



# **HANDBOOK FOR THE USE OF the Guidelines for the Collection and Analysis of Socio-demographic Data in Humanitarian Crisis Situations in Latin America and the Caribbean**

THIS MANUAL IS PART OF A SET OF THREE VOLUMES,  
INCLUDING THE GUIDELINES AND COMPLEMENTARY  
OPERATIONAL TOOLS





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## Introduction

In humanitarian crises, low income persons and families who live in precarious conditions usually suffer the worst damage, and find it very difficult to overcome such adverse circumstances on their own.

As a whole, the humanitarian response has continued to improve with the design of more cost-effective interventions, thus fulfilling the purpose of increasing the assistance to the most vulnerable population. In particular, the United Nations Population Fund (UNFPA) assists countries in generating and using socio-demographic data for the design of policies and programmes to improve and protect human lives. In 2007, following this mandate and its role in humanitarian response, UNFPA created a working group for the collection and analysis of

information in emergency situations, convinced that data production is not just another component of the humanitarian response, but is crucial to its effectiveness. As a result of this work, UNFPA produced the document entitled *Guidelines on data issues in humanitarian crisis situations*, published in English in June 2010. These *Guidelines* systematize the main aspects of the proposed socio-demographic information system that must be implemented prior to the occurrence of a disaster; mitigate its impacts during the most acute moments of the crisis; and have the possibility to be updated on a continuous basis.

In this context, the Latin America and the Caribbean Regional Office (LACRO) has identified the need for an adapted version of the



above mentioned tool that reflects the particular risks in the region, as well as the geographic, socio-economic, demographic, institutional and technical capacity for the collection of information, while incorporating the experience of countries in the region in data collection, analysis and management.

Thus, this document provides guidelines for data collection and analysis in Latin America and the Caribbean (LAC), both in the case of crises derived from disasters generated by the occurrence of natural hazards, as well as from situations of violence and lack of individual security behind the displacement of individuals. The idea is to make a document available to all LAC countries to be adapted and adjusted to each national context.

Given that each LAC country has pre-existing Humanitarian Network Protocols, UNFPA-LACRO seeks, through these *Guidelines*, to encourage their use to reinforce the understanding of the key role of socio-demographic data collection and analysis to be used in humanitarian crisis situations.

### What are the general objectives of this workshop?

- Raise awareness of the National Statistics Institutes (NSIs)<sup>1</sup> and sectoral agencies<sup>2</sup> in each LAC country, non-governmental organizations (NGOs), agencies of the United Nations system, and other humanitarian actors involved in humanitarian response, on the importance of having quality information about the general effects upon, and specific needs of, the more vulnerable populations in humanitarian crises, for the purpose of ensuring the efficiency of the aid intervention.

<sup>1</sup> In Latin America and the Caribbean, National Statistics Institutes (NSIs) are also known as National Statistical Offices and General Directorates of Statistics, among others. In this publication the first term has been chosen to name this type of agency.

<sup>2</sup> We refer to agencies of the national public administration such as Ministries of Health, Education, Public Works, Housing, Transportation and Communication, among others.

- Contribute to the development of capacities of the NSIs and national sectoral agencies, NGOs and humanitarian actors in LAC to collect, analyse, and manage population data to be used in crisis situations.
- Promote a human rights-based approach to population data collection and analysis for humanitarian crises.
- Suggest a possible work and coordination plan among humanitarian actors for the collection, analysis, and use of population data in humanitarian crisis situations.
- Propose tools and techniques for the collection of relevant data on the affected population, and identify major conventional and non-conventional sources.
- Demonstrate the importance of monitoring and evaluation (M&E) for managing the information to be used in emergencies.

### To whom are these Guidelines addressed?

- To those responsible for the collection, administration and dissemination of information:
  - Technical and professional staff of NSIs and local/municipal statistical units in sectoral offices.
- To those responsible (on a temporary or permanent basis) for the administration and dissemination of information on the individuals affected by humanitarian crises:
  - Technical and professional staff of civil protection or emergency offices, NGOs, UNFPA offices, and humanitarian actors working in the field of humanitarian assistance and risk management.
- To decision makers at regional, sub-regional, national and local levels.
- High-level authorities of national/central, territorial/provincial and local/municipal governments.





## How should these *Guidelines* be used?

These *Guidelines*, which are organized into three volumes, are designed for self-learning and self-instruction based on the this document:

- *Handbook for the implementation of the Guidelines* (hereinafter “**Handbook**”).
  - It provides ideas for the development of workshops and courses that may contribute to the training of relevant technical staff in public agencies, private organizations and NGOs that are called to action in humanitarian crises in the region.

Upon completion of the review of this “Handbook”, users should be able to:

- Recognize the various actions that can be implemented before, during and after a disaster, according to different scenarios and the four-phase learning and guiding principles adopted by the organization, which is used as a reference to simplify and provide a practical use for

the *Guidelines*, while recognizing that emergencies and responses are not necessarily static phases but represent a *continuum*.

- Recognize all humanitarian actors involved in the response to the population affected by a disaster or in situations of displacement, and their relevance in the organizational structure in each country of the LAC region.
- Explore the possibilities of coordination between the various public and private national agencies, NGOs and humanitarian actors.
- Have a theoretical and empirical insight of the actions required in terms of data collection and analysis for the suggested phases.
- Identify the information that needs to be collected at each stage.
- Identify data sources and methodologies for data collection, with a focus on the advantages and limitations of each.
- Prioritize the analyses to be performed in each guiding and learning phase.



## 2

# Methodological approach to promote appropriate use of these *Guidelines*

This “Handbook” systematizes the activities suggested to conduct training workshops aimed at guiding the development of capacities of national human resources involved in the collection, analysis and use of the demographic data required for use in humanitarian crisis situations.

The selected methodology foresees the implementation of a workshop or similar methodological activity, organized in sessions by phase, including hands-on activities based on simulation exercises.

Training workshops through different sessions by phase are recommended when the partici-

pants do not have the required knowledge or experience in socio-demographic data collection and analysis to be used in emergency situations. In this case, the suggested approach will focus on how the data collection devices are used, taking into account the specific phase in question.

In turn, the focus of simulation exercises will be on the operation of the data collection and analysis system to be implemented to obtain relevant information to help inform decision-making related to the demands, process failures and recommended changes in the selection of the devices, and the integration of work teams, among other issues.



## The role of the facilitator

Training workshops to promote appropriate use of the “Guidelines” will be conducted by a facilitator.

A facilitator is a professional with knowledge of the subject and the willingness to assume the organization, implementation and evaluation of the learning activities.

The most important functions of a facilitator include: taking into account the technical and professional background of the participants; providing guidance on the main criteria adopted by UNFPA to address humanitarian crises; understanding the content of the information he or she will socialize; recognizing the limits of his or her own knowledge; ensuring an atmosphere of confidence; promoting the participation of all; articulating possible actions among participants, and maintaining open communication with and between participants.

Therefore, it is necessary to illustrate and perform specific exercises to respond to real situations in order to further learning on the collection and analysis of socio-demographic data and have specialized and current data, techniques that enable exchange, elaboration of conclusions –all to be used in humanitarian crisis situations.

In particular, the role of the facilitator should include the following:

### Account for the existing technical and professional knowledge of the participants in order to adjust the use of the “Guidelines”

To ensure the effectiveness of the training, the facilitators should be aware, both before and throughout the training sessions, of the technical and professional background of the participants. This will allow facilitators to better fulfil their motivational role, encouraging participants to share experiences and even articulate actions to address humanitarian crises.

Given that each LAC country has pre-existing Humanitarian Network Protocols, the facilitator will encourage the use of the *Guidelines* to reinforce the understanding of the key role of socio-demographic data collection and analysis to be used in humanitarian crisis situations.

### Provide guidance on what information is to be collected and analyzed for use in humanitarian crises

Thus, the primary role of facilitators will be to guide the participants about the information that must be collected for use in humanitarian crises, in order to strengthen the national mechanisms for data collection and analysis in Latin America and the Caribbean (LAC), both in the cases of crises resulting from disasters generated by the occurrence of natural hazards, as well as from situations associated with violence and a



lack of personal security that lead to the displacement of persons.

### Promote an interactive and articulated work between the participants

According to the suggested training methodology, the facilitator is expected to foster coordination between the participants for the sharing of ideas about common technical and professional practices through group dynamics that favour joint learning.

### Generate a climate of confidence for the performance of the training activities

The role of the facilitator is also to start each training session with an activity that allows the group to develop a climate of confidence, based on an initial assessment of the primary information sources of and the most relevant results produced/disseminated by the agencies or insti-

tutions represented by the participants concerning the specific phase to be analyzed.

A good facilitator is one who inspires confidence and enthusiasm in the people he or she guides and is able to generate dialogue and respect for the word and opinions of individual participants about the information to be collected and analyzed to address humanitarian crises.

### To be attentive to the need to maintain confidence and dynamism throughout the training process

Once the training session has started, it is important to redirect and optimize any situation to maintain an atmosphere of confidence and to make learning effective. At times, the group should be encouraged with a dynamic activity such as a simulation exercises on the corresponding topic, and then analyze results in light of the learning objectives of the session.

## About the participants

It is generally recommended that training session participants include technicians and professionals of the main national agencies in charge of the production and analysis of data on hazards, vulnerability and risk, social and demographic aspects, as well as specialized educational institutions and research centres:

- National Statistics Institutes
- National sectoral agencies on:
  - Meteorology.
  - Geology and mining.
  - Seismology-volcanology.
  - Hydrography and oceanography.
- National sectoral agencies:
  - Ministries of Education.
  - Ministries of Public Works.
  - Ministries of Planning.
  - Ministries of Health.
  - Ministries of Telecommunication.
  - Ministries of Transport and Communication.
  - Ministries of Transport.
  - Ministries of Housing and Urban Development.
- National universities/research centres and institutes working in the fields of geography, agriculture, environment, natural resources.

In particular, at all stages of the training, it would be essential to have, at least, representatives from:

- National Statistics Institutes.
- National sectoral agencies of Ministries of Health and Education.
- Research Centres and Institutes on social science.

It is also suggested that participants be grouped according to their level and role in the national agency or research centre they represent, so as to favour exchange.



# 5

## Simulation exercises for a single phase or the complete emergency cycle<sup>3</sup>

### 5.1. Features of the simulation exercise

A simulation is a systemic, collective, group exercise for the creation of humanitarian crisis scenarios. It may refer to a single phase or to the complete cycle (preparedness-acute-post-crisis), which requires more time for implementation.

Participants assume the roles assigned by the coordinator of the exercise. According to each role, the participants make decisions and perform collection and analysis actions based on the information received from the coordinators. The roles assigned may or may not coincide with those they perform in real life.

The exercise should be based on accurate facts so that participant responses and reactions are also realistic.

In summary:

- It is a role and function playing game.
- It is a desktop exercise, conducted in an enclosed space where the emergency is recreated.
- It relies on the design of an impact scenario that includes: problems, resources and the context.
- A script for activities is included with the scenario to provide coherence and structure to facilitate the exercise, including the duration of the activities and tasks to be performed.

- The participants assume the role of an assigned “character” to represent. To this end, they are informed of all its characteristics.

### 5.2. Objectives of the simulation exercise

- Prove the functionality of data collection in emergency situations.
- Recreate the environment of data collection in each of the phases.
- Exercise the capacity to meet information demands in crisis environments, where the response is urgent.
- Contrast the plans and procedures of the office for these cases, with real response situations.
- Test inter-agency and inter-sectoral coordination for information transfer.
- Generate induction in the use and management of available methodological tools for the collection and analysis of demographic data.
- Adapt induction depending on the characteristics of participants.
- Present the typical difficulties of information collection in the three areas of competence of UNFPA: gender (including GBV), reproductive health and population and development.
- Practice using the methodological tools for information collection.
- Evaluate the difficulties of field implementation.

<sup>3</sup> Proposal entitled: *Plan para promover el adecuado uso de las Guías [Plan to promote the proper use of the Guidelines]*, prepared by Jorge Rocha Dehays (UNFPA, 2012).

- Enable participants to decide which data collection device is most appropriate for the risks that characterize their country.

### 5.3. Benefits of the simulation exercise

- Since the exercise timeframe is fictional, it may be adapted to the actual needs: half day, one day, two or three days.
- It enables the evaluation of the use of tools, processes and forms; as well as the training and exercise of the staff of national and international humanitarian aid offices.
- The result will enable the identification of critical areas of information management, to determine what aspects require strengthening.

### 5.4. Requirements for the performance of a simulation exercise

- Have a minimal organizational structure, namely: a coordinator, technical support for the coordinator, participants, logistics, evaluators, and observers (if possible).
- That the participants of the exercise have sufficient time for exercise.
- Have the facilities and services needed for the scheduled time, so that the exercise does not have to be stopped or interrupted.

### 5.5. Operational stages of a simulation exercise

- **Preparation:** General description of the exercise, development and explanation of the scenario, assignment of roles to each character, analysis of prior information, definition of activity times, appointment of party responsible for each activity, evaluators and observers.
- **Development:** The exercise begins, and intermittent messages are sent to the participants, recreating situations similar to those experienced in disaster situations, and data collection is performed. Decisions are made with respect to: type of information to collect, data-capture devices and alternative means of capture.

- **Culmination:** The experience of each character or group of characters in the simulation experience is analysed, and conclusions are drawn about aspects that generate inefficiency in the process and that should be corrected.

### 5.6. Characters of the activity

#### 5.6.1. Classification of the characters according to the assigned role

- **Active character:** Gathers information, analyses and reports.
- **Passive character:** Answers questions, community support.
- **Collaborative character:** Collaborates by sharing and collating information (other information producers).

#### 5.6.2. Suggested characters

- Gender focal point.
- Reproductive health focal point.
- Population and development focal point.
- Civil protection decision maker.
- Direct technical information operator.
- Institute of Statistics Manager.
- Civil protection information operator.
- Head of affected family.
- Community leader.
- NGO partner.
- Local authority.
- Sectoral partner 1.
- Sectoral partner 2.
- Sectoral partner 3.

#### 5.6.3. Evaluators

Evaluators are important components of the simulation exercise, since they balance the activity based on a set of pre-determined criteria.

They complete an evaluation form during the implementation of the exercise. This role may be exercised by senior executives of the participating organizations.

# 6

## Structure of the learning sessions by phase

For the construction of knowledge to be understood by technicians and professionals who will receive and use this material, a logical process is proposed with supporting materials that encourage the development of skills and capacities of the participants.

Each session will have the following structure:

- **Title:** Generally refers to and summarizes the learning content of the session.
- **Development:** Step-by-step indication of the activities that participants will perform with the support of a facilitator to achieve the session objectives.
- **Approximate time expected:** The proposed time for each session is approximate and may

vary depending on the group of participants, without impairing the learning. As such, activities should last no more than two hours and include a twenty-minute break.

- **Objective of the activity:** Orient participants to the work to be carried out during that session and, above all, the specific goals to be achieved during the session.
- **Content:** Provide a detailed list of the session content.
- **Resources:** List the materials to be used throughout the session and generally refer to “Guidelines” and “Operational Tools” texts, as well as the simulation exercises to be developed during the training sessions.





## Training workshop sessions by phase

### 7.1. What are the general objectives of this workshop?

At the end of this session, the participants will have the basic knowledge regarding:

- The information that must be collected and analysed in each of the phases, used as reference for the simplification and practical use of the “Guidelines”; recognizing, however, that emergencies and the response do not necessarily follow static phases, but on the contrary, represent the image of a *continuum*.
- The data sources from which the required information may be obtained.
- The procedures to follow to generate, analyse and use the information.

### 7.2. Training session: preparedness phase

#### 7.2.1. What is the specific objective of this session in the preparedness phase?

At the end of this session, the participants will have gained a basic understanding of the information that must be collected and analysed in the preparedness phase, as well as the data sources for the establishment of the procedures for information generation, in particular those relating to the work and coordination plan that must be established.

#### 7.2.2. Development

- The facilitator warmly welcomes participants; explains the background, the general objectives of the activity and the organization of the “Guidelines”, “Operational Tools” and “Handbook” through a presentation-dialogue and PowerPoint resources; and invites participants to briefly introduce themselves and the agencies/institutions they represent.
- Participants and the facilitator discuss the experience of each participant with regard to their potential development as a national human resources involved in the collection, analysis and use of demographic information required in humanitarian crisis situations.
- Then, again by means of a dialogue supported by PowerPoint presentations, the facilitator explains the four stages that UNFPA suggests be used –for educational and operational purposes– to approach humanitarian emergencies and the idea of *continuum*; and discusses the role of the humanitarian actors.
- The facilitator then presents the characteristics of the preparedness phase and guides participants on the use of the “Guidelines”, identifying in the document the topics to be addressed: theoretical-conceptual description of the corresponding phase; what information needs to be collected and analysed,

the concept of indicators, and the idea of priority and essential indicators. To facilitate the task, the facilitator must have prepared his or her material in advance.


- Thereafter, the facilitator focuses on providing information to the participants about suggested indicators to be collected and analysed in this phase. To this end, the facilitator illustrates the concept, referring to and integrating the examples specifically selected and included in the “Guidelines”.
- The facilitator will immediately expand the knowledge about the information that must be collected and produced and the metadata suggested, showing the participants the content of the annexes included explicitly to this effect in the “Operational Tools”. Remember at all times that participants are technicians and professionals who know the subject. Therefore, the role of the facilitator consists more of providing guidance on where to find the material in each volume.
- Then, the facilitator continues to explain through presentation-dialogue supported by PowerPoint resources, the conceptual definitions and the main advantages and limitations of the data sources, as well as their main characteristics, the quality of statistics and the technological innovations that contribute to data collection and analysis. To this end, the facilitator provides guidance on the use of the “Guidelines”, indicating these latter aspects in the respective Charts. In this case, the facilitator also provides a space for participants to, if deemed appropriate, discuss their ideas and experiences with the concepts addressed so far.
- Finally, the facilitator will address the issue of developing contingency plans and early warning systems, as well as the tasks of continuity and follow-up of the activities of this preparedness phase, using the presentation-dialogue methodology. Again, it is important that the fa-





ilitator provides a space for participants to discuss the experiences of their respective countries in this area. The goal of the exchange is to reinforce the idea of the key role of demographic data collection and analysis to be used in humanitarian crisis situations.

- To conclude the session, the facilitator will request that participants summarize the main concepts addressed, in order to answer the following guiding questions:
  - Q: What information must be collected and analysed at this stage and why?
  - Q: What are the main data sources from which the information may be acquired?
  - Q: What are the procedures to follow for the generation, analysis and use of this information in humanitarian crisis situations?
- The facilitator will integrate the responses and record them on a flipchart.




### 7.2.3. Expected time for the presentation session: 40 minutes

INTRODUCTION AND KEY CONCEPTS				
Estimated total time	Estimated time of each unit	Objective of the activity	Contents	Resources
20 minutes	20 minutes	Introduce background, general purpose and organization of the “Guidelines”, “Operational Tools” and “Handbook”.	General introduction to the “Guidelines”, “Operational Tools” and “Handbook”.	 <b>Start the activity using the “Guidelines” as resource.</b> See item <b>Presentation</b> , included in the “Guidelines”.
			Background: UNFPA (2010).	
			General objectives.	
			Users of the “Guidelines”.	
30 minutes	10 minutes	Understand the four phases of humanitarian emergencies identified by UNFPA for educational and operational purposes.	General organization of the “Guidelines”, “Operational Tools” and “Handbook”.	See item <b>How are these Guidelines organized?</b> , included in the <i>Presentation of the “Guidelines”</i> .
			Teaching resources:	See item <b>Learning resources</b> , included in the <i>Presentation of the “Guidelines”</i> ; and look up the <i>Glossary of terms</i> at the end of the “Guidelines”.
			<ul style="list-style-type: none"> <li>• Calls.</li> <li>• Extension of references.</li> </ul>	
40 minutes	10 minutes	Explore the role of humanitarian actors who have a stake in the response to the affected population during a disaster or in situations of displacement.	The organization into four phases and the idea of <i>continuum</i> .	See <b>Chapter 1.1. International Framework: The Operational Phases of Humanitarian Emergencies</b> and <b>Chapter 1.3. Regional Context of Latin America and the Caribbean</b> ; both included in the “Guidelines”.
			The mapping of humanitarian actors.	See <b>Chapter 1.2. About humanitarian actors</b> , in the “Guidelines”.  Consider <b>Examples 1.1. and 1.2. Matrix template used in Honduras for mapping humanitarian actors</b> , included in the “Guidelines”.




## 7.2.4. Expected time for the preparedness phase session: 3 hours

PREPAREDNESS PHASE				
Estimated total time	Estimated time of each unit	Objective of the activity	Contents	Resources
10 minutes	10 minutes	Recognize the characteristics of the preparedness phase.	Theoretical and conceptual description of the preparedness phase and its relevance.	 Carry on the activity using the “Guidelines” as resource. See <b>Chapter 2.1</b> . <i>Description</i> , of the “Guidelines”.
20 minutes	10 minutes	Acquire a theoretical and empirical understanding of the data collection and analysis actions required in the preparedness phase.	What information needs to be collected and analysed in the preparedness phase? Why? <ul style="list-style-type: none"> <li>• Information on natural hazards.</li> <li>• Socio-demographic information.</li> </ul>	See <b>Chapter 2.2.1</b> . <i>What information needs to be collected and analysed in this preliminary phase?</i> , of the “Guidelines”.
50 minutes	30 minutes	Systemize the theoretical and conceptual aspects of the selected indicators.	Indicators: <ul style="list-style-type: none"> <li>• What is an indicator?</li> <li>• What types of indicators are there?</li> <li>• What are their main functions?</li> <li>• What is the priority order suggested for their development?</li> </ul>	See <b>Chapter 2.2.1</b> .: <ul style="list-style-type: none"> <li>• <b>Chart 5</b>. <i>Examples of indicators included in the Guidelines by type and function</i>.</li> <li>• <b>Chart 6</b>. <i>Suggested priorities for the construction of indicators to be included in the preparedness phase; both included in the “Guidelines”</i>.</li> </ul>
60 minutes	10 minutes	Review the prioritized information and indicators.	Priority and essential information and indicators.	See <b>Chapter 2.2.1</b> . <i>First priority indicators</i> , in the “Guidelines”.
90 minutes	30 minutes	Identify the information that needs to be collected in the preparedness phase.	Indicators that generally need to be collected and calculated in this phase.	 Carry on the activity using the “Guidelines” as resource. See <b>Chapter 2.2.1</b> , <b>Diagram 1</b> . <i>Necessary socio-demographic data, indicators by relevance criteria and data sources for collection and analysis during the preparedness phase in Latin American and Caribbean countries</i> , in the “Guidelines”.

## 7.2.4. Expected time for the preparedness phase session: 3 hours *(continued)*

PREPAREDNESS PHASE				
Estimated total time	Estimated time of each unit	Objective of the activity	Contents	Resources
90 minutes <i>(continued)</i>				<p>Consider the following examples in the “Guidelines”:</p> <ul style="list-style-type: none"> <li>• <b>Example 6.</b> <i>Selection of municipal indicators developed by UNFPA-Bolivia, 2011.</i></li> <li>• <b>Example 7.</b> <i>Municipal Fact Sheet on Disaster Risk, UNFPA-Bolivia, 2011.</i></li> <li>• <b>Example 8.</b> <i>Integration of indicators based on census source, Haiti, 2009.</i></li> </ul> <div style="border: 1px solid #ccc; border-radius: 10px; background-color: #fff9c4; padding: 5px; margin: 10px 0;">  <p>Expand your knowledge of the information required with the “Operational Tools”.</p> </div> <p>Expand your knowledge of the information required with <b>Annex I. Part I. Socio-demographic information and suggested indicators to be collected and analysed during the preparedness and post-crisis phases in Latin America and the Caribbean</b>, in the “Operational Tools”.</p>
105 minutes	15 minutes	Acknowledge the importance of including the relevant metadata in the information collected.	Metadata.	<div style="border: 1px solid #ccc; border-radius: 10px; background-color: #fff9c4; padding: 5px; margin: 10px 0;">  <p>Carry on the activity using the “Guidelines” as resource.</p> </div> <p>See paragraph on metadata in <b>Chapter 2.2.1.</b> of the “Guidelines”.</p> <div style="border: 1px solid #ccc; border-radius: 10px; background-color: #fff9c4; padding: 5px; margin: 10px 0;">  <p>Expand your knowledge of the information required with the “Operational Tools”.</p> </div> <p>Expand your knowledge of metadata both with <b>Annex I. Part 2. Proposed Metadata Technical Sheet to be developed by countries in Latin America and the Caribbean</b>, in the “Operational Tools”.</p>


## 7.2.4. Expected time for the preparedness phase session: 3 hours *(continued)*

PREPAREDNESS PHASE				
Estimated total time	Estimated time of each unit	Objective of the activity	Contents	Resources
120 minutes	15 minutes	<b>BREAK</b>		
140 minutes	20 minutes	Identify data sources and methodologies for data collection, with a focus on the advantages and limitations of each, for data collection and analysis purposes.	Conceptual definitions, advantages and limitations of: <ul style="list-style-type: none"> <li>• Population censuses and intercensal estimates.</li> <li>• Population projections.</li> <li>• Household surveys.</li> <li>• Administrative records.</li> </ul>	<div style="border: 1px solid #0070C0; border-radius: 10px; padding: 5px; margin-bottom: 10px;">  Carry on the activity using the “Guidelines” as resource.         </div> <p>See <b>Chapter 2.2.2</b>. <i>What socio-demographic data sources need to be taken into account?</i></p> <ul style="list-style-type: none"> <li>• <b>Chart 7</b>. <i>Strengths and limitations of censuses and counts.</i></li> <li>• <b>Chart 8</b>. <i>Strengths and limitations of population projections.</i></li> <li>• <b>Chart 9</b>. <i>Strengths and limitations of household surveys.</i></li> <li>• <b>Chart 10</b>. <i>Strengths and limitations of administrative records.</i></li> </ul>
150 minutes	10 minutes	Understand the suggested prioritization in approaching the results provided by each data source for collection and analysis purposes.	Data sources according to the nature of their objectives, regularity and level of geographical disaggregation of the results.	<div style="border: 1px solid #0070C0; border-radius: 10px; padding: 5px; margin-bottom: 10px;">  Carry on the activity using the “Guidelines” as resource.         </div> <p>See <b>Chapter 2.2.3</b>. <i>What priority should quantitative data sources be granted?</i></p> <ul style="list-style-type: none"> <li>• <b>Chart 11</b>. <i>Basic structure for the collection and analysis of socio-demographic information according to purpose of data sources, dates of production and lowest estimated level of disaggregation.</i></li> </ul>
155 minutes	5 minutes	Recognize the importance of assessing the quality of statistical data produced by each data source.	The quality of statistical data.	<div style="border: 1px solid #0070C0; border-radius: 10px; padding: 5px; margin-bottom: 10px;">  Carry on the activity using the “Guidelines” as resource.         </div> <p>See <b>Chapter 2.2.4</b>. <i>Why assessing data quality matters.</i></p>

## 7.2.4. Expected time for the preparedness phase session: 3 hours *(continued)*

PREPAREDNESS PHASE				
Estimated total time	Estimated time of each unit	Objective of the activity	Contents	Resources
155 minutes <i>(continued)</i>				Consider <b>Example 5</b> . <i>Assessing the coverage and quality of data sources in Latin America and the Caribbean.</i>
165 minutes	10 minutes	Confirm the relevance of the contribution provided by new technologies for data collection and analysis for their use in situations of humanitarian crisis.	<p>Technological innovations that contribute to statistical data collection and analysis:</p> <ul style="list-style-type: none"> <li>• PDAs and mobile devices.</li> <li>• Geographic Information Systems (GIS).</li> <li>• REDATAM+SP System.</li> <li>• SPSS and STATA.</li> </ul>	<p> Continue to see the contents of the “Guidelines”.</p> <p>See <b>Chapter 2.2.5</b>. <i>Technological innovations that may facilitate data collection and analysis.</i></p> <p>See <b>Chart 12</b>. <i>Strengths and limitations of PDAs and mobile devices.</i></p> <p>See <b>Chart 13</b>. <i>Strengths and limitations of Geographic Information Systems (GIS).</i></p>
175 minutes	10 minutes	Explore the possibilities of coordination between the various public and private national agencies, NGOs and humanitarian actors.	The contingency plan and the early warning system.	<p> Carry on the activity using the “Guidelines” as resource.</p> <p>See <b>Chapter 3.3</b>. <i>Operational aspects.</i></p> <p>See <b>Diagram 2</b>. <i>Basic stages for the development of a Contingency Plan and related activities.</i></p> <p>See <b>Chapter 3.3.2</b>. <i>Early Warning System (EWS).</i></p> <p>Consider <b>Example 10</b>. <i>Implementation of an Early Warning System: The case of the EWS in the state of Vargas, Venezuela.</i></p>

## 7.2.4. Expected time for the preparedness phase session: 3 hours *(continued)*

PREPAREDNESS PHASE				
Estimated total time	Estimated time of each unit	Objective of the activity	Contents	Resources
180 minutes	5 minutes	Explore the possibilities of coordination between the various public and private national agencies, NGOs and humanitarian actors.	How to provide continuity and follow up to the activities of the preparedness phase?	<div style="border: 1px solid #f0e68c; border-radius: 10px; padding: 5px; margin-bottom: 10px;">  <b>Carry on the activity using the “Guidelines” as resource.</b> </div> <p>See <b>Chapter 3.3.3</b>. <i>How to ensure continuity of and monitoring to the activities of preparedness phase?</i></p> <p>See <b>Chart 13</b>. <i>Proposed time-frame for updating the information to be used in humanitarian risk situations in LAC, by data source.</i></p>

## 7.3. Training session: acute phase

### 7.3.1. What is the specific objective of the session on the acute phase?

At the end of this session, participants will have gained a basic understanding of the information that must be collected and analysed in the acute phase, as well as the data sources for the establishment of the procedures for information generation, in order to ensure the effectiveness of humanitarian actions.

### 7.3.2. Development

- To begin the session, the facilitator briefly recaps the previous session and asks participants to summarize the main aspects of the four stages suggested by UNFPA to address humanitarian emergencies.
- The facilitator introduces the topic by specifying the characteristics of the acute phase. The participants and facilitator dialogue about



their possible experience in humanitarian crisis situations like the one just defined.

- Then, the facilitator presents the data sources and methodologies for data collection (quantitative and qualitative methodologies), considering the advantages and limitations of each. To this end, the facilitator will provide guidance on the use of the “Guidelines”, identifying the topics in the publication. The facilitator must have prepared his or her material in advance in order to facilitate the task. In this case, emphasis should be placed on conveying to participants the speed with which the data should be collected, as well as the constant respect for the human rights of the affected populations.
- Thereafter, the facilitator must focus on guiding participants as to what information must be collected and analysed, by virtue of the urgency for the provision of humanitarian assistance, clarifying doubts that may arise among the participants.






- During the development of this activity, the facilitator promotes integration and exchange by encouraging participants to share their ideas and experiences.
- The facilitator will then explain the development of the simulation exercise, starting with the organization of work groups and taking into account the specifications included in this “Handbook”. The objective of the activity is to reinforce the idea of the key role of the demographic data collection and analysis to be used in humanitarian crisis situations; and in particular, how imperative it is to coordinate the action of humanitarian actors to provide more effective assistance for the affected population.
- Upon completing the exercise, each work group will present its findings and, to conclude the session, the facilitator will specifically ask the groups:
  - Q: What have you learned about the importance of collecting and analysing information in humanitarian crisis situations?
- The facilitator will integrate the responses and record them on a flipchart.



### 7.3.3. Expected time for the acute phase session: 4 hours

ACUTE PHASE				
Estimated total time	Estimated time of each unit	Objective of the activity	Contents	Resources
10 minutes	10 minutes	Recognize the various actions that can be implemented during the acute phase.	Theoretical and conceptual description of the acute phase and its relevance.	 Carry on the activity using the “Guidelines” as resource. See <b>Chapter 3.1. Description</b> , of the “Guidelines”.
100 minutes	90 minutes	Identify data sources and methodologies for (quantitative and qualitative) data collection, with a focus on the advantages and limitations of each.	Evaluation of secondary data.	 Carry on the activity using the “Guidelines” as resource. See <b>Diagram 3. Methods for the collection of information for a rapid assessment in the acute phase</b> . Carry on with <b>Chapter 3.2.1.1. Secondary data review</b> and <b>Diagram 4. Socio-demographic indicators and secondary data sources for an initial rapid assessment of the area affected during the acute phase</b> .

### 7.3.3. Expected time for the acute phase session: 4 hours *(continued)*

ACUTE PHASE				
Estimated total time	Estimated time of each unit	Objective of the activity	Contents	Resources
100 minutes <i>(continued)</i>				Consider <b>Example 11</b> . <i>Experience with rapid assessment, Haiti, 2010</i> .
			Community-level evaluation.	 Carry on the activity using the “Guidelines” as resource.
			<b>Qualitative methods:</b> <ul style="list-style-type: none"> <li>• Key informant interviews.</li> <li>• Focus-groups.</li> <li>• Observation.</li> </ul>	See <b>Chapter 3.2.1.2. Community-Level Assessment: Qualitative Methods</b> , in particular, sections: <ul style="list-style-type: none"> <li>• Key informant interviews.</li> <li>• Focus-groups.</li> <li>• Observation.</li> </ul>
			 Expand your knowledge of the information required with the “Operational Tools”.	
			<b>Quantitative methods:</b> <ul style="list-style-type: none"> <li>• Spatial analysis.</li> <li>• Flow monitoring.</li> <li>• Headcount.</li> <li>• Quick counts.</li> </ul>	 Carry on the activity using the “Guidelines” as resource.
				Examine <b>Annex II</b> . <i>Questions suggested for semi-structured interviews with key informants</i> .
				Explore <b>Annex III</b> . <i>Proposal for focus groups in humanitarian crises</i> .
				See <b>Chapter 3.2.1.3. Community-Level Assessment: Quantitative Methods</b> , in particular, sections: <ul style="list-style-type: none"> <li>• Spatial analysis.</li> <li>• Flow monitoring.</li> <li>• Headcount.</li> <li>• Quick counts.</li> </ul>

### 7.3.3. Expected time for the acute phase session: 4 hours *(continued)*

ACUTE PHASE				
Estimated total time	Estimated time of each unit	Objective of the activity	Contents	Resources
120 minutes	20 minutes	<b>BREAK</b>		
135 minutes	15 minutes	Acquire a theoretical and empirical understanding of the data collection and analysis actions required in the acute phase.	What information needs to be collected and analysed in the acute phase? How?	<div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; background-color: #e6f2ff; margin-bottom: 10px;">  <b>Carry on the activity using the “Guidelines” as resource.</b> </div> <p>See <b>Chapter 3.3. Operational aspects</b>, of the “Guidelines”.</p> <p>See <b>Chapter 3.3.1. Data analysis</b>, of the “Guidelines”.</p> <p>Consider <b>Example 14. Multi Cluster/Sector Initial Rapid Assessment Approach (MIRA). Guatemala Earthquake, November 2012. Selected Disseminated Results.</b></p>
150 minutes	15 minutes	Acquire a theoretical and empirical understanding of the data collection and analysis actions required in the acute phase (cont.).	What information needs to be collected and analysed in the acute phase? How?	<div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; background-color: #fff9c4; margin-bottom: 10px;">  <b>Expand your knowledge of the information required with the “Operational Tools”.</b> </div> <p>Examine <b>Annex V. Suggested key information to be included in reports or assessments during the acute phase of the crisis.</b></p>
240 minutes	90 minutes	Practically apply the data collection and analysis actions required in the acute phase.	Simulation exercise.	Performance of a simulation exercise using selected cases from the experience of each country, taking into account the specifications included in the item “Simulation exercises” for a particular phase or the whole cycle of the emergency, included in this “Handbook”.

## 7.4. Training session: chronic phase

### 7.4.1. What is the specific objective of this session in the chronic phase?

At the end of this session, the participants will have gained a basic understanding of the information that must be collected and analysed in the chronic phase, as well as the data sources for the establishment of procedures for information generation, in order to ensure the effectiveness of humanitarian actions.

### 7.4.2. Development




- To start the session, the facilitator briefly recaps the previous two days, summarizing the specific elements that differentiate the chronic phase from the previous phases.
- The participants and facilitator discuss the possible experiences in humanitarian crisis situations like the one just defined.
- Then, the facilitator presents the data sources and methodologies for the collection of information (quantitative and qualitative methodologies), considering the advantages and limitations of each. Given that some of data



sources have already been explored in the previous sessions, they will be reviewed to deepen the understanding of those to be applied again in this stage. Thus, the emphasis will be on guiding the participants in the use of the “Guidelines”, locating each topic in the publication. To this end, the facilitator must have prepared his or her material in advance, in order to facilitate the task. Again, there should be special emphasis on conveying to participants the constant need to express respect for the human rights of the affected populations.

- Thereafter, the facilitator must focus on guiding participants as to what information must be collected and analysed in this phase, prioritizing the clarification of doubts that may arise among the participants.
- During the development of this activity, the facilitator promotes integration and exchange by encouraging participants to share their ideas and experiences
- The facilitator will then explain the development of the simulation exercise, with the same work groups from the previous session, taking into account the specifications included in this “Handbook”. The objective of this activity is to reinforce the idea of the key role of the demographic information collection and analysis for use in humanitarian crisis situations, and in particular, how imperative it is to coordinate the actions of humanitarian actors to provide more effective assistance for the affected population.
- Upon completing the exercise, each work group will present its findings, and to conclude the session, the facilitator will again ask the work groups:
  - Q: What have you learned about the importance of collecting and analysing information in humanitarian crisis situations and specifically during the chronic phase?
- The facilitator will integrate the responses and record them on a flipchart.

### 7.4.3. Expected time for the chronic phase session: 4 hours

CHRONIC PHASE				
Estimated total time	Estimated time of each unit	Objective of the activity	Contents	Resources
10 minutes	10 minutes	Recognize the various actions that can be implemented during the chronic phase.	Theoretical and conceptual description of the chronic phase and its relevance.	<p> Carry on the activity using the “Guidelines” as resource.</p> <p>See <b>Chapter 4.1. Description</b>, of the “Guidelines”.</p>
100 minutes	90 minutes	Identify data sources and methodologies for data collection, with a focus on their advantages and limitations.	<p>Methodologies applied for the collection and analysis of relevant data to be used during the chronic phase.</p> <p><b>Quantitative methods:</b></p> <ul style="list-style-type: none"> <li>• Quick count.</li> <li>• Rapid listings.</li> <li>• Rapid sample surveys.</li> <li>• Baseline surveys.</li> <li>• Compilation of administrative records.</li> </ul> <p><b>Qualitative methods:</b></p> <ul style="list-style-type: none"> <li>• Key informant interviews.</li> <li>• Focus-groups.</li> <li>• In-depth interviews.</li> <li>• Participant observation.</li> </ul>	<p> Carry on the activity using the “Guidelines” as resource.</p> <p>See <b>Chart 15. Suggested priorities for the construction of indicators to be included in the chronic phase.</b></p> <p>See <b>Diagram 5. Information needs, indicators and data sources for the chronic phase.</b></p> <p>See <b>Chapter 4.2.2.1. Quantitative methodologies</b>; and in particular the following sections:</p> <ul style="list-style-type: none"> <li>• Quick count.</li> <li>• Listing and profiling.</li> <li>• Rapid sample surveys.</li> <li>• Baseline surveys.</li> <li>• Administrative records.</li> </ul> <p> Carry on the activity using the “Guidelines” as resource.</p> <p>See <b>Chapter 4.2.2.2. Qualitative methodologies</b>; and in particular the following sections:</p> <ul style="list-style-type: none"> <li>• Key informant interviews.</li> <li>• Focus-groups.</li> <li>• In-depth interviews.</li> <li>• Participant observation.</li> </ul> <p>See <b>Chapters 4.3. Operational aspects</b>; and <b>Chapter 4.4. Relevance of Monitoring and Evaluation in Chronic Phase Activities.</b></p>

### 7.4.3. Expected time for the chronic phase session: 4 hours *(continued)*

CHRONIC PHASE				
Estimated total time	Estimated time of each unit	Objective of the activity	Contents	Resources
100 minutes <i>(continued)</i>				Consider <b>Example 15</b> . <i>Data collection in shelters: the case of the victims of rains in November 2010 in Venezuela.</i>
120 minutes	20 minutes	<b>BREAK</b>		
240 minutes	120 minutes	Practical application of the data collection and analysis actions required in the chronic phase.	Simulation exercise.	Performance of a simulation exercise using selected cases from the experience of each country, taking into account the specifications included in the item "Simulation exercises" for a single phase or the entire emergency cycle, included in this "Handbook".

## 7.5. Training session: post-crisis phase

### 7.5.1. What is the specific objective of this session in the post-crisis phase?

At the end of this session, the participants will have gained a basic understanding of the information that must be collected and analysed in the post-crisis phase, as well as the data sources for the establishment of procedures for information generation, in order to ensure the effectiveness of humanitarian actions required in this phase of transition, recovery and reconstruction.

#### 7.5.2. Development

- The facilitator recaps some of the main knowledge acquired by the participants during the previous session.
- Then, the facilitator presents the characteristics of the post-crisis phase and guides the participants in the use of the "Guidelines", locating

each topic to be addressed in the publication: theoretical-conceptual description of the corresponding phase, what information needs to be collected/analysed and why, and what data sources are suggested to obtain the required information. To this end, the facilitator must have prepared their material in advance, in order to facilitate the task, guiding the participants to illustrate the concepts, referring to and integrating the examples specifically selected and included in the "Guidelines".

- The facilitator will immediately expand the knowledge about the information that must be collected, showing the participants the content of the annexes included explicitly to this effect in the "Operational Tools", particularly Annex IV that includes the proposal for a basic questionnaire to be applied in a census for post-crisis assessment. Remember at all times that the participants are technicians and professionals who know the subject. Therefore, the role of the facilitator consists more of providing guidance on where to find the material




in each of the published volumes and analyse its contents. The facilitator also provides a space for participants to, if deemed pertinent, to discuss their ideas and experiences with the concepts addressed so far.

- Finally, the facilitator will address recommendations included in the “Guidelines”, requesting that participants choose one at random and brainstorm opinions about the selected recommendation. Again, it is important that the facilitator provide a space for participants to discuss the experiences of their respective countries in this area. The goal of the exchange is to reinforce the idea of the key role of socio-demographic information collection and analysis to be used in humanitarian crisis situations.
- Upon completion of the exercise, the participants will present their findings and to conclude the session, the facilitator will ask:

- Q: Are you able to recognize the different actions that may be implemented before, during and after a disaster according to different scenarios, adopted by the organisation in the four phases used as reference?
- Q: Have you gained knowledge –theoretical and empirical– of the actions for information collection and analysis required in each of the suggested phases: identifying the information that must be collected at each stage, locating the data sources and collection methodologies?
- Q: Have you been able to explore the possibilities of coordination between the various national agencies –public and private–, NGOs and humanitarian actors?
- Q: What aspects do you think should be revised and updated in the future?
- The facilitator will integrate the responses and record them on a flipchart.





### 7.5.3. Expected time for the post-crisis phase session: 3 hours

POST-CRISIS PHASE				
Estimated total time	Estimated time of each unit	Objective of the activity	Contents	Resources
10 minutes	10 minutes	Recognize the various actions that can be implemented during the post-crisis phase.	Theoretical and conceptual description of the post-crisis phase and its relevance.	 Carry on the activity using the “Guidelines” as resource. See <b>Chapter 5.1</b> . <i>Description</i> , of the “Guidelines”.
60 minutes	50 minutes	Get a theoretical and empirical understanding of the data collection and analysis actions required in the post-crisis phase.	What information needs to be collected and analysed in the post-crisis phase? Why?	 Carry on the activity using the “Guidelines” as resource. See <b>Chapter 5.2.1</b> . <i>What information needs to be collected and analysed in the post-crisis phase?</i> See <b>Chart 16</b> . <i>Suggested priorities for the construction of indicators to be included in the post-crisis phase.</i> Look at <b>Diagram 6</b> . <i>Necessary socio-demographic data, indicators by relevance criteria and data sources for collection and analysis during the post-crisis phase in Latin American and Caribbean countries.</i> Consider <b>Diagram 7</b> . <i>Example of basic assessment of changes during the post-crisis phase in Latin America and the Caribbean.</i>
150 minutes	90 minutes	Get an understanding of the data collection and analysis actions required in the post-crisis phase.	Data sources: <ul style="list-style-type: none"> <li>• Sector-specific surveys.</li> <li>• Household sample surveys.</li> <li>• Post-crisis census.</li> </ul>	 Carry on the activity using the “Guidelines” as resource. See <b>Chapter 5.2.2</b> . <i>Data sources in this post-crisis phase</i> , and in particular paragraphs: <ul style="list-style-type: none"> <li>• Sector-specific surveys.</li> </ul>



### 7.5.3. Expected time for the post-crisis phase session: 3 hours *(continued)*

POST-CRISIS PHASE				
Estimated total time	Estimated time of each unit	Objective of the activity	Contents	Resources
150 minutes <i>(continued)</i>				<ul style="list-style-type: none"> <li>Household sample surveys.</li> <li>Post-crisis census.</li> </ul> <div style="border: 1px solid #ccc; border-radius: 10px; background-color: #fff9c4; padding: 10px; margin: 10px 0;">  <p>Expand your knowledge of the information required with the “Operational Tools”.</p> </div> <p>Examine <b>Annex IV</b>. <i>Suggested basic questionnaire for post-crisis assessment census in humanitarian crises.</i></p>
160 minutes	10 minutes	Explore the possibilities of coordination between the various public and private national agencies, NGOs and humanitarian actors.	What activities are essential during the post-crisis phase?	<div style="border: 1px solid #ccc; border-radius: 10px; background-color: #bbdefb; padding: 10px; margin: 10px 0;">  <p>Carry on the activity using the “Guidelines” as resource.</p> </div> <p>Think about the following contents:</p> <ul style="list-style-type: none"> <li><b>Example 16.</b> <i>Primary needs of the population and response actions in post-disaster recovery, Ecuador.</i></li> <li><b>Example 17.</b> <i>Lessons learned from the management of information during the 2010 emergency in Chile, 2010.</i></li> </ul>
180 minutes	20 minutes	Present some recommendations to potential difficulties in data collection and analysis in the various phases of the emergency in LAC countries.	Recommendations according to difficulty and challenge.	See the <b>Recommendations</b> section included in the “Guidelines”, evaluate it and draw conclusions.

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