OPERATIONAL TOOLS FOR
the Collection and Analysis of
Socio-demographic Data in
Humanitarian Crisis Situations
in Latin America and the Caribbean

UNFPA

THESE OPERATIONAL TOOLS ARE PART OF A SET OF
THREE VOLUMES, INCLUDING THE GUIDELINES AND
COMPLEMENTARY HANDBOOK

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Annex **I**
Part 1.

Socio-demographic information and suggested indicators to be collected and analysed during the preparedness and post-crisis phases in Latin America and the Caribbean

ESSENTIAL

Data: Number and distribution of housing and households.

To be gathered:

1. Total housing units.
2. Total households.

Information: Population size and distribution.

To be gathered:

3. Total population.
4. Area in km2.

To be calculated: The name of the indicator is displayed followed by the data gathered for calculation, in brackets and preceded by #.

5. Average size of households (#3/#2).
6. Population density: total population per km2 (#3/#4).

Data: Structure by sex and age of the population living in the areas frequently affected by natural events or involuntary displacement of individuals.

To be gathered:

7. Total men.
8. Total women.
9. Total women aged 14-49 years (age in complete years) = women of reproductive age.
10. Total women aged 10-19 years (age in complete years) = adolescent women.
11. Total young women aged 15-24 years (age in complete years) = young women.
12. Total population under 15 (aged 0-14 years in complete years) = children.
13. Total men under 15 (aged 0-14 years in complete years) = boys.
14. Total women under 15 (aged 0-14 years in complete years) = girls.
15. Total population aged 10-19 years (age in complete years) = adolescents.
16. Total population aged 15-24 years (age in complete years) = youth.
17. Total population under 1.
18. Total population aged 10 years and over.
19. Total males aged 10 years and over.
20. Total females aged 10 years and over.
21. Total population aged 14 years and over.
22. Total population aged 20 years and over.
23. Total population aged 60 years and over (age in complete years) = seniors.
24. Total population aged 60-79 years (age in complete years) = independent seniors.
25. Total population aged 80 years and over (age in complete years) = dependent seniors.
26. Total people with disabilities.
27. Total female heads of household.
28. Total children (population under 15) heads of household.
29. Total adolescents (population aged 10-19 years) heads of household.
30. Total youth (population aged 15-24 years) heads of household.

To be calculated: The name of the indicator is displayed followed by the data gathered for calculation, in brackets and preceded by #.

31. Sex ratio (# 7/#8*100).
32. Percentage of women aged 14-49 years (age in complete years) = women of reproductive age against total women (#9/#8*100).
33. Percentage of women aged 10-19 years (age in complete years) = adolescent women against total women (#10/#8*100).
34. Percentage of women aged 15-24 years (age in complete years) = young women against total women (#11/#8*100).
35. Total population under 15 (aged 0-14 years in complete years) = children against total population (#12/#3*100).
36. Percentage of population aged 10-19 years (age in complete years) = adolescents against total population (#15/#3*100).
37. Percentage of population aged 15-24 years (age in complete years) = youth against total population (#16/#3*100).
38. Percentage of population aged 60 years and over (age in complete years) = seniors against total population (#23/#3*100).
39. Percentage of population aged 60-79 years (age in complete years) = independent seniors against total population aged 60 years and over (#24/#3*100).
40. Percentage of population aged 80 years and over (age in complete years) = independent seniors against total population aged 60 years and over (#25/#3*100).
41. Percentage of children (aged under 15) per senior adult (aged 60 years and over) (#12/#23).
42. Percentage of people with disabilities against total population (#26/#3*100).
43. Percentage of female heads of household against total population (#27/#3*100).
44. Percentage of children (population under 15) heads of household against total population (#28/#3*100).
45. Percentage of adolescents (population ages 10-19) heads of household against total population (#29/#3*100).
46. Percentage of youth (population ages 15-24) heads of household against total population (#30/#3*100).

Data: Location of basic social infrastructure (education, health, social support) in at-risk areas: Health.

To be gathered:

47. Total number of health services (hospitals, health centres, among others).
48. Number of first-level health services (hospitals, health centres, among others).
49. Number of second-level health services (hospitals, health centres, among others).
50. Number of third-level health services (hospitals, health centres, among others).
51. Total number of beds in health services (hospitals, health centres, among others).
52. Total number of pharmacies.
53. Total number of doctors.
54. Total number of nurses.
55. Total number of midwives.
56. Total number of dentists.
57. Total number of pharmacists.
58. Number of health facilities available for maternal and child services.
59. Number of health facilities available for obstetrics.
60. Number of health facilities available for emergency services.
61. Number of ambulances available.
62. Total population covered by health insurance.

To be calculated: The name of the indicator is displayed followed by the data gathered for calculation, in brackets and preceded by #.

63. Total number of beds in health services (hospitals, health centres, among others), per 1,000 population (#51/#3*1000).
64. Total number of doctors per 10,000 population (#53/#3*10,000).
65. Total number of nurses per 10,000 population (#54/#3*10,000).
66. Total number of midwives per 10,000 population (#55/#3*10,000).
67. Total number of dentists per 10,000 population (#56/#3*10,000).
68. Total number of pharmacists per 10,000 population (#57/#3*10,000).
69. Percentage of population covered by health insurance (#62/#3*100).

Data: Location of basic social infrastructure (education, health, social support) in at-risk areas: Education.

To be gathered:

70. Total number of schools (elementary and secondary).
71. Total number of elementary schools.
72. Total number of secondary schools.
73. Total number of students (enrolment) in all schools (elementary and secondary).
74. Total number of students (enrolment) in total elementary schools.
75. Total number of students (enrolment) in total secondary schools.
76. Total number of teachers in schools (elementary and secondary).
77. Total number of teachers in elementary schools.
78. Total number of teachers in secondary schools.

To be calculated: the name of the indicator is displayed followed by the data gathered for calculation, in brackets and preceded by #.

79. Total number of students per teacher in all schools (elementary and secondary) (#73/#76).
80. Total number of students per teacher in elementary schools (#74/#77).
81. Total number of students per teacher in secondary schools (#75/#78).

Data: Location of basic social infrastructure (education, health, social support) in at-risk areas: Transportation.

To be gathered:

82. Total number access streets/avenues to housing units.
83. Total number of paved access streets/avenues to housing units.
84. Accessibility to means of land transport (routes/roads).
85. Accessibility to means of land transport (rail).
86. Accessibility to means of ship transport (river).
87. Accessibility to means of ship transport (sea).
88. Accessibility to means of air transport.

To be calculated: The name of the indicator is displayed followed by the data gathered for calculation, in brackets and preceded by #.

89. Percentage of paved access streets/avenues to housing units (#83/#82*100).

Data: Location of basic social infrastructure (education, health, social support) in at-risk areas: Other services.

To be gathered:

90. Total households with piped tap water inside the dwelling.
91. Total households with electricity.
92. Total number of stores.
93. Total number of markets.
94. Total number of shopping centres.
95. Total number of police stations (security services).
96. Total number of staff in public safety services (police).

To be calculated: The name of the indicator is displayed followed by the data gathered for calculation, in brackets and preceded by #.

97. Percentage of households with piped tap water inside the dwelling (#90/#2*100).
98. Percentage of households with electricity (#91/#2*100).
99. Total number of staff in public safety services (police) per 10,000 population (#96/#3*10000).

RECOMMENDED

Data: Number and distribution of housing and households by characteristics.

To be gathered:

100. Number of housing units with ceramic, tile, wood or carpet floor (high-quality construction materials).
101. Number of housing units with concrete or fixed brick floor; earthen or loose brick floor (low-quality building materials).
102. Number of housing units with brick, stone, blocks or concrete walls (high-quality construction materials).
103. Number of housing units with earthen, wood, metal sheeting or fibre cement walls (medium-quality construction materials).
104. Number of housing units with cardboard, straw, plastic or waste material walls (low-quality construction materials).
105. Number of housing units with tile or slab roof covering, with or without asphalt roofing or shingle (high-quality building materials).
106. Number of housing units with wooden, metal sheeting or fibre cement, cardboard, straw, plastic or waste material roofing (low-quality construction materials).
107. Total households with water supply outside the dwelling.
108. Total households without availability of toilet flushing to public network.
109. Total households with three or more people per room (severe overcrowding).

To be calculated: The name of the indicator is displayed followed by the data gathered for calculation, in brackets and preceded by #.

110. Percentage of housing units with ceramic, tile, wood or carpet floor (high-quality construction materials) (#100/#1*100).
111. Number of housing units with concrete or fixed brick floor; earthen or loose brick floor, or other low-quality building materials (#101/#1*100).
112. Percentage of housing units with brick, stone, blocks or concrete walls (high-quality construction materials) (#102/#1*100).

113. Percentage of housing units with earthen, wood, metal sheeting or fibre cement walls (medium-quality construction materials) (#1043#1*100).
114. Percentage of housing units with cardboard, straw, plastic or waste material walls (low-quality construction materials) (#104/#1*100).
115. Percentage of housing units with tile or slab roof covering, with or without asphalt roofing or shingle (high-quality building materials) (#105/#1*100).
116. Number of housing units with wooden, metal sheeting or fibre cement, cardboard, straw, plastic or waste material roofing (low-quality construction materials)(#106/#1*100).
117. Percentage of households with water supply outside the dwelling (#107/#2*100).
118. Percentage of households without availability of toilet flushing to public network (#108/#2*100).
119. Percentage of households with three or more people per room (severe overcrowding) (#109/#2*100).

Data: Socio-economic characteristics of the population residing in risk-prone areas: schooling, occupation, population rating, and economic activity.

To be gathered:

120. Number of people aged 10 years and over who are able to read and write (literate population).
121. Number of males aged 10 years and over who are able read and write (male literate population).
122. Number of females aged 10 years and over who are able read and write (female literate population).
123. Number of children (under 15) currently attending a school in the formal education system.
124. Number of boys (under 15) currently attending a school in the formal education system.
125. Number of girls (under 15) currently attending a school in the formal education system.
126. Total population aged 20 years and over whose highest educational level attained is elementary incomplete.
127. Total population aged 20 years and over whose highest educational level attained is secondary incomplete.
128. Total population aged 20 years and over whose highest educational level attained is secondary complete or above.
129. Total employed population aged 14 years and over.
130. Total unemployed population aged 14 years and over.
131. Total inactive population aged 14 years and over.
132. Total population in the primary sector of the economy.
133. Total population in the secondary sector of the economy.
134. Total population in the tertiary sector of the economy.
135. Number of households with access to landline telephone.
136. Number of households with access to TV.
137. Number of households with access to radio.
138. Number of households with access to mobile phone.
139. Total population with access to TV.
140. Total population with access to radio.

To be calculated: The name of the indicator is displayed followed by the data gathered for calculation, in brackets and preceded by #.

141. Number of population aged 10 years and over who can read and write (percentage of literate population) against total population (#120/#18*100).
142. Number of males aged 10 years and over who can read and write (percentage of male literate population) against total population (#120/#18*100).
143. Number of females aged 10 years and over who can read and write (percentage of female literate population) against total population (#120/#18*100).

144. Enrolment rate of children (under 15) (#123/#12*100).
145. Enrolment rate of boys (males under 15) (#124/#13*100).
146. Enrolment rate of girls (females under 15) (#124/#13*100).
147. Percentage of population aged 20 years and over whose highest educational level attained is elementary incomplete to total population aged 20 and over (#126/#22*100).
148. Percentage of population aged 20 years and over whose highest educational level attained is secondary incomplete to total population aged 20 and over (#127/#22*100).
149. Percentage of population aged 20 years and over whose highest educational level attained is secondary complete or above to total population aged 20 and over (#128/#22*100).
150. Percentage of employed population to total population aged 14 or over (#129/#21*100).
151. Percentage of unemployed population to total population aged 14 or over (#130/#21*100).
152. Percentage of inactive population to total population aged 14 or over (#131/#21*100).
153. Percentage of employed population in the primary sector of economy to total employed population aged 14 or over (#132/#129*100).
154. Percentage of employed population in the secondary sector of economy to total employed population aged 14 or over (#13/#129*100).
155. Percentage of employed population in the secondary sector of the economy to total employed population aged 14 or over (#134/#129*100).
156. Percentage of households with access to landline telephone (#135/#2*100).
157. Percentage of households with access to TV (#136/#2*100).
158. Percentage of households with access to radio (#137/#2*100).
159. Percentage of population with access to a mobile phone (#138/#3*100).
160. Percentage of population with access to TV (#139/#3*100).
161. Percentage of population with access to radio (#140/#3*100).

Data: Socio-cultural characteristics of the population (indigenous language speakers, religion, ethnic group member).

To be gathered:

162. Total population stating they belong to ethnic group A.
163. Total population stating they belong to ethnic group B.
164. Total population stating they belong to ethnic group C.
165. Total population born in the municipality (where the person is counted or surveyed).
166. Total population born in a different municipality (to that where the person is counted or surveyed).
167. Total population born in the country.
168. Total population born abroad.
169. Total population speaking language A.
170. Total population speaking language B.
171. Total population speaking language C.
172. Total population whose religious affiliation is A.
173. Total population whose religious affiliation is B.
174. Total population whose religious affiliation is C.

To be calculated: The name of the indicator is displayed followed by the data gathered for calculation, in brackets and preceded by #.

175. Percentage of population stating they belong to ethnic group A (#162/#3*100).
176. Percentage of population stating they belong to ethnic group B (#163/#3*100).
177. Percentage of population stating they belong to ethnic group C (#164/#3*100).
178. Percentage of population born in the municipality (where the person is counted or surveyed) (#165/#3*100).
179. Percentage of population born in a different municipality (to that where the person is counted or surveyed) (#166/#3*100).
180. Percentage of population born in the country (#167/#3*100).
181. Percentage of population born abroad (#168/#3*100).
182. Percentage of population speaking language A (#169/#3*100).
183. Percentage of population speaking language B (#170/#3*100).
184. Percentage of population speaking language C (#171/#3*100).
185. Total population whose religious affiliation is A (#172/#3*100).
186. Total population whose religious affiliation is B (#173/#3*100).
187. Total population whose religious affiliation is C (#174/#3*100).

Data: Health issues and priority elements (reproductive health, HIV, mortality, morbidity, epidemics, vaccination coverage, population nutrition level); population reproductive patterns.

To be gathered:

188. Number of births in a given year.
189. Number of deaths in a given year.
190. Number of pregnant women in a given year.
191. Number of pregnant women ages 15-24 in a given year.
192. Number of pregnant women ages 15-24 living with HIV in a given year.
193. Number of deaths of children under 1 year in a given year.
194. Number of deaths of children under 5 years in a given year.
195. Number of deaths of children under 5 years caused by diarrhoea in a given year.
196. Number of maternal deaths in a given year.
197. Total fertility rate (average number of children per woman).
198. Life expectancy at birth (both sexes).
199. Life expectancy at birth (males).
200. Life expectancy at birth (females).
201. Total children under 1 year immunized against measles (create one indicator for each vaccine as required).
202. Total live births attended by doctor or midwife.
203. HIV prevalence among pregnant women ages 15 to 24 (%).
204. Number of young people ages 15 to 24 who use condoms for birth control.
205. Prevalence of condom use among young people ages 15 to 24 (%).
206. Mortality rate for HIV/AIDS (per 100,000 population).
207. AIDS incidence rate (per 1,000,000 population).
208. Malaria morbidity rate (per 100,000 population).
209. Malaria mortality rate (per 100,000 population).
210. Tuberculosis morbidity rate (per 100,000 population).
211. Tuberculosis mortality rate (per 100,000 population).
212. Percentage of tuberculosis cases detected and cured under DOT (%).

To be calculated: The name of the indicator is displayed followed by the data gathered for calculation, in brackets and preceded by #.

213. Crude birth rate (#188/#3*1000).
214. Crude mortality rate (#189/#3*1000).
215. Infant mortality rate (#193/#188*1000).
216. Under-five mortality rate (#194/#188*1000).
217. Under-five mortality rate due to diarrhoea (#195/#188*1000).
218. Percentage children under 1 year immunized against measles (create one indicator for each vaccine as required) (#201/#17*100).
219. Percentage of live births attended by doctor or midwife to total births (#202/#188*100).

Data: Well-being, income level and vulnerability of population.

To be gathered:

220. Population below the poverty line.
221. Males below the poverty line.
222. Females below the poverty line.
223. Under-15 population under the poverty line.
224. Population aged 60 years and over under the poverty line.
225. Population living in housing units with piped tap water inside the housing unit.
226. Population with electricity.

To be calculated: The name of the indicator is displayed followed by the data gathered for calculation, in brackets and preceded by #.

227. Percentage of population below the poverty line (#220/#3*100).
228. Percentage of males below the poverty line (#221/#3*100).
229. Percentage of females below the poverty line (#222/#3*100).
230. Percentage of population living in housing units with piped tap water inside the dwelling (#225/#3*100).
231. Percentage of population with electricity (#226/#3*100).

DESIRABLE

Data: Responsiveness (of governments, NGOs, UN agencies, etc.) in potentially affected areas.

To be gathered:

232. Number of NGOs with the capacity to work in humanitarian settings: transport.
233. Number of NGOs with the capacity to work in humanitarian settings: provision of human and material resources.
234. Number of NGOs with the capacity to work in humanitarian settings: storage.
235. Number of NGOs with the capacity to work in humanitarian settings: communications facilities.

Proposed Metadata Technical Sheet to be developed by countries in Latin America and the Caribbean

The construction of the indicators suggested in Annex I. Part 1. includes the development of their respective technical metadata sheets. Metadata generally respond to the questions who, what, when, where, why and how aspects of the data documented.

The following is a suggestion of a metadata template:

Name of indicator	It is the accurate, specific verbal expression that identifies the indicator.
Purpose	Purpose intended with its preparation, i.e., description of the nature and purpose of the indicator.
Definition and concept	Conceptual explanation of the terms used in the indicator.
Measurement Method	Technical explanation of the process for obtaining the indicator.
Unit of measurement	Unit used to measure the value of the indicator: absolute value, percentage, rate, etc.
Formula	Mathematical expression used to calculate the value of the indicator.
Variables	Specification and description of each variable in the formula.
Source of data	Name entity or entities in charge of the production and/or provision of information used for the construction of the indicator and statistical operation performed by the source.
Geographical breakdown	This refers to the geographical level at which statistically significant information can be gathered: national, provincial, municipal, etc.
Frequency of data	Frequency of measurement of the indicator is in its full expression.
Date of available information	Start and end date of available information.
Responsible parties	Entity(ies) and department(s) responsible for the development of the indicator.
Comments	Remarks and recommendations that are considered relevant for the understanding of the indicator, as well as bibliography or reference documents used for the development of the concepts.

Example 1. Referred to Indicator 2

Some examples of technical metadata sheets for a selection of indicators from Annex I. Part 1.

Name of indicator	Total households.
Purpose	Evaluate the number of households at risk before an event occurs, in order to contrast its relative magnitude with the resources available for assistance.
Definition and concept	Total households represent the set of households established in a particular town, region or country.
Measurement Method	Aggregation.
Unit of measurement	Absolute value (hundreds, thousands, millions, as applicable) of households at the time of the census, count or survey.
Formula	Value collected in the case of censuses or surveys.
Variables	N/A
Source of data	• Census - intercensal estimates - NSIs. • Household surveys - NSIs.
Geographical breakdown	Provincial; department; municipal; locality level; per census radius and fractions; geo-climatic zone; in the case of the Census. Scope, in the case of household surveys.
Frequency of data	• Censuses = every 10 years (approx.). • Intercensal estimates = every 5 years (approx.). • Household surveys = ongoing.
Date of available information	Census = 1980; 1991; 2001; 2010.
Responsible parties	National Institute of Statistics.
Comments	Censuses have geo-referenced information.

Example 2. Referred to Indicator 3

Name of indicator	Total population.
Purpose	Evaluate the number of people at risk before an event occurs, in order to contrast its relative magnitude with the resources available for assistance.
Definition and concept	The total population represents the number of people established in a particular town, region or country.
Measurement Method	Sum.
Unit of measurement	Absolute value (hundreds, thousands, millions, as applicable) of people at the time of the census, count or survey; or July 1 of each year in the case of values obtained from population projections.
Formula	Value collected in the case of censuses or surveys. Value estimated from population projections.
Variables	N/A
Source of data	• Population censuses - intercensal counts - NSIs. • Household surveys - NSIs.
Geographical breakdown	Provincial; department; municipal; locality level; per census radius and fractions; geo-climatic zone.
Frequency of data	• Censuses = every 10 years (approx.). • Intercensal counts = every 5 years (approx.). • Household surveys = ongoing.
Date of available information	• Census = 1980; 1991; 2001; 2010. • Annual population projections by calendar year for the period 1980-2030.
Responsible parties	National Institute of Statistics.
Comments	• Censuses have geo-referenced information. • Population projections provide information to provincial and departmental level.

Example 3. Referred to Indicator 5

Name of indicator	Average household size.
Purpose	Assess the size of households at risk before an event occurs, in order to contrast its relative magnitude with the resources available for assistance.
Definition and concept	The average size of households corresponds to the number of members by household in a town, region or country.
Measurement Method	Number of people divided by the total number of households.
Unit of measurement	Number of persons per household.
Formula	Average household size = total population/number of households.
Variables	N/A
Source of data	• Census - intercensal estimations - NSIs. • Household surveys - NSIs.
Geographical breakdown	Provincial; department; municipal; locality level; per census radius and fractions; geo-climatic zone; in the case of the Census. Scope, in the case of household surveys.
Frequency of data	• Censuses = every 10 years (approx.). • Intercensal estimations = every 5 years (approx.). • Household surveys = ongoing.
Date of available information	• Census = 1980; 1991; 2001; 2010. • Annual population projections by calendar year for the period 1980-2030.
Responsible parties	National Institute of Statistics.
Comments	• Censuses have geo-referenced information. • Population projections provide information to provincial and departmental level.

Example 4. Referred to Indicator 31

Name of indicator	Sex ratio.
Purpose	Assess the vulnerability of the population at risk before an event occurs, in terms of gender, so as to predict its potential demand for assistance.
Definition and concept	Summary indicator that shows the preponderance of men/women or gender balance for a given population.
Measurement Method	Total number of men divided by total number of women in a given population.
Unit of measurement	Total number of men divided by total number of women in a given population multiplied by 100.
Formula	IM = M / W * 100.
Variables	Sex.
Source of data	• Population censuses - intercensal estimations - NSIs. • Household surveys - NSIs. • Population projections.
Geographical breakdown	Provincial; department; municipal; locality level; per census radius and fractions; geo-climatic zone.
Frequency of data	• Censuses = every 10 years (approx.). • Intercensal estimations = every 5 years (approx.). • Household surveys = ongoing.
Date of available information	• Census = 1980; 1991; 2001; 2010. • Annual population projections by calendar year for the period 1980-2030.
Responsible parties	National Institute of Statistics.
Comments	• Censuses have geo-referenced information. • Population projections provide information to the provincial and departmental level.

Example 5. Referred to Indicator 51

Name of indicator	Total number of beds in health services: public hospitals.
Purpose	Assess the availability of resources in the area of health, in order to forecast their use in a potential emergency. The value of this indicator should be contrasted with the total population settled in the service area (Indicator 63).
Definition and concept	Indicator of availability of hospital resources.
Measurement Method	Sum.
Unit of measurement	Beds.
Formula	N/A
Variables	N/A
Source of data	Administrative records.
Geographical breakdown	Provincial; department; municipal; locality level.
Frequency of data	Ongoing.
Date of available information	2010.
Responsible parties	Ministry of Health.
Comments	The number of beds is a more accurate measure of the capacity of the health care network (not primary) than other indicators such as the number of hospitals.

Example 6. Referred to Indicator 63

Name of indicator	Total number of beds of health services (hospitals) per 1,000 population.
Purpose	Assess the capacity to assist the population in the event of an emergency.
Definition and concept	Indicator of hospital resources. Ratio of available beds in the hospital and the number of people in the service area.
Measurement Method	Total beds in health services (hospitals) to total population in the service area of the hospital.
Unit of measurement	Beds per 1,000 population.
Formula	Total beds (hospitals)/Total population.
Variables	N/A
Source of data	• Administrative records. • Population censuses.
Geographical breakdown	Provincial; department; municipal; locality level.
Frequency of data	Every 10 years (census periodicity).
Date of available information	2010.
Responsible parties	• Ministry of Health. • National Institute of Statistics.
Comments	The number of beds per N population is a more accurate measure of the capacity of the health care network (not primary) than other indicators such as the number of hospitals.

Questions suggested
for semi-structured interviews
with key informants

The following should be done to collect information from key informants:
- Develop an initial long list of potential informants.
- Select people whose knowledge, experience and proximity to the affected area makes them a source of accurate information on the target population, the kind of damage produced and existing community resources.

1. PRELIMINARY ISSUES / CONTEXT OF INTERVIEW

- Start by briefly introducing the purpose of the interview to the participants.
- Thank participants in the interview for their attendance.
- Request permission to record the interview (audio), if the participants have not previously given their consent.

At the beginning of the interview, inform the respondent that the questions are related to the situation faced by the community (town, city, district, country, etc.) after the disaster.

2. ROLE AND SEX OF KEY INFORMANT

3. QUESTION GUIDE (addressed to community leader respondents)

3.1. The housing units of most of the population in your community (town, city, neighbourhood, camp, etc.) are built with resistant and insulating materials:
Yes / No / Don't know-No answer.

3.2. Most of the population in your community (town, city, neighbourhood, camp, etc.) has assured and facilitated access to bathrooms with flush toilets:
Yes / No / Don't know-No answer.

3.3. Most of the population in your community (town, city, neighbourhood, camp, etc.) has assured and facilitated access to clean water for drinking and cooking:
For drinking: Yes / No / Don't know-No answer.
For cooking: Yes / No / Don't know-No answer.

3.4. What is the main source of water supply in your community (town, city, neighbourhood, camp, etc.)?

3.5. Most of the population in your community (town, city, neighbourhood, camp, etc.) has access to water for washing and bathing every day:
Yes / No / Don't know-No answer.

3.6. Most of the population in your community (town, city, neighbourhood, camp, etc.) has food for four meals a day:
Yes / No / Don't know-No answer.

3.7.	Currently, what is the main source of food in your community (town, city, neighbourhood, camp, etc.)?

3.8.	Most of the population in your community has access to nutrition programmes:
Yes-Which? / No / Don't know-No answer.

3.9.	Most of the population in your community (town, city, neighbourhood, camp, etc.) has assured and facilitated access to clothing and shoes:
Yes / No / Don't know-No answer.

3.10.	What is the main source of economic income of the community (village, city, neighbourhood, camp, etc.)?

3.11.	What source of economic income was most affected by the disaster in the community (village, city, neighbourhood, camp, etc.)?

3.12.	Were health problems identified among the population of your community (town, city, neighbourhood, camp, etc.)?:
Yes, which ones? / No / Don't know-No answer.

3.13.	Most of the population in your community (town, city, neighbourhood, camp, etc.) has access to health services such as outpatient visits, vaccination, obstetric care, in-patient treatment, surgery, free condoms, among others:
Yes, to all; Yes, to some of them. Which ones? / No / Don't know-No answer.

3.14.	Have violence and crime conflicts been identified in your community (town, city, neighbourhood, camp, etc.):
Yes / No / Don't know-No answer.

3.15.	Have violence conflicts against women and girls been identified in your community (town, city, neighbourhood, camp, etc.):
Yes / No / Don't know-No answer.

4. END OF INTERVIEW

- Once again, thank respondents for their willingness to participate in the interview, and note the importance of the interview in contributing to improving assistance to populations affected by humanitarian crises.

Proposal for focus groups
in humanitarian crises

A focus group should not become a collective interview in which people give their opinions one by one. Instead, it should have the structure of a debate or discussion. This is best achieved by focusing on one or two issues at most. In addition, it is essential that participants have an interest in the subject and wish to participate in the discussion, and that they have a similar level of experience on the matter. For example, bringing mothers and their teenage daughters together could be a mistake. Similarly, addressing an issue considered relevant by the team but irrelevant by the community will require prior sensitization.

If you are going to train people to lead focus groups and then share the information collected, a mock focus group should be conducted. Focus group conductors should meet the following characteristics:

- **Listening skills:** Someone who speaks little, lets people talk, summarizes what they say if it is not clear, acts as an intermediary between the speaker and the rest of the group.
- **Summarizing skills:** To that end, it is useful that after the "mock group" all participants are asked to summarize the conclusions; this allows to verify their ability to analyse and synthesize.
- **Moderating skills:** Moderators should give the floor, thank participants for their interventions, deal with dominant talkers and "experts" in a discrete manner without confrontation, and encourage the participation of the shyer members of the group.
- **Ability to capture the overall idea:** The person has to have a clear understanding of the purpose of the groups and therefore be able to detect the information that really matters.

SUGGESTED TECHNIQUES

1. Steps to conduct focus groups

- **Define the objective:** Focus on a single goal and bear in mind that the rest of the process will depend on its proper definition.

- **Collect information.** Have other people asked similar questions recently? Is there information available that can be used without duplicating efforts or inconvenience people with the same questions over and over?

- **Prepare two to ten questions:** Taking into account that normally only the first four or five will be discussed. It is preferable to start with a general question, then move to open questions, but more focused on the goal.

2. Sample questions for focus groups

- **Opening question:** "We are here together to talk about how the assistance provided in the camp is being organized... Is there maybe someone who would like to start?".

- **Focused questions:** According to the script, but adapting it to what has been detected in the opening and following questions.

  - It seems that some people in the camp are quite affected by what happened.
    - Do you think that there are many or few people in that situation?

- And then, how can we identify those that are suffering and may require assistance? Do you think that people have the opportunity to participate to improve their situation in the camp?

- And then, how do you think this could be improved?

- Do you think it is better to continue to wait here or that it would be better to return to the community as soon as possible?

- How do you see the work of the Ministry of Health? (Or any other public agencies providing assistance in the camp).

- **Explanation of the views expressed:** The facilitator introduces short comments like "It appears that the majority believes that ... Is that so?" Or "It seems then that except for the people from... the rest are more inclined to...".

  - Explanation of agreements: What you said could be summarized as: (read the exact paragraph). "Does this reflect your views? What would you like to add? Have I forgotten anything? Any nuance?".

3. About the participants

- **Defining the actors:** A proper assessment of the problem requires talking with as many potential actors as possible. It is preferable to choose all sectors well and try to talk in depth with at least one representative of each, than conducting many focus groups with only one or two sectors represented. For example, if you want to know why people return to their homes in ruins, despite the risk this implies, possible actors would include: people who have returned hastily, people who prefer to wait and responsible authorities (for the first two type of actors it is possible to conduct focus groups, while in-depth interviews are recommended for the third). Similarly, if we analyse why children do not attend school, actors may include: mothers of non-attending children, mothers of children attending, non-attending children, children attending, organizations working with children in the area, teachers and authorities.

- **Considering the resources available:** Instead of helping, an overly ambitious goal may lead to a delay in the development of the programme. Therefore, the possibility of asking for support and training people to help, or even limiting the objectives, should be considered.

- **Who should be involved:** This will depend greatly on the subject and the cultural context, but a participation of 4 to 12 people (8 average) is desirable, although sometimes larger groups can work.

- **Who are the moderators:** It is recommended that two people act as moderators, one that coordinates the activity and one taking notes. If authorized by participants, the session may be recorded. This can be of assistance later if there are any discrepancies or doubts on any concept.

- **Duration.** One session of one hour and a half (two hours maximum) is recommended to avoid fatigue.

4. Development and stages of focus groups

- **Introduction:** The facilitator recalls the objective of the meeting and explains that the purpose is to address some questions regarding a particular issue or to get to know some views of the group to better focus the work. The moderator should also inform of the expected duration and explain two important concepts: (a) Participation, i.e., that all people should be equally involved, as they all have knowledge to share and their contribution is important; and (b) Confidentiality, i.e., the moderator agrees that anything discussed in the group will not be shared outside the session, and asks others to do so.

- **Round of presentations of participants.**

- **Opening question:** A relatively open question to see where the group goes spontaneously. For example, "We are here together to talk about how the vaccination of children is being organized... Is there maybe someone who would like to start?".

- **Focused questions:** According to the script, but adapting it to what has been detected in the opening and following questions.

- **Explanation of the views gathered:** This point is key and one that distinguishes focus groups from other techniques. The facilitator introduces short comments like "It appears that the majority believes that ... Is that so?" Or "It seems then that except for the people from... the rest are more inclined to...".

- **Explanation of agreements:** What you said could be summarized as: (read the exact paragraph). "Does this reflect your views? What would you like to add? Have I forgotten anything? Any nuance?". In other words, the group agrees on what the facilitator will consider the "conclusions" of the focus group, validating it as their own work and not as subjective conclusions drawn by the facilitator.

- **Closing:** If necessary, wrap up the work performed and conclusions drawn. Acknowledge the participation and leave the possibility open to meet and share views in the future.

5. Analysis of information

When taking notes it is good to leave a wide margin on one side of the sheet to introduce a title or tag system that identifies the various issues (for example, ideas about death, organization, rumours, conflicts...).

The final report will attempt to bring together the comments of all focus groups conducted by following these steps:
- Establish a logical sequence for all identification tags.
- Summarize (if possible including quotes) the opinions for each tag, explicitly stating when these were individual opinions or agreed views.
- Make a global synthesis focused, first, on the pre-defined goal and questions and, then, gathering other ideas that arise in the groups.
- Interpretations in light of other data should be done only if it is unavoidable, and very cautiously.
- Draft final conclusions and suggestions for action, as appropriate. In some cases, it is possible to apply quantitative approaches (e.g., how many people in each group favour a particular option...).

6. Return to community

The information collected should then be combined with that of other focus groups, their results analysed and a report drafted, following the basic principles of research-action. Then it should be decided how the information is going to be shared with the community so that, besides representing a source of knowledge for the team, it also serves the group or community as a tool for strengthening, planning and decision making.

Source: Pérez Sales y Truñó i Salvadó (2004:59).

Suggested basic questionnaire for post-crisis assessment census in humanitarian crises[1]

House No.: I I I A. GEOGRAPHIC LOCATION OF HOUSING UNIT

1. First political-administrative division of the country:
_____

2. Second political-administrative division of the country:

_____

3. Locality:_____

4. Street:_____ No._____
Other address specifications:
_____

5. Number of households in housing unit: I__I__I

6. Household No.:__I__I

B. HOUSING

1. Type of housing:
☐ 01. House (with separate entrance)
☐ 02. Apartment in an apartment building (several floors)
☐ 03. Apartment in condo
☐ 04. Mobile home
☐ 05. Room (in a house or apartment)
☐ 06. Premises not intended for housing
☐ 07. Temporary shelter:
     Specify:
☐ 08. Persons living on the street (homeless)
     (Go to E-POPULATION) ↓

2. What is the primary material of exterior walls?
☐ 01. Brick, stone, blocks or concrete
☐ 02. Earth
☐ 03. Wood
☐ 04. Metal sheeting or fiber cement
☐ 05. Cardboard, straw, plastic (or wastes)
☐ 06. Other ↓

3. What is the primary material of the outer shell of the roof covering?
☐ 01. Flagstone or slab, with or without asphalt cover
☐ 02. Tile
☐ 03. Wood
☐ 04. Metal sheeting or fibre cement
☐ 05. Cardboard, straw, plastic (or wastes)
☐ 06. Other ↓

4. What is the primary material of the floors?
☐ 01. Ceramics, tiles, mosaic, marble, wood or carpet

☐ 02. Cement or fixed brick
☐ 03. Loose brick or earth
☐ 04. Other
     (Proceed to question 5)

5. In what state is the housing unit?
☐ 01. No damage/for living /rebuilt
☐ 02. Damaged but usable
☐ 03. Completely destroyed
☐ 04. Under repair/construction
☐ 05. Other ↓

6. The property is used as...
☐ 01. Prison
☐ 02. Police station
☐ 03. School/Boarding school
☐ 04. Place of worship
☐ 05. Hospital
☐ 06. University/Board
☐ 07. Other type of collective housing
☐ 08. Room for private use
☐ 09. Business
☐ 10. Pharmacy   *End of interview*
☐ 11. Industry
☐ 12. Other:
     Specify:

_____ ↓

7. This housing unit, is...
☐ 01. ...occupied?
☐ 02. ...empty? End of interview

C. NUMBER OF HOUSEHOLDS IN THE HOUSING UNIT

8. How many people usually live in the house: I_0_I_1_I   *(Proceed to D-HOUSEHOLD)*

    I_0_I_2_I or more people... *(Proceed to question 9)*

9. How many groups of people share the cost of/have a common budget for food? I__I__I

D. HOUSEHOLD *(Use a questionnaire per household)*

10. This housing unit has...
- ☐ 01. ...grid electricity
- ☐ 02. ...motor self generating electricity
- ☐ 03. ...self generation of electricity by other means (includes solar panel)
- ☐ 04. Does not have electricity

11. This household gets its drinking water…
- ☐ 01. ...inside the house
- ☐ 02. ...outside the house

12. The drinking water comes from...
- ☐ 01. ...public network
- ☐ 02. ...drilling with motor pump
- ☐ 03. ...drilling with hand pump
- ☐ 04. ...well
- ☐ 05. ...rain, river, canal or stream

13. This housing unit has...
- ☐ 01. ...bathroom with toilet for private use
- ☐ 02. ...shared bathroom with toilet
- ☐ 03. ...latrine for private use
- ☐ 04. ...shared latrine
- ☐ 05. ...This housing unit does not have a toilet/ latrine
(Proceed to question 15)

14 . What is the primary sewage disposal system?
- ☐ 01. Drainage to public network
- ☐ 02. Drainage to septic tank
- ☐ 03. Drainage to dumb well
- ☐ 04. Drainage to a pit, digging in the ground, street
- ☐ 05. Other

(Proceed to question 15)

15 -. How many rooms this housing unit has for private use?
I__I__I

16. What is your legal status in the housing unit?
- ☐ 01. Owner **(Proceed to question 17)**
- ☐ 02. Tenant
- ☐ 03. Worker
- ☐ 04. Usufruct
- ☐ 05. De facto occupant
- ☐ 06. Other

Proceed to E-POPULATION

17. What is your legal status in the house/land?
- ☐ 01. Owner
- ☐ 02. Tenant
- ☐ 03. Worker
- ☐ 04. Usufruct
- ☐ 05. De facto occupant
- ☐ 06. Other

E. POPULATION: INDIVIDUAL CHARACTERISTICS OF HOUSEHOLD MEMBERS

1. Order number	2. Name and Surname	3. Relationship to the head of household	4. Sex: 1. M 2. F	5. Age in complete years	6. Do you have an ID?	3 YEARS AND OVER	10 YEARS AND OVER			WOMEN AGES 13 YEARS AND OVER	
						7. What is the highest level of education completed?	8. Marital status	9. Economic activity		10. How many children born alive has she/he had?	11. How many were born after the disaster?
								9.1. Did he/she have a paid work before the disaster? Yes: 1 ⌷ No: 2 ⌷ (proceed to question 10)	9.2. If yes,…does he/she perform the same job after the disaster? Yes: 1 ⌷ No: 2 ⌷		
	....	⌷	⌷	⌷⌷⌷	⌷⌷	⌷	⌷	⌷	⌷	⌷	⌷
	....	⌷	⌷	⌷⌷⌷	⌷⌷	⌷	⌷	⌷	⌷	⌷	⌷
	....	⌷	⌷	⌷⌷⌷	⌷⌷	⌷	⌷	⌷	⌷	⌷	⌷
	....	⌷	⌷	⌷⌷⌷	⌷⌷	⌷	⌷	⌷	⌷	⌷	⌷
	....	⌷	⌷	⌷⌷⌷	⌷⌷	⌷	⌷	⌷	⌷	⌷	⌷
	....	⌷	⌷	⌷⌷⌷	⌷⌷	⌷	⌷	⌷	⌷	⌷	⌷
	....	⌷	⌷	⌷⌷⌷	⌷⌷	⌷	⌷	⌷	⌷	⌷	⌷
	....	⌷	⌷	⌷⌷⌷	⌷⌷	⌷	⌷	⌷	⌷	⌷	⌷
	....	⌷	⌷	⌷⌷⌷	⌷⌷	⌷	⌷	⌷	⌷	⌷	⌷
	....	⌷	⌷	⌷⌷⌷	⌷⌷	⌷	⌷	⌷	⌷	⌷	⌷

⌷ *If the household comprises more than 10 people, use as many additional questionnaires as required to complete the information for all household members.*

12. Relationship to the head of household

01. Head
02. Spouse/Partner
03. Son/Daughter
04. Father/Mother
05. Grandson/ Granddaughter
06. Father/Mother in law
07. Son/Daughter in law
08. Other relative
09. Domestic workers and their families
10. Other non-relative

13. Highest level of education completed

01. Never attended
02. Preschool
03. Elementary incomplete
04. Elementary complete
05. Secondary incomplete
06. Technical/Vocational incomplete
07. Technical/Vocational complete
08. Graduate incomplete
09. Graduate complete or post-graduate

14. Marital status

01. Single
02. Married
03. Cohabitating
04. Separated (marriage)
05. Separated (coexistence)
06. Divorced
07. Widow

F. GENERAL INFORMATION ABOUT CURRENT AND PAST HOUSEHOLD MEMBERS

1. How many people ...	Men	Women	Total
01. ...lived in the housing unit before the disaster?			
02. ...live in the housing unit after the disaster?			
03. ...are currently residents on a regular basis?			
04. ...are staying now but do not usually live in it?			
05. ...were born within the household after the disaster?			
06. ...migrated to another area after the disaster and were part of the household?			
07. ...immigrated to this household from another area after the disaster?			
08. ...died in household due to the disaster?			
09. ...died in household after the disaster?			

G. DISTRIBUTION OF MIGRANTS AND DECEASED BY AGE AND SEX

1. Age groups	2. How many people have died during the disaster?		3. How many people have died after the disaster?		4. How many people have migrated to another area after the disaster?	
	Man	Woman	Man	Woman	Man	Woman
0-4	I_I_I	I_I_I	I_I_I	I_I_I	I_I_I	I_I_I
5-14	I_I_I	I_I_I	I_I_I	I_I_I	I_I_I	I_I_I
15-24	I_I_I	I_I_I	I_I_I	I_I_I	I_I_I	I_I_I
25-49	I_I_I	I_I_I	I_I_I	I_I_I	I_I_I	I_I_I
50-64	I_I_I	I_I_I	I_I_I	I_I_I	I_I_I	I_I_I
65 and over	I_I_I	I_I_I	I_I_I	I_I_I	I_I_I	I_I_I
Total	I_I_I	I_I_I	I_I_I	I_I_I	I_I_I	I_I_I

H. INFORMATION TO COLLECT (THROUGH NEIGHBOURS) ABOUT THE OLD OCCUPANTS OF THE DESTROYED OR EMPTY HOUSING UNIT

1. Sex	2. How many people lived in this housing unit?	3. How many of them have remained in the area?			4. How many of them have migrated to another village/community?			5. How many of them may be dead?
		In a camp?	In a house?	Total	In a camp?	In a house?	Total	
Man	I_I_I	I_I_I	I_I_I	I_I_I	I_I_I	I_I_I	I_I_I	I_I_I
Woman	I_I_I	I_I_I	I_I_I	I_I_I	I_I_I	I_I_I	I_I_I	I_I_I
Total	I_I_I	I_I_I	I_I_I	I_I_I	I_I_I	I_I_I	I_I_I	I_I_I

SUMMARY

SEX	RESIDENTS	NON-RESIDENTS	TOTAL
MAN	I_I_I	I_I_I	I_I_I
WOMAN	I_I_I	I_I_I	I_I_I
TOTAL	I_I_I	I_I_I	I_I_I

Suggested key information
to be included in reports
or assessments during
the acute phase of the crisis

1. General information

- Event.
- Date of occurrence.
- Specific area of impact: administrative unit (municipality, city, neighbourhood, country, etc.).
- Specific area to which the report refers: administrative unit (municipality, city, neighbourhood, country, etc.).
- Report date.
- Agency responsible for the report.

2. Report on the quantification of the affected population

- Total housing units affected (damaged/destroyed).
- Total households affected.
- Total population affected (if possible by sex and age group, specific population groups, such as children and adolescents, women of reproductive age, senior adults, persons with disabilities, etc.).

- Data sources: Quick counts, people flow monitoring and/or headcounts.

3. Report on the needs of the affected population

Priority needs of the population (covered and uncovered) relating to:
- Living conditions of housing in which the population lives.
- Sanitary conditions of household (sewage disposal systems; supply and source of water used for drinking and/or cooking).
- Food and nutrition situation of the population.
- Health problems in the population.
- Conflicts due to lack of security in the area.

- Data sources: Spatial analysis, field observations, key informant interviews and focus groups.

4. Report on the resources and capacities in the fields of health, security and educational infrastructure available in the affected area

- Number and type of healthcare facilities, with emphasis on maternal and child services, and education infrastructure and security services.
- Number and type of healthcare providers, with emphasis on maternal and child services, and education infrastructure and security services.

- Data source: Administrative records of resources: health, education and security.