



## DESCRIPTOR CURRICULAR



Centro de Referencia en Preparación  
Institucional para Desastres



Federación Internacional de Sociedades  
de la Cruz Roja y de la Media Luna Roja

## 1. Introduction.

The Disasters Preparedness Reference Centre is a teaching and learning space aimed at volunteers and staff of the National Societies of the Americas region with the willingness to professionalise their knowledge and promote institutional growth.

The Centre develops a curricular approach based on competencies from a modality of application and modernisation of knowledge through practice. This approach prepares volunteers to face problems "with a guarantee of success" in the different contexts in which they work, using key tools and leadership to acquire competencies that integrate the action in work, the community and the daily life.

The curricular structure of the NIT-RIT training is organised through comprehensive, gradual and complementary modules, based on the certification profile required of the participants. The curricular structure is carried out through the development of the following training areas:

### a) Experimentation:

Understood as the process of knowledge through practice. The participants can build their knowledge through the exploration of different objects or phenomena to determine how it will develop in certain circumstances. In addition, they pose problems of their environment, studying the causes and effects from observation.

### b) Technology:

Aimed at the development of skills for the use of computer tools, application of technical knowledge, which allow designing goods and services to transform their environment and adapt it to their needs.

### c) Research:

It comprises a set of topics that include various activities that lead to the use of the scientific method, with the intention of proposing solutions to a specific problem from the nature of each intervention sector.

### d) Communications:

It involves the development of oral and written expression skills, to express opinions analytically and to understand the messages they receive.

## 2. Purpose.

To train quality volunteers, who are technically prepared and up to date to coordinate, facilitate or implement actions in favour of the most vulnerable in the reduction, response and recovery to disasters, to preserve the Principles and Values of the International Red Cross and Red Crescent Movement in the respective territory.

### **3. Competencies.**

#### **3.1. Global Competence.**

Applies the minimum standards, procedures and tools to coordinate, facilitate or implement actions in favour of the most vulnerable in the reduction, response and recovery to disasters, to preserve the Principles and Values of the International Red Cross and Red Crescent Movement in the respective territory.

#### **3.2. Basic competences:**

- Applies critical reasoning based on the analysis and synthesis of information for decision making in the Emergency Operations Centre or the field.
- Collaborates in the planning of coordination mechanisms with internal and external actors of the Red Cross.
- Demonstrates the ability to effectively lead and manage procedures, assuming the principles of social responsibility and community assistance using the seven Principles of the Red Cross.
- Maintains excellent interpersonal relationships, which would facilitate his/her role as a counterpart with foreign delegates who arrive in the country in case of disaster.
- Prepares damage assessment and needs analysis reports, as well as situation reports of adverse events.
- Supports the collection and updating of baselines (censuses, surveys, etc.) during and after the disaster.
- Collaborates in the establishment of contacts and inter-institutional coordination with the different organisations of the National Civil Protection System, United Nations, etc.
- Manages and distributes humanitarian aid using ethical principles and social commitment during the disaster response.
- Supports the preparation of an operation plan in the Emergency Operations Centre.

#### **3.3. Specific competences:**

- Acquires knowledge about the normative framework of the International Red Cross and Red Crescent Movement, using digital technology, communication tools and networks to apply it in their field of work and strengthen the process of collaborative and individual learning.
- Acquires the theoretical foundations of the principles and components of risk management through a hypothetical situation to improve its performance in a real emergency or disaster.
- Analyse the phases of the administrative process to implement an organised and methodical response responsibly.
- Interprets the different methodologies for emergency management and shares them in his/her performance scenario.
- Drafts a DMIS situation report taking as reference relevant hypothetical data to know the elements that allow generating a DMIS.
- Defines a profile of NIT functions in the reduction, response and recovery phases through a discussion and analysis of the existing role to apply it in his/her context or an emergency.
- Identifies the importance of cash-based interventions (CBI) and the necessary conditions to implement a CBI using the different modalities and mechanisms of employment to apply it in a real context.
- Addresses violence according to the approach of the International Federation of Red Cross and Red Crescent Societies to identify the various manifestations of violence that may occur in emergencies.
- Assumes the commitment to share the methods used in the RFL response in favour of migrant populations in emergencies.
- Identifies logistics as a strategy for the professional and comprehensive management of disasters.
- Reflects on the areas of intervention of the public health sector in emergencies to take into account and the tools that the IFRC implements in the different responses.
- Argues about the importance of psychosocial support and its respective levels of emergency intervention taking into account the Psychological Support Policy of the Federation and Psychosocial Support of the Danish Psychosocial Support Centre.
- Assesses the impact of ensuring access to safe drinking water, basic sanitation and adequate hygiene promotion in communities affected by an emergency to prevent diseases through disaster risk reduction, response and recovery actions as well as fostering resilient communities.
- Acquires the basic concepts to implement actions for Emergency Shelter and Non-Food Items framed in the practical applications that the IFRC has to assist communities affected by disasters and crises in the Americas.

- Carries out a needs assessment, identifying vulnerable groups, tools and methods used for restoring family links, taking into account the forms/templates to be used in an emergency response.
- Conducts a simulation of humanitarian aid distribution taking into account the tools used by the International Red Cross and Red Crescent Movement to apply them in a real emergency.
- Values the contribution of the technological tools used by the International Movement to optimise time and resources in an emergency.
- Prepares a Damage and Needs Assessment taking into account the necessary components and formats that allow an optimal application in a real context.
- Completes a situation report considering taking into account the structure/template used by the National Society for decision-making during an emergency.
- Prepares a Plan of Action based on the approach that it is a fundamental tool for the management of emergencies, disasters, or crises.

4. Table of competences, indicators and evidence of learning by theme.

| No. | Topic            | Competence  | Indicators of achievement  | Evidence of learning  |
|-----|------------------|---|--|---|
| 1   | Online Training  | Acquires knowledge about the normative framework of the International Red Cross and Red Crescent Movement, using digital technology, communication tools and networks to apply it in their field of work and strengthen the process of collaborative and individual learning. | <ul style="list-style-type: none"> <li>* Efficiently interacts with technology, thus promoting learning oriented to the use of ICTs.</li> <li>* Uses various technologies to promote the Fundamental Principles of the International Red Cross and Red Crescent Movement.</li> <li>* Applies the regulatory framework in his/her area of performance.</li> </ul> | Certifications or diplomas of courses completed.  |
| 2   | Risk Management  | Develops a risks, vulnerabilities and capacities analysis using the basic principles and components of risk management to propose actions of a prospective, corrective, reactive and restorative/transforming type, through a hypothetical situation.                         | <ul style="list-style-type: none"> <li>*Understands and relates the components of risk management.</li> <li>*Identifies threats, vulnerabilities and capacities through the analysis of the case study.</li> <li>*Proposes prospective, corrective, reactive, restorative and transformative actions for risk management.</li> </ul>                             | <ul style="list-style-type: none"> <li>*Exercise on Analysis of risks, vulnerabilities and capacities.</li> <li>*Exercise on actions focused on Integrated Risk Management (IRM)</li> </ul> |
| 3   | Response Systems | Understands the relationship between the components and tools of the IFRC's global, regional and local response system through the development of a mind map to assume his/her role as NIT/NDRT based on the context fo the disaster.   | <ul style="list-style-type: none"> <li>*Relates the components and tools of the global, regional and local response system.</li> <li>*Identifies the roles and responsibilities as NIT/NDRT according to the regional and local response.system.</li> </ul>  | Exercise Mind Map of the components and tools of the IFRC's response system.  |

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| 4 | Human Talent Management                 | Identifies the functions of the National Intervention Teams, differentiating their roles in the reduction, response and recovery phases through analysis and critical reflection. | <p>*Analyzes critically the existing role of the NIT/NDRT.</p> <p>*Shares and discusses with their teammates his/her contributions for standardising a profile of the NIT/NDRT's role.</p> <p>*Proposes tasks according to the experiences lived in an emergency.</p> <p>*Develops with interest a conceptual map with the concrete actions to be carried out to prepare a mission.</p>  | <p>*Exercise on the profile of NIT/NDRT's role.</p> <p>*Exercise: Conceptual map "Preparing the Mission."</p> |
| 5 | Administration for Risk Management.     | Proposes actions in each phase of the administrative process to responsibly execute an organised and methodical response in emergencies, representing it through a sociodrama.    | <p>*Interprets the administration process as an integration of the mechanical and dynamic phase.</p> <p>* Identifies the main elements of planning, organisation, direction and control.</p> <p>* Proposes in a participatory manner and according to the risk analysis, actions to be carried out for each phase of the administrative process.</p> <p>* Represents the proposed activities creatively, by performing a sociodrama.</p> | Sociodrama Administration for Risk Management.  |
| 6 | Methodologies for Emergency Management: | Applies the three areas and functional sectors of the Emergency Operations Centre,  | * Identifies the structure of the EOC through a mind map.  | Exercise Mind Map on the EOC structure.   |

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|     | Emergency Operations Center (COE).                                    | by organising and setting up an EOC.  | *Executes a role with responsibility in the Emergency Operations Centre installed.<br>*Knows the tools for data collection and processing used in an EOC.   |  |
| 6.1 | Methodologies for Emergency Management: Incident Command System (ICS) | Interprets the functionality of the Incident Command System (SCI) for emergency management and shares them in its performance scenario.   | * Explains the definition and characteristics of the Incident Command System.<br>* Analyzes the functions and structure of the ICS.   |  |
| 7   | Logistics   | Applies the logistic processes to manage disasters in a professional and integrated manner, by developing a plan that provides logistical support to the response actions, so that these are quick and effective.   | *Identifies with confidence the critical functions of logistics systems.<br>*Designs with confidence a mapping of logistics processes according to the scenario of Baruna.<br>*Describes with accuracy the components of the logistics processes.   | Exercise Mapping of Logistics Processes                    |
| 8   | Emergency Shelter and Non-Food Items                                  | Prepares with interest an Operational Plan for the management of temporary shelters, framed in the practical applications that the IFRC has to assist communities affected by disasters and crises in the Americas. | *Defines with confidence the emergency shelter concept by participating in brainstorming.<br>*Proposes actions that can be set to ensure the maintenance of the infrastructure and facilities for temporary shelter through a role play in a creative way.<br>*Prepares with confidence an operational plan for emergency shelter management. | Exercise Operational Plan for Emergency Shelter Management |



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| 9  | Social inclusion, culture of non-violence and protection in emergencies. | Addresses violence according to the IFRC's approach to identifying the various manifestations of violence that may occur in emergencies and to take protective action.                         | <p>*Analyses with responsibility definitions and arguments to assume an objective position before a possible disaster risk situation.</p> <p>*Reflects objectively about the situations presented in the video "phase of violence".</p> <p>* Analyzes with interest the case study to propose Protection actions.</p> <p>* Proposes with confidence concrete actions for the prevention of violence and promotion of gender equity in emergencies.</p> | Discussion on Social Inclusion in emergencies. |
| 13 | Migration  | Assumes the commitment to share the methods used in the RFL response in favour of migrant populations in emergencies.  | <p>*Reflects with objectivity on the situations shown in the video.</p> <p>*Analyses criticality the RFL methods used in response with migrant populations.</p> <p>*Applies with confidence the RFL response methods in favour of the migrant population.</p>  |  |
| 12 | Restoring Family Links   | Carries out a needs assessment, identifying vulnerable groups, tools and methods used for Restoring Family Links, taking into account the forms/templates to be used in an emergency response. | <p>*Analyses the information from the case study to fill data.</p> <p>*Takes decisions with confidence based on the analysis of the case study.</p> <p>*Completes with confidence the assessment format with the collected data</p>  | RFL Assessment                                 |

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|    |                       |  | *Shares with his/her colleagues the results of the assessment in plenary.   |   |
| 10 | Health in Emergencies | Analyse and relates the intervention areas of the health in emergencies sector to take into account and the tools that the IFRC implements in the different interventions, through a semantic network.                   | <p>* Objectively classifies the type of impact according to the various emergencies presented.</p> <p>* Identifies the consequences produced by emergencies and disasters in the health of individuals, families and communities.</p> <p>*Develops a semantic network on the areas of intervention of the Public Health in Emergencies sector.</p> <p>* Properly classifies the health in emergency tools of the National Society.</p>                          | <p>*Semantic network on the areas of intervention.</p> <p>*Mapping of the National Society's response tools in health in emergencies.</p>   |
| 14 | Psychosocial Support  | Argues for the importance of psychosocial support and its respective levels of intervention in emergencies as an essential tool for resilience among individuals, families and communities, through critical reflection. | <p>*Understands the psychosocial consequences of emergencies and disasters.</p> <p>* Represents the levels of psychosocial intervention enthusiastically through a cartoon.</p> <p>*Identifies the elements that comprise Community-based Psychosocial Support.</p> <p>*Analyses the different factors that affect the mental health of responders through a sociodrama.</p> <p>*Proposes measures of care and self-care that must be considered to prevent</p> | <p>*Building a community to comprehend the crisis.</p> <p>*Cartoon about levels of psychosocial intervention.</p> <p>Rebuilding the community</p> <p>*Sociodrama psychosocial support for Red Cross staff</p> |

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|    |   |   | factors affecting mental health.   |                   |
| 11 | Water, Sanitation and Hygiene Promotion in Emergencies. | Assesses the impact of ensuring access to safe drinking water, basic sanitation and adequate hygiene promotion in communities affected by an emergency to prevent diseases through risk reduction, response and recovery actions to disasters as well as fostering resilient communities. | <ul style="list-style-type: none"> <li>* Objectively classifies diseases related to water and sanitation and inadequate hygiene.</li> <li>*Describes the general activities of intervention in WASH.</li> <li>*Outlines the hygiene promotion's practices, recognising the importance of these practices in the community.</li> </ul>  |                   |
| 15 | Emergency Distributions                                 | Draws up a distribution plan for humanitarian aid, considering the methods, strategies and tools used by the International Red Cross and Red Crescent Movement to carry out fair and comprehensive distributions in real contexts.  | <ul style="list-style-type: none"> <li>*Develops a logistics plan for the distribution of aid from donors.</li> <li>*Reads and analyses the case study to determine the methods, strategies and tools to be used in the simulation.</li> <li>*Defines the type of procurement and distribution that best suits the case study for the simulation.</li> <li>*Creatively performs a brief simulation of the distribution of humanitarian aid.</li> </ul> | Distribution plan |

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| 16 | Introduction to Livelihoods    | Carries out a livelihoods assessment taking into account the analysis and application of the Livelihoods Framework's components to propose the type of intervention to rollout in an emergency.   | <p>*Analyses in a comprehensive manner the case study to identify the livelihood groups that are evident.</p> <p>*Describes each of the capitals of the predominant group of livelihoods.</p> <p>*Identifies with confidence the possible effects of the disaster on each one of the livelihoods' capitals.</p> <p>*Proposes with certainty the type of intervention to be carried out according to the emergency.</p> | Livelihoods Assessment                                    |
| 17 | Cash-based interventions (CBI) | Understands the importance of cash-based interventions (CBI) and the conditions necessary to implement a CBI using the different modalities and mechanisms of use, to apply it in a real context. | <p>*Participates actively in the development of a definition of the CBI.</p> <p>*Identifies with certainty the different needs that can be met with the support provided by the Red Cross.</p> <p>*Recognizes the advantages and disadvantages of cash transfer modalities.</p> <p>*Provides comments on the awareness video and brings some of his/her own experiences to the plenary session.</p>                    | *Importance of CBI<br>Comparative table of CBI modalities |
| 18 | Information Management         | Understands the importance and functioning of information management tools, to conduct data analysis that contributes   | *Reflects about the importance of information management tools.  | *ODK Exercise   |

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|    |  | to decision-making in the Emergency Operations Centre.   | <p>*Completes with confidence a form in ODK to familiarise him/herself with the tool.</p> <p>*Explains the effective operation of the information management tools through a video.</p>  | *Video on Information Management |
| 19 | Emergency assessments                    | Prepares a Damage and Needs Assessment taking into account the necessary components and formats that allow an optimal application in a real context.                     | <p>*Exemplifies with clarity and coherence the steps to execute a DANA.</p> <p>*Describes the components and aspects to consider to carry out a Damage Assessment and Needs Analysis.</p>  |                                  |
| 20 | Reporting, Monitoring and Dissemination. | Completes a DMIS report and a Situation Report (SitRep) as inputs for decision-making in an emergency, taking into account the structure that uses the National Society. | <p>*Classifies with certainty the information received before an emergency, identifying relevant and verifiable data.</p> <p>*Analyses and socialises the Guide to Prepare a SitRep with his/her peers.</p> <p>*Assumes with responsibility a role to prepare the DMIS report</p> <p>*Interprets information to contribute to decision making.</p> | DMIS Report                      |
| 21 | Plan of Action                           | Prepares a Plan of Action taking into account that it is a fundamental tool for the management of emergencies, disasters, or crises.                                     | <p>*Understands each component of the Plan of Action for its optimal preparation.</p> <p>*Prepares a Plan of Action carefully.</p>   |                                  |

## 5. Evaluation Rubric.

Description of levels of achievement:

1. Achieved (Excellent): This level represents the participant who has fulfilled entirely and within the established deadlines the execution and presentation of the assigned evaluations.
2. In process (very good): At this level is the participant whose performance has an average range, in the understanding that presents within the scope of dates or that the content of the assigned assessments is deficient.
3. Not achieved (Needs improvement): This level lacks weight because the participant has not attained the minimum expectations that the learning process must generate and therefore is not subject to evaluation.

### Disclaimer:

The weights assigned to each level are:

- Achieved (Excellent): 100% of the weight established in the assigned work
- In process (Very Good): 70% of the weight set in the assigned task.
- Not achieved (Needs Improvement): 0% of the weighting established in the assigned work.

### Example:

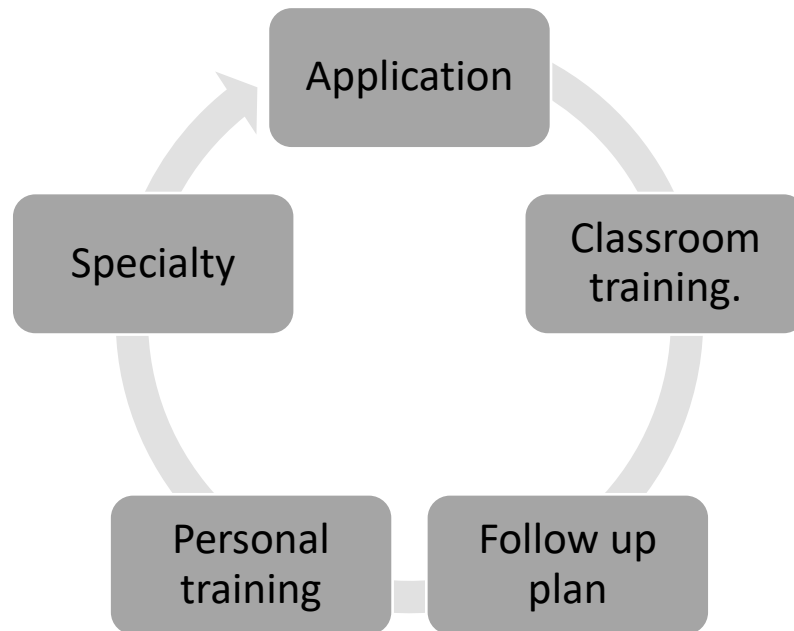
If a participant completes all the pre-course assignments and within the established date, then she/he will have the right of evaluating this task like a 10. If on the contrary the work is presented within two days after the established date the work will be assessed based on 7. Finally, if the participant submits the document three days after the set date, she/he will lose the right to gain any marks on the activity.

(\*) The total qualification will be obtained from the equitable division of the number of activities taking into account the criteria of evaluation per activity. The total is the sum of the subtotals per exercise that will become the average qualification of the participant which will then be recorded into the summary of grades.

### Examples:

| Evaluation scale  |   |  |  |
|---|---|--|--|
| Criteria  | Achieved 2.5%   | In process 2.0%  | Not achieved 0%  |
| 1. Elaborates an analysis of Threat, Vulnerability, Capacity and Risks, through a results matrix.       | The designed matrix contains information prioritised concerning the results of hazards, vulnerabilities, capacities and risks.                                    | It presents information about the results of hazards, vulnerabilities, capacities and risks, but it is not sufficient. | The content of the matrix is too general, and the information is very brief for what is requested.                     |
| 2. Proposals for actions of intervention for the reduction of risks according to the examples provided. | In his/her proposal, the participant presents more than three viable actions of intervention by the Red Cross and in response to the matrix submitted previously. | Presents a proposal of 2 actions that may be applicable in case of intervention and according to the matrix submitted. | It presents actions that may be applicable but that do not respond to the matrix previously presented in its entirety. |

## 6. Training process.



**Description:**

**1. Application:**

Applicants must meet the following requirements to apply for **preselection** to a National Intervention Teams course:

**Step 1. Profile to meet**

Academic background:

- Completed high school education.
- First Aid (submit certification).
- Mother tongue: Spanish,
- Second language: English, Portuguese or French basic level A1.

Experience:

- Proven experience in local and international disaster management.
- At least two years of verifiable experience in disaster risk management.
- Compliance with policies, principles, rules and regulations in disaster response.

Individual features:

- Of legal age.
- Excellent interpersonal relationships.
- Knowledge, skills and abilities in the area of communication.
- Leadership.



- Proactive.
- Flexibility.
- Creativity.
- Used to working under pressure

Self-learning techniques used:

- Capacity for analysis and synthesis.
- Individual work.
- Teamwork.
- Use of technological tools (TIC)

Health:

Vaccination card: tetanus, yellow fever.

## **Step 2. Previous academic activities.**

### **Online training.**

Participants must complete the following courses on the Federation platform, the Learning Platform, by entering the following address: <https://ifrc.csod.com/client/ifrc/default.aspx>

Courses to complete:

1. The World of Red Cross and Red Crescent (WORC)
2. Strategy 2020
3. Code of Conduct
4. Humanitarian Charter and Sphere Manual
5. Introduction to International Disaster Response Laws, Rules and Principles
6. Project/ Programme Planning (PPP)
7. Introduction to Monitoring and Evaluation
8. Basics of Livelihoods
9. Stay Safe – Personal Security

## **Step 3. Submission of supporting documents for the preselection of the participants.**

Once applicants complete steps 1 and 2, they must send their application to the department in charge of the National Society to begin the pre-selection process. The documentation to be included is as follows:

1. CV.
2. First Aid certification
3. Certificates for online courses

4. Vaccination card: tetanus, yellow fever.

## **2. Classroom training.**

The course is based on competency training so that participants develop broad skills that allow them to learn and unlearn throughout their lives, knowing how to adapt to changing situations. Competence training is a series of attributes concerning knowledge and its application, attitudes and responsibilities that address the learning outcomes of a program and how students will be able to develop at the end of the training process. A facilitator guides this process who relies on previously designed educational materials.

The certification workshop will have a duration of 7 days, and consists of the following components:

- 1) Submission of pre-course assignments.
- 2) Diagnostic test.
- 3) Written evaluations.
- 4) Parallel texts.
- 5) Exercises outside of the classroom.
- 6) Final simulation.

## **3. Follow up plan.**

It refers to the systematic activities that allow communication and internal coordination to meet institutional and personal needs; these activities can be:

- Internal follow-up plan of the NS.
- Participation in internships to update materials.
- Knowledge exchange (publications, guides, manuals, etc.)

## **4. Personal training.**

It is the set of educational activities aimed at expanding the knowledge, skills and abilities of the person to perform better in his/her area of work. It can be personal, institutional, and community-based. These activities may include:

- Working meetings and distance learning, proposed by the IFRC:
- Work and training meetings, face-to-face and distance-learning, recommended by NS.
- External training.
- Online courses.

### 5. Specialisation training.

After completing the four previous steps, applicants can opt for the speciality that allows them to specialise their knowledge and apply them in their field of performance. These can be:

- Health in Emergencies.
- Psychosocial support.
- Epidemic control.
- Water, sanitation and hygiene promotion.
- Logistics in Emergencies.
- Livelihoods.
- Shelter.