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
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

September 2014
# Table of Contents

1. Introduction .......................................................... 5

2. Methodological approach to promote appropriate use of these Guidelines ........................................... 8

3. The role of the facilitator ............................................. 9

4. About the participants ................................................ 11

5. Simulation exercises for a single phase or the complete emergency cycle ............................................. 12
   5.1. Features of the simulation exercise ................................. 12
   5.2. Objectives of the simulation exercise .............................. 12
   5.3. Benefits of the simulation exercise ................................. 13
   5.4. Requirements for the performance of a simulation exercise ................................................................. 13
   5.5. Operational stages of a simulation exercise .......................... 13
   5.6. Characters of the activity ............................................ 13

6. Structure of the learning sessions by phase ......................... 14

7. Training workshop sessions by phase .............................. 15
   7.1. Training session: preparedness phase .............................. 15
   7.2. Training session: acute phase ...................................... 15
   7.3. Training session: chronic phase .................................... 22
   7.4. Training session: post-crisis phase ............................... 26
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)\(^1\) and sectoral agencies\(^2\) 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.

- 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.
  - 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.

\(^1\) 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.

\(^2\) We refer to agencies of the national public administration such as Ministries of Health, Education, Public Works, Housing, Transportation and Communication, among others.
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:


- 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.
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 participants 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.
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 institutions 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.
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.
5.1. 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.
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.

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.
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.
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 facilitator 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.
### INTRODUCTION AND KEY CONCEPTS

<table>
<thead>
<tr>
<th>Estimated total time</th>
<th>Estimated time of each unit</th>
<th>Objective of the activity</th>
<th>Contents</th>
<th>Resources</th>
</tr>
</thead>
</table>
  
  Background: UNFPA (2010).
  
  General objectives. |  
  Users of the “Guidelines”. | See item To whom are these Guidelines addressed?, included in the Presentation of the “Guidelines”. |
|                      |                             |                           |  
  General organization of the “Guidelines”, “Operational Tools” and “Handbook”. | See item How are these Guidelines organized?, included in the Presentation of the “Guidelines”. |
|                      |                             | Teaching resources:  
  • Calls.  
  • Extension of references. | See item Learning resources, included in the Presentation of the “Guidelines”; and look up the Glossary of terms at the end of the “Guidelines”. |
| 30 minutes           | 10 minutes                  | Understand the four phases of humanitarian emergencies identified by UNFPA for educational and operational purposes. | The organization into four phases and the idea of continuum. | See Chapter 1.1. International Framework: The Operational Phases of Humanitarian Emergencies and Chapter 1.3. Regional Context of Latin America and the Caribbean; both included in the “Guidelines”. |
| 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 mapping of humanitarian actors. | See Chapter 1.2. About humanitarian actors, in the “Guidelines”.  
  Consider Examples 1.1. and 1.2. Matrix template used in Honduras for mapping humanitarian actors, included in the “Guidelines”. |
### PREPAREDNESS PHASE

<table>
<thead>
<tr>
<th>Estimated total time</th>
<th>Estimated time of each unit</th>
<th>Objective of the activity</th>
<th>Contents</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>10 minutes</td>
<td>Recognize the characteristics of the preparedness phase.</td>
<td>Theoretical and conceptual description of the preparedness phase and its relevance.</td>
<td>Carry on the activity using the “Guidelines” as resource. See Chapter 2.1. Description, of the “Guidelines”.</td>
</tr>
<tr>
<td>20 minutes</td>
<td>10 minutes</td>
<td>Acquire a theoretical and empirical understanding of the data collection and analysis actions required in the preparedness phase.</td>
<td>What information needs to be collected and analysed in the preparedness phase? Why? • Information on natural hazards. • Socio-demographic information.</td>
<td>See Chapter 2.2.1. What information needs to be collected and analysed in this preliminary phase?, of the “Guidelines”.</td>
</tr>
<tr>
<td>50 minutes</td>
<td>30 minutes</td>
<td>Systemize the theoretical and conceptual aspects of the selected indicators.</td>
<td>Indicators: • What is an indicator? • What types of indicators are there? • What are their main functions? • What is the priority order suggested for their development?</td>
<td>See Chapter 2.2.1.: • Chart 5. Examples of indicators included in the Guidelines by type and function. • Chart 6. Suggested priorities for the construction of indicators to be included in the preparedness phase; both included in the “Guidelines”.</td>
</tr>
<tr>
<td>60 minutes</td>
<td>10 minutes</td>
<td>Review the prioritized information and indicators.</td>
<td>Priority and essential information and indicators.</td>
<td>See Chapter 2.2.1. First priority indicators, in the “Guidelines”.</td>
</tr>
<tr>
<td>90 minutes</td>
<td>30 minutes</td>
<td>Identify the information that needs to be collected in the preparedness phase.</td>
<td>Indicators that generally need to be collected and calculated in this phase.</td>
<td>Carry on the activity using the “Guidelines” as resource. See Chapter 2.2.1., Diagram 1. 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, in the “Guidelines”.”</td>
</tr>
</tbody>
</table>
### PREPAREDNESS PHASE

<table>
<thead>
<tr>
<th>Estimated total time</th>
<th>Estimated time of each unit</th>
<th>Objective of the activity</th>
<th>Contents</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 90 minutes (continued) |                            |                           |          | Consider the following examples in the “Guidelines”:  
  - **Example 6.** Selection of municipal indicators developed by UNFPA-Bolivia, 2011.  
  - **Example 7.** Municipal Fact Sheet on Disaster Risk, UNFPA-Bolivia, 2011.  
  - **Example 8.** Integration of indicators based on census source, Haiti, 2009.  
    - Expand your knowledge of the information required with the “Operational Tools”.  
| 105 minutes | 15 minutes | Acknowledge the importance of including the relevant metadata in the information collected. | Metadata. | Carry on the activity using the “Guidelines” as resource.  
  - See paragraph on metadata in Chapter 2.2.1. of the “Guidelines”.  
  - Expand your knowledge of metadata both with Annex I. Part 2. Proposed Metadata Technical Sheet to be developed by countries in Latin America and the Caribbean, in the “Operational Tools”. |
### PREPAREDNESS PHASE

<table>
<thead>
<tr>
<th>Estimated total time</th>
<th>Estimated time of each unit</th>
<th>Objective of the activity</th>
<th>Contents</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>120 minutes</td>
<td>15 minutes</td>
<td><strong>BREAK</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 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:  
• Population censuses and intercensal estimates.  
• Population projections.  
• Household surveys.  
• Administrative records. | See Chapter 2.2.2. What socio-demographic data sources need to be taken into account?:  
• Chart 7. Strengths and limitations of censuses and counts.  
• Chart 8. Strengths and limitations of population projections.  
• Chart 9. Strengths and limitations of household surveys.  
• Chart 10. Strengths and limitations of administrative records. |
| 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. | See Chapter 2.2.3. What priority should quantitative data sources be granted?:  
• Chart 11. 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. |
| 155 minutes          | 5 minutes                   | Recognize the importance of assessing the quality of statistical data produced by each data source. | The quality of statistical data. | See Chapter 2.2.4. Why assessing data quality matters. |
## PREPAREDNESS PHASE

<table>
<thead>
<tr>
<th>Estimated total time</th>
<th>Estimated time of each unit</th>
<th>Objective of the activity</th>
<th>Contents</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>155 minutes (continued)</td>
<td></td>
<td></td>
<td></td>
<td>Consider <strong>Example 5. Assessing the coverage and quality of data sources in Latin America and the Caribbean.</strong></td>
</tr>
<tr>
<td>165 minutes</td>
<td>10 minutes</td>
<td>Confirm the relevance of the contribution provided by new technologies for data collection and analysis for their use in situations of humanitarian crisis.</td>
<td>Technological innovations that contribute to statistical data collection and analysis: • PDAs and mobile devices. • Geographic Information Systems (GIS). • REDATAM+SP System. • SPSS and STATA.</td>
<td>See <strong>Chapter 2.2.5. Technological innovations that may facilitate data collection and analysis.</strong> See <strong>Chart 12. Strengths and limitations of PDAs and mobile devices.</strong> See <strong>Chart 13. Strengths and limitations of Geographic Information Systems (GIS).</strong></td>
</tr>
<tr>
<td>175 minutes</td>
<td>10 minutes</td>
<td>Explore the possibilities of coordination between the various public and private national agencies, NGOs and humanitarian actors.</td>
<td>The contingency plan and the early warning system.</td>
<td>See <strong>Chapter 3.3. Operational aspects.</strong> See <strong>Diagram 2. Basic stages for the development of a Contingency Plan and related activities.</strong> See <strong>Chapter 3.3.2. Early Warning System (EWS).</strong> Consider <strong>Example 10. Implementation of an Early Warning System: The case of the EWS in the state of Vargas, Venezuela.</strong></td>
</tr>
</tbody>
</table>
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 Chapter 3.1. Description, of the “Guidelines”.

<table>
<thead>
<tr>
<th></th>
<th>100 minutes</th>
<th>90 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify data sources and methodologies for (quantitative and qualitative) data collection, with a focus on the advantages and limitations of each.</td>
<td>Evaluation of secondary data.</td>
<td>Carry on with Chapter 3.2.1.1. Secondary data review and Diagram 4. Socio-demographic indicators and secondary data sources for an initial rapid assessment of the area affected during the acute phase.</td>
</tr>
</tbody>
</table>
## Community-Level Assessment: Qualitative Methods

### Contents
- Key informant interviews.
- Focus-groups.
- Observation.

### Resources
- Carry on the activity using the “Guidelines” as resource.
- Expand your knowledge of the information required with the “Operational Tools”.
- Examine Annex II. Questions suggested for semi-structured interviews with key informants.
- Explore Annex III. Proposal for focus groups in humanitarian crises.

### Quantitative methods:
- Spatial analysis.
- Flow monitoring.
- Headcount.
- Quick counts.

### Resources
- See Chapter 3.2.1.3. Community-Level Assessment: Quantitative Methods, in particular, sections:
  - Spatial analysis.
  - Flow monitoring.
  - Headcount.
  - Quick counts.

### Example
- Carry on the activity using the “Guidelines” as resource.

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

<table>
<thead>
<tr>
<th>Estimated total time</th>
<th>Estimated time of each unit</th>
<th>Objective of the activity</th>
<th>Contents</th>
<th>Resources</th>
</tr>
</thead>
</table>

---

**Note:** The table above corresponds to the text provided.
### ACUTE PHASE

<table>
<thead>
<tr>
<th>Estimated total time</th>
<th>Estimated time of each unit</th>
<th>Objective of the activity</th>
<th>Contents</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>120 minutes</td>
<td>20 minutes</td>
<td><strong>BREAK</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>135 minutes</td>
<td>15 minutes</td>
<td>Acquire a theoretical and empirical understanding of the data collection and analysis actions required in the acute phase.</td>
<td>What information needs to be collected and analysed in the acute phase? How?</td>
<td>See Chapter 3.3. Operational aspects, of the “Guidelines”.</td>
</tr>
<tr>
<td>240 minutes</td>
<td>90 minutes</td>
<td>Practically apply the data collection and analysis actions required in the acute phase.</td>
<td>Simulation exercise.</td>
<td>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”.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Estimated total time</th>
<th>Estimated time of each unit</th>
<th>Objective of the activity</th>
<th>Contents</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>10 minutes</td>
<td>Recognize the various actions that can be implemented during the chronic phase.</td>
<td>Theoretical and conceptual description of the chronic phase and its relevance.</td>
<td>See Chapter 4.1. Description, of the “Guidelines”.</td>
</tr>
<tr>
<td>100 minutes</td>
<td>90 minutes</td>
<td>Identify data sources and methodologies for data collection, with a focus on their advantages and limitations.</td>
<td>Methodologies applied for the collection and analysis of relevant data to be used during the chronic phase.</td>
<td>See Chart 15. Suggested priorities for the construction of indicators to be included in the chronic phase.</td>
</tr>
</tbody>
</table>

**Quantitative methods:**
- Quick count.
- Rapid listings.
- Rapid sample surveys.
- Baseline surveys.
- Compilation of administrative records.

**Qualitative methods:**
- Key informant interviews.
- Focus-groups.
- In-depth interviews.
- Participant observation.

See Diagram 5. Information needs, indicators and data sources for the chronic phase.

See Chapter 4.2.2.1. Quantitative methodologies; and in particular the following sections:
- Quick count.
- Listing and profiling.
- Rapid sample surveys.
- Baseline surveys.
- Administrative records.

See Chapter 4.2.2.2. Qualitative methodologies; and in particular the following sections:
- Key informant interviews.
- Focus-groups.
- In-depth interviews.
- Participant observation.

See Chapters 4.3. Operational aspects; and Chapter 4.4. Relevance of Monitoring and Evaluation in Chronic Phase Activities.

---

**7.4.3. Expected time for the chronic phase session: 4 hours**
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.
### POST-CRISIS PHASE

<table>
<thead>
<tr>
<th>Estimated total time</th>
<th>Estimated time of each unit</th>
<th>Objective of the activity</th>
<th>Contents</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>10 minutes</td>
<td>Recognize the various actions that can be implemented during the post-crisis phase.</td>
<td>Theoretical and conceptual description of the post-crisis phase and its relevance.</td>
<td>Carry on the activity using the “Guidelines” as resource.</td>
</tr>
<tr>
<td>60 minutes</td>
<td>50 minutes</td>
<td>Get a theoretical and empirical understanding of the data collection and analysis actions required in the post-crisis phase.</td>
<td>What information needs to be collected and analysed in the post-crisis phase? Why?</td>
<td>Carry on the activity using the “Guidelines” as resource.</td>
</tr>
<tr>
<td>150 minutes</td>
<td>90 minutes</td>
<td>Get an understanding of the data collection and analysis actions required in the post-crisis phase.</td>
<td>Data sources: - Sector-specific surveys. - Household sample surveys. - Post-crisis census.</td>
<td>Carry on the activity using the “Guidelines” as resource.</td>
</tr>
</tbody>
</table>

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

---

- **Expected time for the post-crisis phase session:** 3 hours
- **Objective of the activity:** Recognize the various actions that can be implemented during the post-crisis phase.
- **Contents:** Theoretical and conceptual description of the post-crisis phase and its relevance.
- **Resources:** Carry on the activity using the “Guidelines” as resource.

---

**See Chapter 5.1. Description of the “Guidelines”**.

---

**See Chapter 5.2.1. What information needs to be collected and analysed in the post-crisis phase?**

See [Chart 16. Suggested priorities for the construction of indicators to be included in the post-crisis phase](#).

Look at [Diagram 6. 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](#).

Consider [Diagram 7. Example of basic assessment of changes during the post-crisis phase in Latin America and the Caribbean](#).

---

**See Chapter 5.2.2. Data sources in this post-crisis phase, and in particular paragraphs:**

- Sector-specific surveys.
7.5.3. Expected time for the post-crisis phase session: 3 hours (continued)

<table>
<thead>
<tr>
<th>Estimated total time</th>
<th>Estimated time of each unit</th>
<th>Objective of the activity</th>
<th>Contents</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 150 minutes (continued) | 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? | • Household sample surveys.  
• Post-crisis census.  

| 160 minutes | 10 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 Recommendations section included in the “Guidelines”, evaluate it and draw conclusions. |

---

Expand your knowledge of the information required with the “Operational Tools”.

Carry on the activity using the “Guidelines” as resource.
Graphic design and printing:
Editora Novo Art, S.A.
www.editoranovoart.com
Pedro Antonio Argudo, designer.
Montserrat de Adames, styling editor.

First edition, September 2014
30 copies.