

1 Understanding the Context

1.1 Introduction

- All aspects of the assessment step will take time, and it will be an iterative process, building up a more complete understanding over time.
- Prioritise assessment and analysis on the basis of the IEC the TWG will produce and the information gap to be met. This will require some forecasting and understanding of the likely iterations of IEC resources the TWG aims to produce.

1.2 Plan for Iterations of IEC and Assessment

- Every context will be different and decisions about where the TWG should focus IEC assessment and analysis efforts will vary.
- The following is an example of a preliminary plan that as early as possible post-crisis the TWG should develop. It will always be a working draft plan.

Example of Working Plan for IEC Subject related to Assessment & Analysis needs:

IEC Subject	Assessment & Analysis required	Preliminary time frame to release IEC
		Note this example is for post-crisis (if not prepared as part of preparedness)
Emergency Shelter	<ul style="list-style-type: none"> - Accompanied visit to look at household emergency shelter coping mechanisms in different contexts - Key informant interview with sample of households and community leaders regarding information gaps concerning emergency shelter items or activities - Observation related to best practice and potentially harmful practice. - Review of IEC related to emergency shelter material 	1 to 2 weeks or Agencies required to undertake this as part of software accompanying hardware distributions.
Failure Mechanisms E.g. press statement issued by cluster – general statement on types of failure mechanisms being seen, and any relevant information on both damaged and undamaged houses.	<ul style="list-style-type: none"> - Accompanied visits (with construction artisans) - Rapid visual inspections of damaged and undamaged buildings by competent people - Cross-check with national authorities undertaking detailed assessments as available 	2 weeks
Debris Management	<ul style="list-style-type: none"> - Work with early recovery cluster or coordinator if part of OCHA 	4 weeks

IEC on where to seek advice on how safe is your building.	<ul style="list-style-type: none"> - Key informant interviews with national and local authorities - Key informant interviews with affected households on where they go for advice and who they trust. - Discussions with stakeholders to understand skill levels. 	2 – 4 weeks
FAQs on Emergency Shelter and PSB and Access to Assistance.	<ul style="list-style-type: none"> - Focus Group Discussions with some households in different contexts - Gathering questions being asked - Key informant interviews with national and local authorities - Information from CWC WG partners. 	2 – 4 Weeks then updated regularly.
Early Recovery Promoting Safer Building	Selecting steps as detailed in the in this protocol.	4 weeks – 12 weeks
Advice on HLP Rights		
Advice to Renters etc.		

- From the assessment of information gap other topics that might emerge may include:
 - how to stay safe during demolition
 - site selection
 - how to stay safe during construction
 - how to seal-off unfinished and abandoned buildings
 - guidance on selecting quality construction materials
 - guidance on selecting quality emergency shelter materials
 - guidance on use of NFIs
 - fire-safety in camps and collective shelters
 - guidance on accessing assistance
 - given that structures cannot be built to resist all severity of events, guidance on when to evacuate and importance of evacuation centres.
 - guidance on reconstruction for different technologies
 - guidance on repair
 - guidance on retrofit

1.3 Review of existing safer building IEC initiatives

1.3.1 Importance of sub-step

Safer building IEC needs to be very context and target group specific, there will often be resources that have been used before, and it is critical to identify these resources and what lessons were learned in the context and similar contexts.

1.3.2 Sources of Existing IEC material

- Investigate existing sources of appropriate IEC resources; this can include the following sources:
 - Relevant national and regional Institutes (for example Nepal Society of Earthquake Engineering, NSET, national technical colleges etc.).

- Country or context specific resources produced under past PSB initiatives. The relevant government authorities and agencies may be aware of these.
- Shelter Cluster Website – search using key terms
- Facebook Group called “IEC Visual Literacy for Building Library”.
- Shelter agencies/practitioners libraries – many shelter practitioners have their own agency and personal libraries. Ask in the cluster for relevant items or post in the various forums (such as the Humanitarian Shelter Facebook Group)
- The Humanitarian Library, <https://www.humanitarianlibrary.org>, created by the Shelter Centre, may have appropriate resources and has good search functionality.
- U.S. FEMA and U.S. Army Corps of Engineers resources related to construction, housing and settlement considerations,
- UK Building Research Establishment, BRE, publications
- ITDG / Practical Action published documents

And many others sources.

1.3.3 Existing PSB Initiatives

- Investigate existing PSB initiatives in the country or region that have already been undertaken. Investigate what worked and what did not. For example, in Tonga in the early 1980s the UK government built many model houses that have since withstood a number of high wind events, and details are still being copied by households in 2018². Although it is noted that the resources required to construct these may not be available to many households and communities.
- Seek evaluation reports of these initiatives, and if these do not exist because of the time that has elapsed, where possible visit past safer building initiatives in the country/context and speak to households and stakeholders who are connected to these initiatives.

1.3.4 Review of existing IEC resources

- Gather any potentially relevant material and hold a discussion with the TWG under the following agenda:
 1. Does the resource correspond to a known information gap? What evidence do we have for this gap?
 2. Is there any information (e.g. evaluations or reviews) on the appropriateness, quality or impact of the resource?
 3. Does the material come from a credible source? Is it likely to have been quality reviewed appropriately?
 4. Do agencies in the TWG have existing programmes where this material can be discussed with households and separately skilled trades people to check their understanding of the material, whether it is clear and that it can be built and has the desired impact.
[Reconvene after this process]
 5. Technical quality Issues? Do any members of the TWG have concerns regarding the quality of the material.
 6. If there are quality issues can these be investigated and the material modified?
 7. Is there good evidence regarding the technical appropriateness of what is advised by the IEC?
 8. Are the objectives of the IEC clear?
 9. How would it be used or rolled out?

² Morgenstern-Kennedy, B. conversation with David Dalgado 22 May 2018

10. How would monitoring, adjustment and measurement of the impact of the IEC be undertaken and managed?

1.3.5 Output - Review of existing IEC and Safer Building Initiatives

- A table can be produced summarising the information found similar to that shown below:

Name of IEC resource	Produced by and date	Summary of content	Past use (context, how rolled out)	Information gap it corresponds with	Note on quality, appropriateness and impact	Can IEC be used or modified for this TWG	How would it be used/rolled out?	How would impact be measured?

1.4 Review coping mechanisms in relation to shelter and safer building

1.4.1 Importance of sub-step

- Any IEC resources developed need to fill an information gap, and be appropriate to the local context. This sub-step reflects upon good and bad practice that is being seen and are therefore relevant and locally achievable.

1.4.2 Process – review of coping mechanisms

- This will review will normally involve accompanied visits to different contexts to see how households and communities are coping and what kind of emergency shelter solutions they are using, and how people are rebuilding.
- Key questions/observations can include:
 - Are people using damaged material / debris to rebuild?
 - Is emergency shelter material being used appropriately (e.g. to create as much covered space as possible, maximise life of tarpaulin etc.) ?
 - What good and bad practice can be seen regarding coping mechanisms.
 - Are people getting into debt (which will likely impact on promoting safer building later)?
 - Are people selling assets (which will likely impact on promoting safer building later)?
 - Where are people getting information on likely assistance?
 - Do households consider they are getting the right information? And information from reliable sources?
 - Are there information gaps being filled by uncircumstantiated “rumours”?
- As part of the visit discuss information gaps with households or key informants in relation to the above to understand if information on how to manage debris or use emergency shelter material better would likely have the intended impact. I.e. is it an information gap barrier or a combination of other factors?
- Take plenty of photos to document coping mechanisms, how people are using emergency shelter, how people are rebuilding, or managing debris for example.
- *Preparedness*: If undertaking this sub-step as part of preparedness this will usually require reflecting upon what happened in past disasters in the country or the region. At a community level tools such as PASSA³ could be used.

³ IFRC, 2010, Participatory Approach to Safer Shelter (PASSA), available from: <https://www.ifrc.org/PageFiles/95526/publications/305400-PASSA%20manual-EN-LR.pdf> [accessed 22/9/2018]

1.5 Shelter Vulnerabilities – Identify what failed and why?

1.5.1 Importance of sub-step

- This sub-step will allow the TWG to identify shelter vulnerabilities and poor practice, but also good practice (through “what stood up and why?”). This sub-step also allows for discussion amongst households and skilled construction workers (builders, carpenters, masons) about failure mechanisms / vulnerabilities and barriers and enablers related to construction practices that contribute to that failure mechanism or vulnerability.
- This assessment step should help the TWG to find the evidence related to problems and failure mechanisms to inform the development of IEC.

1.5.2 Process – identify what failed and why?

- The UNISDR 2010 Guidance Note on Recovery: Shelter⁴ identified the following vulnerability factors:
 - Poor, weak or inappropriate materials
 - Inappropriate building design
 - Insufficient building codes
 - Inadequate code enforcement
 - Poor land use planning
 - High density living. Higher population density can translate to an increase in the number of people who are exposed to hazards.
 - Fatalism/Ignorance
 - Dependence on weak infrastructure
- When undertaking this sub-step the headings related to these vulnerability factors should be kept in mind so that discussions can be structured and the documenting of this sub-step can be more comprehensive.
- The TWG members can undertake this sub-step through:
 - Accompanied visits in communities. See CRAterre Assessing Local Building Culture Guide⁵. This is undertaken by a number of agencies in the TWG working in different contexts.

One example of how this was undertaken in the early days of Typhoon Haiyan response in the Philippines in late 2013. An international engineer with local partners gathered a group of community members, some with damaged houses and some without. Together they spent time walking around the community for a few hours and looked at how buildings had failed and why some had not. The specifics of the failure mechanisms were investigated (with the international structural engineer, supported by local built environment professionals from the local partner) and the barriers and enablers related to the construction practices specific to each failure mechanism were discussed with the households and community members. Photos of the construction detail or failure mechanism were also taken. The process as a whole allowed for an exploration of failure mechanisms, facilitates an increased understanding of the local building culture and acts

⁴ 2010, UNISDR, UNDP & IRP, Guidance note on Recovery: Shelter. Available from: <https://www.unisdr.org/we/inform/publications/16770> [accessed 25/6/2018]

⁵ Caimi, A. (2015), Assessing local building cultures for resilience & development: A practical guide for community-based assessment, available from: http://craterre.org/diffusion:ouvrages-telechargeables/view/id/d3845900ac17b593a04d696bdeaf69d5?new_lang=en_GB [accessed 08 July 2018]

as a direct means of promoting safer building to the households who participated in the exercise.

Prior consent should be agreed with households in advance, to confirm that it is acceptable to look in detail at their houses. Avoid articulating judgements or statements which could be sensitive.

- Expert reports from national and other engineering and architecture institutions or national agencies responsible for structural assessment of buildings. For example, this could include reports from national building regulation agencies or the ministry of housing. It could also include for earthquakes in South Asia for example organisations like National Society for Earthquake Technology – Nepal, NSET, the US Earthquake Engineering Research Institute, EERI, or the Earthquake Engineering Field Investigation Team, EEFIT of the Institution of Structural Engineers UK. The focus should be on reputable and ideally local organisations. On occasion some of these institutions can be working with insurance companies, who can be a useful point of contact.
- Focus Group Discussions with skilled construction workers looking at the photos of failures and shelter vulnerabilities and discussing why this happened. Discussions can consider the detail of the failure mechanism, what existing construction practices might have reduced the risk of this failure and what the barriers there may have been in applying these construction practices.

1.5.3 Output – identify what failed and why?

- Photos of different failure mechanisms with brief analysis
- Photos of what failed and what did not
- Photos related to different shelter vulnerabilities (for example settlement issues)
- A brief 2 – 5 page summary report can be produced under the shelter vulnerability factors, listed previously from the UNISDR 2010 Guidance Note on Recovery: Shelter⁶ which bring together the pertinent points from the discussion during the accompanied visits (documentation from the agencies undertaking the sub-step in the field), FGDs, and Expert visit reports. This will provide summary evidence that will help focus the development of safer building promotion.

1.6 Exploring Knowledge Attitude and Practice (KAP) in relation to Safer Building

1.6.1 Importance of sub-step

- The purpose of this sub-step is to break down the problem in terms of the three elements of knowledge, attitude and practice.
For example, when looking at the failure of concrete corner columns in Haiti the capital Port-au-Prince⁷ after the 2010 earthquake:
 - Did people know how to tie steel reinforcement cages to appropriate codes for a seismic area?

⁶ 2010, UNISDR, UNDP & IRP, Guidance note on Recovery: Shelter. Available from: <https://www.unisdr.org/we/inform/publications/16770> [25/6/2018]

⁷ An example similar to this was presented by Kate Crawford at a UK Shelter Forum in mid 2010s. However, author is still trying to identify the full reference for this example. Author (David Dalgado) may have also elaborated or mis-remembered based on his time on a Haiti EQ recovery programme.

- What was the reason for the small diameter steel reinforcement bars?
 - Was this due to a lack of knowledge of the appropriate size of bar or an attempt to save money?
 - Or prioritising other expenditure either in relation to construction or other elements of household expenditure?
 - Or because those constructing didn't have the tools to bend bars over a certain diameter for example.
 - Or because those constructing were not supervised?
- The output of this should help to focus the nature of the IEC to be developed and the objectives of the TWG.

1.6.2 Process – Exploring Knowledge Attitude and Practice

- Use sub-step 1.5 Shelter Vulnerabilities – Identify what failed and why? to identify the most relevant vulnerabilities to focus on.
- Sources of existing information regarding KAP for Safer Building should be investigated:
 - Local Building Culture Country Profile produced by CRAterre if it exists.
 - Documents on knowledge and building practices by national authorities, national or regional institutes
 - Available country data on building typologies (form and construction technology)
- Key informant interviews can be held with
 - national authorities related to the building code
 - construction college staff
 - skilled trades (builders, masons, carpenters)
 - Hardware stores and suppliers
- Focus group discussions with households regarding knowledge, attitudes and practice in relation to safer building. From the shelter vulnerabilities sub-step, photos can be presented showing good and bad practice for different elements of the building (and different technologies and contexts as necessary), and then questions are asked to explore knowledge, attitude and practice in relation to each vulnerability.
- Development and running of a KII or FGD methodology to look in-depth at KAP with households and skilled trades should be undertaken by someone who has significant technical knowledge and experience of social science research. An assessment specialist can be involved or consulted to advise on directness of questions or use of proxy indicators where appropriate. If the household may have suffered trauma due to house failure, refreshing this trauma must be avoided.
- Although knowledge and practice can often be surveyed or observed, attitude can be more difficult to consider. Groups of households can be asked to rank different elements of building practice, as well as expenditure on building and other household priorities, in order of perceived importance. Attitudes are also explored more in the behaviour factors sub-step.
- Observations can be undertaken to examine construction practice where elements of a building are exposed or where construction is ongoing.

An example survey form which considers knowledge is given in the example tools section on the GSC webpage.

1.6.3 Output – Exploring Knowledge Attitude and Practice

- For each significant shelter vulnerability identified summary information regarding KAP can be documented. There may also be more general KAP information (such as that which relates to household priorities) that needs to be documented.
- Information related to KAP is returned to in the Step 7 on monitoring.

1.7 Identifying key behaviour factors

1.7.1 Importance of sub-step

- This sub-step should help the TWG to gain an understanding of the behaviour factors that contribute to safer building, for example, through a “Doer and Non-Doer” analysis. A “Doer and Non-Doer” analysis has been used in a wide range of methodologies exploring behaviour and is elaborated on in this sub-step.
- The purpose of this sub-step is to:
 - better understand motivators and barriers to safer construction
 - provide a basis for using specific behaviour change techniques in response to the key behaviour factors identified, of which knowledge of the hazard, failure-mechanism and preventative measures will only be one.
- Note that some information related to behaviour factors will have already been gained through sub-step 1.5 Shelter Vulnerabilities – Identify what failed and why? and sub-step 1.6 Exploring Knowledge Attitude and Practice (KAP) in relation to Safer Buildings.

1.7.2 Process – identifying key behaviour factors

- To rapidly get a basic understanding of behaviour factors FGDs or workshops can be held with affected and non-affected households.
- Here the photos from the “Shelter Vulnerabilities – What Failed?” step can be used. They don’t have to be photos from the actual houses or the workshop member participants.
- FGDs/workshops can be organised to draw out information under the behaviour factor headings listed in the following table.
- The following table is based on the Risks, Attitudes, Norms, Abilities, and Self-regulation, RANAS, methodology⁸ with definitions modified for shelter & housing and the CRS’ Extended Impact report⁹ which includes “Determinants of Behavior”.

⁸ Contzen, N and Mosler, H-J, 2015, The Risks, Attitudes, Norms, Abilities, and Self-regulation (RANAS) behavioural factors Methodology Fact Sheet 3, available from: <https://www.susana.org/en/knowledge-hub/resources-and-publications/library/details/2397> [accessed 27 July 2018].

⁹ Turnbull, M., Sterrett, C.L., Hirano, S. and Hilleboe, A. (2015). Extending impact: Factors influencing households to adopt hazard-resistant construction practices in post-disaster settings. A study by Catholic Relief Services. Baltimore, MD: Catholic Relief Services – United States Conference of Catholic Bishops.

Behavioural factor	Definition
<i>Risk factors: represent a person's understanding and perception of the safety risk.</i>	
Hazard, Failure-Mechanism, Preventative Measures Knowledge	A person's knowledge about a hazard event (e.g. cyclone) and how this can lead to the failure-mechanism (e.g. gable wall failure due to wind loading) occurring and its preventive measures.
Risk Perception	A person's estimate about the general probability of the hazard event occurring and the subjective awareness of risk of the failure mechanism occurring. I.e. how likely is it to happen.
Perceived Severity	A person's assessment of the seriousness of a hazard event occurring and the significance of the failures consequences. I.e. if your house blows down what does it mean for you and your household.
<i>Attitude factors: represent a person's positive or negative stance towards a construction practice or behaviour.</i>	
Beliefs about costs and benefits	A person's beliefs about monetary and non-monetary costs (time, effort, etc.) and benefits (reduced safety risks in cyclones, reduced maintenance needs) of a construction practice or behaviour, including social benefits (higher status, appreciation by others).
Feelings	A person's emotions (joy, pride, disgust etc.) which arise when thinking of a construction practice, behaviour or its consequences.
Perceived divine will	Whether people believed their lives were influenced by supernatural forces or religion. For example, some people may have believed that an earthquake was a punishment from God.
<i>Norm factors: represent the perceived social pressure towards a behaviour.</i>	
Others' behaviour	A person's or households observation and awareness of others' construction practices or behaviours, and their perceptions as to which construction practices or behaviours are typically practiced by others.
Others' (dis)approval	A person's perceptions as to which behaviours are typically approved or disapproved by relatives, friends, or neighbours. This includes the awareness of institutional norms, i.e. the dos and don'ts expressed by recognised authorities such as village, tribe, or religious leaders, and other institutions.
Personal importance	A person's beliefs about what she or he should do or should not do.
Culture	Although this may be partly covered by "Others' behaviour" and "Other's (dis)approval". This is specific to history, customs, lifestyle, cultural values and practices within a self-defined group. Culture may be associated with associated with ethnicity or lifestyle and often influences an individual's perceived social norms. Values related to modernity would fit into this category.
<i>Ability factors: represent a person's confidence in her or his ability to undertake a construction practice or behaviour.</i>	
How-to-do knowledge	A person's knowledge of how to execute the construction practice or behaviour
Confidence in performance	A person's perceived ability to organise and execute the courses of action required for the construction practice or behaviour.
Confidence in continuation	A person's perceived ability to continue to undertake maintenance (e.g. replace roof strapping if it corrodes) of the construction practice undertaken, or to continue to practice a behaviour which includes the person's confidence in being able to deal with barriers that arise.

Confidence in recovering from setbacks	A person's perceived ability to recover from setbacks that may arise during the implementation of the construction practice or to continue the behaviour after disruptions.
<i>Self-regulation factors: represent a person's attempts to plan and self-monitor the implementation of a construction practice or behaviour and to manage conflicting goals and distracting cues.</i>	
Action planning	The extent of a person's attempts to plan a construction practice or behaviour's execution, including the when, where, and how of the construction practice or behaviour.
Action control	The extent of a person's attempts to self-monitor a behaviour by continuously evaluating and correcting the ongoing behaviour toward a behavioural goal.
Barrier planning	The extent of a person's attempts to plan to overcome barriers which would impede the behaviour.
Remembering	A person's perceived ease of remembering to practice the new practice or behaviour in key situations.
Commitment	The obligation a person feels to practice a behaviour.
<i>External constraint factors: represent an influencer largely outside of the individuals or households control.</i>	
Sanctions/enforcement	Whether laws or regulations (including informal ones) influenced the ways in which people construct their homes. For example, some people may be aware of set designs, where if they construct to these designs they will be automatically be approved by the local authorities building control.
Access	Whether people had access to the resources (such as time, money, tools, land etc.) they needed to use for the construction practices or behaviour
Housing, land and property rights – including security of tenure.	Although this may partly relate to "Policy" this is specific to security of tenure. This would impact whether someone feels they have adequate security of tenure to allow them or make it worthwhile to invest in improving their home. For tenants and others it may also determine whether they are allowed to make changes to the structure of their building or rebuild. It could also relate to uncertainty of land-ownership which may cause people to face a barrier when reconstructing.

1.7.3 Output – identifying key behaviour factors

At the end of this sub-step the TWG should have a ranked list that provides a general understanding of what the key behaviour factors are that need to be addressed. In subsequent steps these can then be matched with appropriate behaviour change techniques, and appropriate IEC.

1.7.4 Background information – identifying key behaviour factors.

A number of different behaviour change models and frameworks were reviewed and these are shown below. This information is given for those wishing to look more into behaviour factors for safer building practices, since this area is not well developed for shelter and settlement programming.

- the Capability, Opportunity, Motivation and Behaviour (COM-B) model from public health
- the Risks, Attitudes, Norms, Abilities, and Self-regulation (RANAS) model from public health and WASH.

- Sanitation Marketing¹⁰. This approach mixes social and commercial marketing and describes the “marketing mix” 4Ps. Described below in terms of PSB this could be as follows:
 - Product - understanding what benefits of the construction practice or safer building component (e.g. concrete banding) are important to the target audience. The benefit to the household may not relate to the structural element giving reduced risk of roof failure, but rather the use of concrete could be a symbol of modernity. The methodology also highlights that consumers may not care about the technology and how it works but focus on the product which is easier to understand.
 - Place - refers to where a product or service is sold or obtained, and how it is distributed. This considers access to points of sale—an issue of particular importance in rural areas where transportation is often limited and expensive—and proper training of suppliers.
 - Price - refers to both monetary and nonmonetary costs a household incurs when undertaking a construction practice or using a safer building component. This could be reduced space for example in the case of non-monetary cost. This would “explore affordability and availability of cash and willingness to pay. Strategies such as standardization, modularization, and increased access to financing may help address these challenges.”¹¹
 - Promotion – this refers to communicating details about the product, price, place, and the behaviour promoted to the target audience

As previously described, this section of the report builds upon and pulls heavily from CRS’ Extending Impact Report and the RANAS model.

1.8 Identifying values related to the home

1.8.1 Importance of sub-step

- Identifying the value and belief system of households is important to assist with understanding motivators which can improve the potential impact of the IEC resource intervention.
- In some contexts¹² households and communities may choose to make their households more resilient through non-structural means such as becoming more devoutly religious. Or choose to commit cement to ornate plastering rather than using it for structural members in the building to ensure social-standing in the community¹³. Exploration of household’s values and what the house means to them is important to understanding motivators to help in the detailed development of IEC resources and the appropriate roll-out strategy.

1.8.2 Process – identifying values related to the home

- Review information from the KAP and behaviour factor sub-steps in relation to attitude (from KAP), culture, feelings, perceived divine will, and other’s (dis)approval.
- Where possible consult anthropologist and social scientists who know the context to understand if there are existing reports and past studies which summarise:
 - What are the most important attributes of a home to households and communities

¹⁰ World Bank Water and Sanitation Program: Sanitation Marketing, no date, Available from: <https://www.wsp.org/toolkit/what-is-sanitation-marketing> [accessed 02 July 2018].

¹¹ World Bank Water and Sanitation Program: Sanitation Marketing, no date, Available from: <https://www.wsp.org/toolkit/marketing-mix-price> [accessed 02 July 2018].

¹² Humanitarian Benchmark Consulting, July 2017, Shelter Cluster Scoping Study Report: Pidie Jaya Earthquake.

¹³ Zairins, J and Kennedy, J, information from separate conversations with Dalgado, D in June 2018, related to Aceh, Tsunami response.

- Value and belief system in relation to safer building
- Review any past studies or evaluation reports from resilience projects in the context, specifically related to how communities worked themselves to become more resilient and what activities or measures were prioritised.
- Review agencies reports related to how different members of the households use the home in this context. For example, many agencies will view shelter programmes with a gender lens or undertake a gender analysis and have information on how girls, women, boys and men use and value the home differently.
- The review of values related to the home can be complemented/confirmed through FGDs with household groups to understand what function a home needs to fulfil and the value attached to a home under the following headings:
 - Safety of structure
 - Safety of external environment (external to dwelling, i.e. settlement safety)
 - Construction materials
 - Durability
 - Reduced maintenance
 - Healthy internal environment (ventilation, thermal comfort, vector control)
 - Opening needs (doors, windows, related to livelihood needs, internal light etc.)
 - Privacy
 - Appearance (what signals modernity, tradition, wealth, poverty)
 - Faith and familial relationship factors
 - Positioning within plot of land (e.g. Kitchen garden needs, internal courtyard etc.)
 - Location and attributes related to WaSH facilities (latrine, bathing, clothes washing, kitchen utensil washing). For example, in some Islamic cultures the latrine can not face towards Mecca.
 - Location and attributes related to cooking area
 - Space requirements, internal footprint of rooms, floor to ceiling heights
 - Livelihood related needs related to the building
 - Needs related to extended family (land rights - dowry needs for example, ability to extend up when family grows).

(Note that there may be other headings this is just a starter list)

This could be undertaken by asking households to describe their ideal village house for example in relation to the above topics. Where possible ask the FGD to rank the attributes related to the value of a home.

1.8.3 Output – identifying values related to the home

- 1-2 page summary report with the headings proposed for the FGD in reference to values and attributes associated with the home which may impact on safer building IEC resources.