

**APPENDIX 2.**

***Manual for Training of the Survey Team.***

***Housing and Hazards  
Interviews with workshop participants.***

***Training for Interviewers.***

**Activity 1: Summarising the Housing and Hazard Ideas used in the '96 workshops.**

**Purpose:** To familiarise interviewers with the ideas which were used during the workshops. This is necessary so that the interviewers will recognise and understand the ideas which the participants are talking about. It will also help them to keep an eye out for physical evidence of the use of H&H ideas.

**How will it be done?:**

The interviewers who were also trainers will be able to help the other interviewers. The interviewers will summarise the H&H ideas by carrying out the following activities, which will help to prompt them.

**Materials?**

Prepared flip charts.  
Paper hunt markers, marked with numbers and in position.  
Sapra roof model.  
Prepared flash pictures.  
Pens.

**Activity 1a. Introduction to the summary exercise.**

**Time: 10 mins.**

Introduce the training and the activities with the following flip chart. We will then look at the ideas which help make houses stronger.

1. Hazard + Weak House = Disaster.

**Activity 1b. The Housing and Hazards Demo' building hunt!**

**Time: 20mins plus 20 mins feedback.**

The trainers are asked to go around looking for paper markers (rolls of paper). Each marker is located at a place where a Housing and Hazard idea has been used. The marker has a number. The interviewers are asked to write down on the piece of paper what the H&H idea is. They then bring these papers to a group discussion at the end of the exercise. The markers will be marked 2-7. The interviewers should be in 2 groups of two. During the discussion we will also look at a sapra (shallow mono pitch) roof frame picture (see appendix 3, picture series 11).

2. If you have a CI sheet roof, the house gets very hot in summer. It is good to put in a ceiling under the CI sheet, to keep the house cooler.
3. It is good to use bao chal around the house to protect the walls during the rainy season.
4. If we make the base of bamboo walls with bricks, this will help to stop the wall rotting. Also, if we make the base of mud walls with bricks, then this will help to stop rats and termites from ruining the walls too.
5. It is important to cross brace bamboo frame houses. This will make the house frame strong when strong winds come. Also, if the base of the posts have rotted, the cross bracing will help to keep the house standing up (see Appendix 3, picture 1).
6. We can make bamboo posts stronger by scorching the bottom two hands and painting them with motor sump oil or alcatra (see Appendix 3 picture 3).
7. We can make sapra CI roof frames stronger by i) using comer bracing, ii) using good wire ties, iii) painting all exposed bamboo with alcatra. iv) using the bamboo stick framing system (see Appendix 3, picture series 11).

### **Activity Ic.** Describing the flash pictures.

**Time: 20 mins plus 15 mins feedback.**

The two groups take four flash pictures each which hint at a H&H idea. They discuss these pictures and the H&H ideas they indicate. The interviewers who were not trainers then report the idea to the whole group.

1. When flood comes around a house, and especially when there is a strong current in the water, the vita will be damaged (see Appendix 3, picture 6).
2. Trees around a house will help to protect the house in strong winds (see Appendix 3 picture 5).
3. If bamboo posts are not strong and not in good condition when floods and high winds come, they may break and cause the house to fall down. (Ref: Chisholm)
4. Painting bamboo walls with bitumen will also prevent rotting (see Appendix 3, picture 2).
5. The following mud mixtures are good: 7 mud: 2 sand: 3 rice husks. Also 7 mud: 5 rice husk. The mud mixture must be thoroughly mixed- This can be done more easily by using our feet (see Appendix 3, picture 10).
6. To make sure I have a good strong mud mixture to build my house, I should use the mud ball drop test (see Appendix 3, picture 9).
7. We can help to prevent mud walls from cracking by cutting the mud layers with wire at lengths of 2', and later grouting the cuts, when we are building (see Appendix 3, picture 4).
8. In the rainy season, mud houses which do not have good roofs, will be damaged: the roof will get worse and the wall will fall down (see Appendix 3, picture 6).

### **Activity Id.**

**Time: 20 mins.**

Still in the full group, the four final flip charts/ pictures are presented with the ideas they represent. These are discussed in the group.

9. During the workshops, we compared different roofing systems. We found that the best value for money over 10 years is sugar cane thatch. (Rice straw, wheat straw, sugar cane straw, CI sheet hipped and sapra; I want the roof to keep my head dry for 8 years- which material will last this long and be the cheapest?) (See Appendix 3, picture 8.) The best material for the least money - Budgeting.

10. During the workshops we played a role play game, which helped us to think about the pros and cons of credit. (The Credit Game) Housing, Credit and Caution.

11. To make sure that we do not allow our house to become weak, we must, at least, do an annual inspection of all parts of the house. Then we must repair any weaknesses we find. Maintaining the house in this way is less expensive than rebuilding a house which has fallen down. Annual Inspection and Maintenance.

12. At the end of the workshops, the participants were asked to think of some things which they could do to keep the Housing and Hazards ideas alive in their minds. Workshop follow-up: keeping Housing and Hazards ideas alive.

### **Activity 2: Why are we doing these Interviews ?**

**Purpose:** This is a question that not only we must ask, but the participants may ask us also! **Materials:** Prepared flip chart 'Queries/ Answers' H&H 'point of view' paper in Bangla.

### **Activity 2a: What questions do we think the participants will have about the interview?**

**Time: 15 mins.**

This is a role-play /brainstorming session. One of the interviewers is to imagine that they are an interviewer, and two others are prospective interviewees. The other is an observer who will write notes. The group are to do a role play in which the interviewer arrives in the para, asks to do the interview, and the interviewees pose all sorts of queries about it. The observer is to write down the queries about the questionnaire and its purpose on one side of a flip chart. These questions will later be referred to in activity 2c.

### **Activity 2b: This is why 'Housing and Hazards' wants to do these interviews:**

**Time: 15 mins.**

The following is given on paper in Bangla to the participants to look through and discuss. **English**

**Version:**

- Housing and Hazards wants to help people to suffer less during natural disasters. H&H believes that when local people share their ideas and work together with each other and with H&H, they can find ways of making their houses stronger. This will help them to suffer less during disasters. The way we try to bring this sharing about is through the H&H workshops. And H&H would like to see many of these workshops happening in many places in Bangladesh.

- But we have only done one set of workshops so far. We need to learn from them. We need to know what difference the workshops have made. And we need to know how the workshops can be developed to improve the difference they make to housing. The participants of the first set of workshops will be our

most important source of information and experience which is what we need in order to evaluate the workshops and their effects.

### **So what do we need to find out?**

1. We need to know if people remember the H&H ideas. We need to know if these ideas are at the top of their minds or whether these ideas have become a bit buried!
2. We need to know more about whether people have actually used H&H ideas.
3. We need to know if the use of H&H ideas has actually helped people suffer less during disasters.
4. H&H is also very interested to know more about the situation of women in building and disasters. This will help us understand more about how H&H can help women and how women can contribute to helping the family to suffer less, by making houses stronger.
5. We need to know the participants opinions and suggestions about the workshops and the ideas that were discussed.
6. We need to find out whether H&H ideas have been shared by the participants with their neighbours.

So a questionnaire has been designed which will help you explore these things with the participants. The questionnaire is also structured in a way that will make it easier for analysis of the answers to be done. Analysis will be done by Sam, together with the help of you interviewers who will check and translate the answers with Sam.

### **So how will we inform every one of the results of the analysis?**

Sam is not exactly sure of the answer to this yet! But the information provided from the interviews will tell us whether further workshops need to be conducted in Sundarban, at some time in the future. The information may also suggest that different types of workshops or different activities need to happen in the area.

The information will also help us to prepare for workshops in other areas of Bangladesh. In this way, the participants of the workshops in Sundarban will be helping other people in Bangladesh to be involved in making houses in Bangladesh stronger and safer.

Once H&H have used the workshop evaluation to decide which activities they conduct next, Sam will arrange to put up a poster at CFC describing these results and proposed activities.

For **Bangia version** of "this is why H&H want to do these interviews" please see next page.



**Time: 20 mins.**

Using:

- the questions identified in Activity 2a,
  - and the information about the questionnaire presented in Activity 2b,
  - together with information which can be provided by Sam on request,
- the interviewers are to decide how they will introduce both themselves and the questionnaire, and how they will answer the participant's queries. These answers will be written on the flip chart paper from Activity 2a.

It may be that all the questions cannot be answered at this stage in the training (e.g. how long will the interview take). If so we will return to these questions later on.

### **Activity 3: Interviewing Skills.**

**Purpose:** To develop interview skills, to explore ways of asking questions, and to think about note-taking.

**Materials:** Semi-prepared bubble pictures (with questions written in Bangla).

Flip chart paper for note taking.

Clipboard and paper for note taking.

Basic bubble cartoon (cartoon is photocopied and different bubbles and captions added):



### **Activity 3a: Fill in the bubbles exercise.**

**Time: 25 mins plus 15 mins discussion.**

This activity looks at the different classes of questions often found in interviews. Each class is represented with a picture of an interviewer and a participant talking to each other with speech bubbles. The Interviewer's bubble contains a question in Bangia, the respondent's is blank. The trainee interviewers are asked to fill in the reply bubbles with a response which they think a respondent is likely to give. The nature of the question and answer are then discussed. The name of the class of the question discussed is then written on the picture.

The classes and questions to be discussed are as follows:

- **Open questions/ Closed questions.**

A closed question needs only a single statement to answer it e.g. *Do you have a house? Is this your house?*

An open question cannot be answered with a single statement but invites an answer including many statements e.g. *Tell me about where you live.*

In a questionnaire closed questions are used to elicit specific answers to specific questions.

Closed questions allow the interview to follow the line of questioning determined by the interviewer.

Open questions encourage the person being interviewed to open up and allow the interview to follow a direction determined more by the person being interviewed than the interviewer.

Open questions are also used in discussion groups to start a discussion going. **Participants**

**should feel encouraged to contribute and to be brought into the discussion by the use of open questions which can have many different answers.**

- **Direct/ Indirect questions** A direct question asks directly about the subject under discussion. *Was your house destroyed during this years floods?*

An indirect question asks about the subject in a roundabout way. An indirect question may be used when the interviewer wants to make sure that **the answer is not biased by the interviewers preoccupations.** *Please can you tell me about the weather this year and how it affected you and your home.*

- **Prompts and probes** - A Prompt invites the interviewee to add more information. This can sometimes be no more than *a ah-ha* in the right place to give the interviewer **encouragement** to continue with what they want to say; or it may be another question. A probe asks for more **detailed information** about a particular subject. *That's interesting, tell me more about that.*

- **Leading Questions** - A leading question leads the person being interviewed to the answer the interviewer wants. It is really a statement posed in the form of a question, e.g. *Do you think it is important to look after your house to stop it falling down?*

- **Interviewer bias** - This is where an interviewer follows a particular line of questioning which is determined by his own way of looking at things rather than that of the interviewee. This is particularly a problem when closed questions are used, as closed questions reflect more the preoccupations of the interviewer, while open questions allow the interviewee to direct the direction of the interview. *We, the housing and hazards trainers, think that H&H ideas are very good. What do you think about H&H ideas?*

**Activity 3b: Interviewing exercise.**

**Time: 15 mins plus 35 mins feedback.**

The interviewers are asked to conduct an interview about a person's experience of disasters in their locality.

One takes the role of the note-taker (this should be one of the English speakers)

another takes the role of the interviewer

another the respondent

another takes the role of observer, whose role is to watch the interview and make notes on flip chart paper about when the other three trainers found aspects of the interview difficult and when they found it easy.

Once the interview has been conducted, the observer leads a discussion about the activity using the observation notes to aid discussion. As points arise from the discussion, the observer should add further notes about what is discussed. The following is to be given in Bangia to the observer for discussion guidance:

**English version:**

Note taker:

- The note taker is to share the notes taken, with the team who then discuss the following:
- Has everything that was said by the person who was interviewed been written down?
- Are these notes easy for the interviewer to read?
- Are these notes easy for anyone else to read?
- What can be done to make note-taking easier?
- How can the interviewer help the note-taker?

Interviewer:

- How did it feel to do an interview?
- Which sort of questions were most successful?
- How did you encourage the participant to talk?
- What was your body language during the interview?
- What kind of body language is the most help for an interview?

Person being interviewed:

- How did it feel to be interviewed?
- Were there any questions which at first were difficult to understand?
- Which questions were easiest to answer?
- When did you feel most encouraged to talk freely and with the most detail?



**Bangia version:**

মাধ্যমিক মস্তকে আলোচনা  
 নোটকারীঃ  
 - নোটকারী নোটগ্রহণে শেষার করবেন দলের ওখন যে  
 বিষয়গুলো আলোচনা করবেন  
 - অবস্থান নিয়েছেন কি কয়ে গুলো মাধ্যমিককারী কঠিন  
 বলেছিলেন। মাধ্যমিককারী  
 - এই নোট গুলো কি কি কারণে পড়ে পড়া অসহ্য?  
 - এই নোট গুলো কি কি কারণে পড়ে পড়া অসহ্য?  
 - নোট গ্রহণ অসহ্য করতে কি করা যেতে পারে?  
 - কিভাবে মাধ্যমিকগ্রহণকারী নোটকারীকে আহার্য করতে  
 পারে?  
 মাধ্যমিকগ্রহণকারী :-  
 - একটি মাধ্যমিক গ্রহণ করতে কেমন অনুভব করলেন?  
 - কোন ছোট প্রশ্ন গুলি সবচেয়ে মজা ছিল?  
 - কিভাবে মাধ্যমিকগ্রহণকারীকে কনটে উৎসাহ দিলেন?  
 - মাধ্যমিকগ্রহণে অসহ্য আশনার পরীবে বা কি ছিল?  
 - কি বিষয়ের পরিচয় বা কি মাধ্যমিকগ্রহণের জন্য  
 সবচেয়ে আহার্য পূর্ন?  
 যে গঠিত মাধ্যমিকগ্রহণ করা হয়েছে:-  
 - মাধ্যমিকগ্রহণ দিতে কেমন অনুভব করলেন?  
 - কেমন কোন প্রশ্ন ছিল কি যা বুঝা কঠিন ছিল?  
 - কোন প্রশ্ন গুলি উত্তর জন্য সবচেয়ে মজা ছিল?  
 - আপনি কিখন কনটে উৎসাহ দিলেন এবং  
 যোগাযোগ  
 সবচেয়ে কনটে উৎসাহ দিতে উৎসাহ পেলেন?

**Learning points:**

As an occasional check, the note-taker can read the answer back to the participant to check that what is written is correct. This is especially helpful if the team is finding it difficult to make their question understood or if the answer given is difficult to understand. Reading back an answer to the respondent and asking for clarification/ correction also help to play for time for the note-taker.

Open body language with a friendly facial expression is good. Try and settle yourselves in a position where the team and the respondent are both relaxed and comfortable. It is especially important that the note-taker is somewhere where it is easy to write.

**Activity 4: Questionnaire Trial Run.**

**Time: To be discovered! Probably 3 hours.**

**Purpose:** To trial run the questionnaire, and see if it is successful or needs revision.

To familiarise the teams with the questionnaire and to build confidence.

To see how long an interview takes.

To see how long it takes to translate the notes.

**Materials:** Four sets of questionnaires (handed out the previous night).

Four clipboards.

Pens.

Answer books.

**The interviewers will have received the questionnaires the previous night, and will have familiarised themselves with the questions.**

Before the trial run starts, the interviewers are to raise any queries about the questionnaire with Sam.

The teams are to go to Ojit's house for a trial run.

One team conducts the first half of the interview, the other the second half- this is to be timed.

Whilst one team interviews, the other team observes and takes notes about good and bad points about the interviewing and about the questionnaire.

After the interview, the participants are to discuss their observations, involving the interviewee in the discussion.

Opinions about the questionnaire and any suggestions for revision are to be discussed with Sam.

Back at CFC, the note-takers are to translate their notes with Sam - this is to be timed.

Necessary revisions are to be made to the questionnaire.

### **Activity 5: Scheduling the interviews, and close of training.**

**Time: 20 mins. Materials: Maps**

Four questionnaires

Four clipboards

Pens

Address lists

Answer books

Schedule flip chart.

Training Certificates.

With the results of the timing of the questionnaire and translation, the schedules for interviewing and feedback/ translation are to be discussed. Lists of participant addresses are to be handed out with maps (see Appendix 5). The training is to be closed with thanks and distribution of training certificates.

