | <ul style="list-style-type: none"> Map existing health services National statistics from Ministry of Health (both for the country of asylum and the country of origin) for: <ul style="list-style-type: none"> Crude and under 5 mortality rates Birth rates Measles vaccination coverage Morbidity patterns Legislation on refugee access to primary health care Existing nutrition survey results (GAM, SAM) | |
| | Post-Influx Secondary Data Review | <p>This information can come from other sectors and/or organizations and must be compiled prior to primary data collection. Information not available in the secondary data analysis should be acquired through primary data collection.</p> <ul style="list-style-type: none"> Identify high risk groups (such as children under 5, pregnant and lactating women, women of reproductive age, older persons, disabled persons etc.) Results of any rapid health and nutritional screenings Disease outbreak reports Mapping of locations of primary health care and nutrition facilities and identification of referral hospitals Availability of health documentation (e.g. vaccination cards, antenatal cards) Assessment of infant and young child feeding practices (IYCF) | |
| Review – Actions Required | Review – Actions Required | <p>These are possible actions that may be informed by the secondary data analysis.</p> <ul style="list-style-type: none"> Rapid Health Assessment (informed by secondary data collected above) Prioritised list of public health interventions (e.g. measles and polio vaccination, triage and treatment of medical and surgical emergencies, early warning and surveillance for outbreak prone diseases, minimum initial service package (including clinical care for rape) for reproductive health and HIV continued access to antiretroviral treatment. Nutritional screening Treatment of MAM and SAM | |
| Primary Data Collection | Community Observation | <p>These questions are intended for direct observation and are not based on interviewing. Findings from direct observation can be cross-analyzed with information from other sources for verification purposes.</p> <ul style="list-style-type: none"> What types of people are present or waiting in line at health facilities? (e.g. proportion of those waiting who are elderly, children, pregnant women etc) Observation of health facilities including: <ul style="list-style-type: none"> Overall condition or state of health facility functionality staff presence equipment supplies patient confidentiality (registration/ records, during consultation etc.) Are there environmental hazards that can increase the risk of communicable disease transmission? (e.g. standing pools of water, localised flooding) Are there many persons with injuries requiring immediate medical attention? Is water available at the health facility? Are there functioning latrines (for staff and patients) and hand washing facilities? Does a health information system, disease surveillance/ recording system exist? Where are the graveyards or burial sites? How many fresh graves are there? Are there visible signs of malnutrition in children under 5 years old? | |
| | Community Key Informants | Community Key Informants | <p>Community representatives can be asked questions about the entire community. Key informant interviews may help validate or explain conclusions from observation.</p> <ul style="list-style-type: none"> What are the key health priorities in your community? Where do people here seek care when they are ill? What sources of traditional health care exist here? Do people in your community pay to access healthcare? Have you heard reports of people dying from unusual causes? <p>Questions for Health Care provider key informants:</p> <ul style="list-style-type: none"> Does an early warning system exist for epidemic prone diseases? Are services provided to survivors of SGBV? If not why not? If yes what forms of SGBV do you treat most often? Which services are available? Are post exposure preventative treatment (PEP) kits provided? Do you refer survivors to psychosocial counseling? |
| | Focus Group Discussions | Focus Group Discussions | <p>Focus group participants are divided by age, gender and diversity criteria. Additional division of a group may be necessary based on social hierarchy (e.g. economic strata, displacement status, ethnicity, caste etc.).</p> <ul style="list-style-type: none"> What are the key health priorities in your community? Where do people here seek care when they are ill? What reasons do women give for visiting health facilities? What is the level of satisfaction within the community with services provided (access, payment, type of services)? Do alternative forms of health care exist (including traditional, herbal, etc.)? Is bottle-feeding practiced widely among infants under 1 year old? |
| | Household Key Informant Interview | Household Key Informant Interview | <p>These questions are appropriate to ask during household interviews and pertain to the situation of the household being questioned.</p> <ul style="list-style-type: none"> Where do you seek care when you or your child is sick? Do you pay to access health services? Have any members of your household died since the start of the emergency? If yes, what was the cause? Do your children have health documentation (such as vaccination cards, “road to health” cards, birth certificates, etc.)? Where do you store and prepare food? If you have an infant under 1 year old, do you bottle-feed? |
| | Infrastructure / Facility Visits | Infrastructure / Facility Visits | <p>Visiting facilities (listed at right) for observations or key informant interviews may assist the assessment.</p> <ul style="list-style-type: none"> Health centres Hospitals Burial sites Medical waste management site Nutrition centres WASH facilities |

Education - NARE Checklist



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| Secondary Data | <p>Critical Background (pre-influx) Information Collection and Analysis</p> <p>This is information on context, pre-existing coping mechanisms and vulnerabilities.</p> | <ul style="list-style-type: none"> • Which education development actors are active and which education programming areas are they working on? • Is there a regional agreement in place that ensures that country of origin teaching qualifications are recognised by the country of asylum? • Is the Ministry of Education willing to accept refugees in local government schools? • Where are existing schools located and what is their capacity? • Do education actors (e.g. those involved in the Education Working Group) have an emergency contingency plan that covers a refugee influx? • Is there an in-country emergency stockpile of school supplies that can be used for a refugee influx? If yes, how many students are covered by the stockpile? • Are there any groups of children who are excluded from school enrolment in the country of origin (e.g. girls, nomadic groups, minorities, etc.)? |
| | <p>Post-Influx Secondary Data Review</p> <p>This information can come from other sectors and/or organizations and must be compiled prior to primary data collection. Information not available in the secondary data analysis should be acquired through primary data collection.</p> | <ul style="list-style-type: none"> • How many school aged children (disaggregated by sex) have arrived? • How many teachers are needed in order to cover a teacher:student ratio of 1:40? • How many qualified teachers are among the refugee population? • Is the Ministry of Education willing to accept refugee new arrivals in local government schools? Do they have the capacity to absorb refugee children into existing schools? • What is the gap between the school supply needs of the newly arrived refugees and the prepositioned stock? • Are school activities being disrupted by refugees occupying schools for emergency shelter? • Is there a need for language support / instruction to refugees? |
| Review – Actions Required | <p>These are possible actions that may be informed by the secondary data analysis.</p> | <ul style="list-style-type: none"> • Rapid Joint Assessment Missions (JAM) with WFP • School Feeding MoU with WFP activated • Set-up temporary learning spaces • Recruitment / training of teachers • Advocacy/community messaging on the value of education • Establish viable partners across sectors • In consultation with protection and shelter, encourage relocation of families sheltered in schools if possible |
| Primary Data Collection | <p>Community Observation</p> <p>These questions are intended for direct observation and are not based on interviewing. Findings from direct observation can be cross-analyzed with information from other sources for verification purposes.</p> | <ul style="list-style-type: none"> • Are there many children visibly not in school during school hours (e.g. in the streets, in the markets, at home, working, etc.)? If yes, what are they doing and what are the general characteristics of the children (e.g. girls, boys, minorities)? • Do school facilities appear safe? If no, why not? • Does the school show signs of being open / operational? • At the time of the visit, were lessons being supervised by teachers? |
| | <p>Community Key Informants</p> <p>Community representatives can be asked questions about the entire community. Key informant interviews may help validate or explain conclusions from observation.</p> | <ul style="list-style-type: none"> • What are the underlying causes and barriers to access for out of school children? • What is the capacity and willingness of host community to integrate refugees? • What is the capacity and willingness of the national education system to absorb refugee children? • What kind of support can the refugee community provide? (e.g. repairing damaged schools/facilities, assuring the safety of children & teachers, finding teachers, etc.)? • What kind of support can the host community provide? (e.g. provide school facilities, assuring the safety of children & teachers, etc.) ? |
| | <p>Focus Group Discussions</p> <p>Focus group participants are divided by age, gender and diversity criteria. Additional division of a group may be necessary based on social hierarchy (e.g. economic strata, displacement status, ethnicity, caste etc.).</p> | <ul style="list-style-type: none"> • Are there groups of children who don't attend school? If yes, what are the characteristics of these groups? Why are they not attending school? • What could be done to improve access to school for these children? • For this community, what support to education is most essential right now? • What kind of support can the refugee community provide? (e.g. repairing damaged schools/facilities, assuring the safety of children & teachers, finding teachers, etc.)? • What kind of support can the host community provide? (e.g. provide school facilities, assuring the safety of children & teachers, etc.)? |
| | <p>Household Key Informant Interview</p> <p>These questions are appropriate to ask during household interviews and pertain to the situation of the household being questioned.</p> | <ul style="list-style-type: none"> • Were your children enrolled in school prior to displacement? If not, why? • Are all of your children enrolled in school? If not, why not? |
| | <p>Infrastructure / Facility Visits</p> <p>Visiting facilities (listed at right) for observations or key informant interviews may assist the assessment.</p> | <ul style="list-style-type: none"> • Schools (host community & camp) & WASH facilities etc. • Possible storage facilities / storerooms (for food; teaching & learning resources) • Possible sites to operate as temporary learning spaces |

NARE Cross-Cutting Needs Assessment Issues

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| Emergency Population Profile / Registration | <ul style="list-style-type: none"> • Population figures • Average family size • Vulnerability identification (for case management) • Demographic breakdown of populations (sex and age) • Population profiling (statistical data for programme planning, including livelihood, religion, etc.) • Population density in areas of origin and asylum • Numbers / breakdown (by sex and age) if any at this stage / predominant family composition • Metadata for population figures should include: <ul style="list-style-type: none"> • Other information collected, such as ethnicities, key risks faced (specific needs, etc.) • Source of the information (Government, UNHCR, other agencies, NGOs, etc.) • Methods of data collection • What form of documentation (e.g. ID cards) do refugees carry, if any? |
| Population Movement Patterns | <ul style="list-style-type: none"> • Ongoing population movements and trends in movements, if any • Rates of arrival • Numbers / breakdown (by sex and age) if any at this stage / predominant family composition • Other information collected, such as ethnicities, key risks faced (vulnerabilities, etc.) • Places of origin • Any return (or back and forth) movement to (and from) country of origin? Why and where are they returning? Family composition of refugees returning? Are they unaccompanied or separated? • Settlement distance from borders, major towns and conflict zones |
| Emergency Security | <ul style="list-style-type: none"> • Security risk assessment is a specialized skill. A security officer (e.g., UNHCR Field Safety Adviser, UNDSS Field Security Coordination Officer) should be included in the multifunctional assessment team. In all events, the following factors impacting safety of staff and persons of concern should always be considered. • Threats: Such as, extremist violence, armed conflict, civil unrest and crime that may be indirect or directly targeting both UNHCR and/or people of concern • Capabilities: Those of local authorities to address any unrest, hospitals and other emergency responders, accessibility for emergency transport (including evacuation) and to communications. Also consider community perceptions towards UNHCR, its activities, staff and people of concern. |
| Emergency Logistics and Supply | <p>The key stages in the process of sourcing and supplying goods and assets for an emergency is as follows:</p> <ul style="list-style-type: none"> • Assessing emergency needs against UNHCR emergency criteria • Assessing and evaluating the scale and scope of needs for relief items and asset use for both the short and longer term • Identifying available and most appropriate sources for emergency relief items • Evaluating the most efficient and cost effective source or sources for initial and ongoing supplies • Obtaining necessary approvals and authorisations to deploy or purchase items • Purchasing, arranging transportation and delivery of goods and assets to the emergency area <p>Moreover, the following sourcing options should be evaluated in terms of the most effective and efficient approach toward meeting the immediate needs:</p> <ul style="list-style-type: none"> • Local warehouse stocks • Goods from the Central Emergency Stockpiles (CES) or any available regional stockpiles. • Borrowed stocks from government or other aid organisations (which should subsequently be replaced) • Local in kind donations or donations resulting from a DER special appeal and (if possible) airlifted as close as possible to the emergency site • Rerouting less urgent international shipments being delivered to other projects or destinations. • Local purchases • International purchases shipped by air |