

# GUIDE FOR THE CONTEXTUAL ANALYSIS OF LOCAL HABITAT

**Simplified version suitable for urban settlements and rural areas**

May 2021



The present version was created  
in the framework of the research project  
“Nepal Homes and Communities, Baliyo Ghar Baliyo Sahar”,  
with the contributions of the following partners :



## Foreword

The guide "Assessing Local Building Cultures for resilience and development"<sup>1</sup> (Caïmi, 2015) was a first publication for the dissemination of a method for community-led assessments of local construction. The method is intended to be used in a precise territory, of a variable area but not too large or too heterogeneous so that it is possible to draw relevant conclusions. This approach promotes taking into account local specificities (cultural, social, environmental, economic, and related to governance) before making project decisions

From this first guide, the present simplified method was developed. This method remains in continuous evolution with adaptations to different contexts and wills in order to allow a wider dissemination of the approach. The simplified method has been developed, adapted and used in Haiti and Bangladesh (2010s), Democratic Republic of Congo (2019), Timor Leste (2019), Malawi (2020-2021), Nepal (2021), and again Bangladesh (2021).

This document, together with the questionnaires for the different interviews and the report template, have been updated in the framework of the research project "*Nepal Homes and Communities, Baliyo Ghar Baliyo Sahar*". The project has been developed by CRS Nepal, ASF Nepal, IoE (Institute of Engineering) and CRAterre in straight collaboration with the authorities of Panauti municipality and the population of several areas of this city. This project has been funded by CRS Nepal.

The guide, questionnaires and report template are a basis and need to be slightly adapted to each area where this methodology will be used so they become contextual.

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<sup>1</sup> CAIMI, Annalisa, 2015. *Assessing local building cultures for resilience development*. Villefontaine: CRAterre. 121 p. <https://craterre.hypotheses.org/999>

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# 1. INTRODUCTION

## 1.1. ABOUT THIS MANUAL

The purpose of this document is to explain the process and the objectives of the contextual analysis of local habitat (shelter/housing, construction, settlement...) in a comprehensive manner in order to allow for the development of humanitarian and development projects in the Shelter/Housing sector in a given context.

It covers the whole of the different stages of analysis, and is intended for the use of technicians in the Shelter and Housing sectors.

## 1.2. GENERAL OBJECTIVES OF THE CONTEXTUAL ANALYSIS OF LOCAL HABITAT

Understanding the context is a step recommended by the Shelter Cluster in the early stages of any project or programme of support in the shelter/housing sector as part of the first step “Understanding the context” of the Protocol “Informing choice for better shelter”: <https://www.sheltercluster.org/promoting-safer-building-working-group/protocol-informing-choice-better-shelter>. The contextual analysis of local habitat is a methodology that can be used in this stage.

The process should allow partners to better approach the identification and observation of local building cultures and practices in order to:

- Understand the value of what already exists in terms of site, settlement, architecture, design, culture and technical solutions linked to the housing;
- Understand the different groups of people who live in the same area and what are their ways of living and the houses they live in;
- Understand the techniques and the evolution of local building practices;
- Understand the reasons behind the choice of specific design, material or technical solutions;
- Understand the impact of natural hazards on habitat, and identify local strategies to deal with these.

This process should then serve to inform the development of shelter or housing projects or programs in place, taking the context into account and making the best possible use of relevant local construction practices, and potentially useful local materials. More importantly, this process should help take into account local

## 1.3. EXPECTED RESULTS

1. Improvement of the housing projects and the humanitarian support offered in a post-disaster situation, and also better disaster preparedness:
  - Familiarity with local house-building practices;
  - Understanding about knowledge, attitude and practices related to the design and construction process;
  - Formulation of an adequate and efficient humanitarian response with different strategies and activities for the different groups who live in the same area<sup>2</sup>;
2. Validation of adequate and efficient local building cultures;
3. In the long term, formation of a database allowing a better understanding of local construction in order to support humanitarian action. For this, partners are encouraged to share their reports and summaries of research findings to the coordination of the Shelter Cluster in order to allow all partners to benefit from the knowledge which has been brought together.

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<sup>2</sup> It is crucial to understand who are the stakeholders and target groups in a given territory, this for two main reasons:

- They are the ones who can teach us about the existing, what they are daily doing, facing, etc.;
- They are the different target group for activities and strategies that projects will implement.

The idea is to understand the specific situation of each target group, and then combine this to have a global vision on what the situation is in a particular area. After that, based on existing local strengths and taking care of local capacities, it is possible to define what can be done with each category of stakeholder in order to support local dynamics to improve the existing situation.

## 1.4. AREAS OF THE CONTEXTUALIZED ANALYSIS OF LOCAL HABITAT

	DISASTER IMPACT	PRODUCTION/ACCESS TO HOUSING	ARCHITECTURE OF THE AREA	SETTLEMENT CHARACTERISTICS	INFLUENCE OF RISKS IN THE AREA
OBJECTIVES	<p><b>To assess the current status of urban/rural housing reconstruction</b></p> <ul style="list-style-type: none"> <li>- To understand housing typologies and damages occurred to them and houses still not constructed or retrofitted;</li> <li>- To identify most critical component in reconstruction/recovery (size/safety/material/design/cost/ services);</li> <li>- To identify the barriers to access to finance, housing, land, services, multi-ownerships;</li> <li>- To identify enabling environments such as policy and regulatory issues, and specific urban problems faced by households;</li> <li>- To understand how women and vulnerable population are affected disproportionately or any pre-existing vulnerabilities;</li> <li>- To understand self-recovery process and existing local capacities;</li> <li>- To understand migration patterns pre and post-disaster and how remittances play role in recovery;</li> <li>- To understand local capacity to undertake recovery, reconstruction and DRR efforts;</li> <li>- To understand relations with local level and National level stakeholders;</li> <li>- To identify DRR policies and guidelines;</li> <li>- To get an idea on how COVID affected people's capacities.</li> </ul>	<p><b>To understand the processes of production/access to housing/habitat</b></p> <ul style="list-style-type: none"> <li>- To understand the issues involved in habitat and in the way of dwelling;</li> <li>- To understand the different ways of accessing a house (rental, squatting, ownership, host-families, sharing...);</li> <li>- To identify the actors and their roles in construction in the area being studied and the suppliers of materials (labours, municipality engineers, trained masons, consultant, local leaders, etc.);</li> <li>- To learn the role of the private sector;</li> <li>- To understand the role of gender and age in the production and maintenance of habitat;</li> <li>- To understand the engagement of vulnerable groups in construction;</li> <li>- To understand sources of information and knowledge sharing related to the construction process;</li> <li>- To identify the mechanisms to access finance, property inheritance, etc.</li> <li>- To understand impacts of building permit systems, building bylaws and building codes</li> <li>- To identify trained masons</li> </ul>	<p><b>To identify the building cultures of the area</b></p> <ul style="list-style-type: none"> <li>- To identify the different architectural typologies, including building systems, adjoin / isolated units;</li> <li>- To identify the materials used for construction;</li> <li>- To identify the size and dimensions of homes and habitations/functions;</li> <li>- To identify ways of living in the area (hygiene, security, access to water, cuisine, family structure (joint, nuclear);</li> <li>- To identify the number of stages of construction;</li> <li>- To know the dimensions of land plots and land issues;</li> <li>- To identify the way of building on plots (one or several houses, one or several buildings).</li> </ul>	<p><b>To link the settlement and houses scale</b></p> <ul style="list-style-type: none"> <li>- To identify characteristics of the settlement;</li> <li>- To identify the visible and invisible boundaries of a settlement</li> <li>- To understand the habitat in a system including access to services (public services including transport, health and education facilities, other services), community infrastructures.</li> </ul>	<p><b>To identify the different risks and their influence</b></p> <ul style="list-style-type: none"> <li>- To understand the possible risk of eviction and the security of land (HLP issues);</li> <li>- To understand environmental aspects related to the production of habitat and to the potentiality of risks;</li> <li>- To understand the issues of habitat in relation to risks;</li> <li>- To know the types of risk current in the area being researched; severity and frequency of these;</li> <li>- To know the impact of the risks on the population;</li> <li>- To identify the potential risks;</li> <li>- To identify the vulnerability of the population;</li> <li>- To identify which parts of the area being studied are most exposed.</li> </ul>
EXPECTED RESULTS	<ul style="list-style-type: none"> <li>- Knowledge about recovery status of the study area</li> <li>- Identification of urban housing typologies and damages</li> <li>- Knowledge about urban housing policies, actors, regulations issues</li> <li>- Understanding issues and underlying causes of them</li> <li>- Understanding COVID impact on capacities</li> </ul>	<ul style="list-style-type: none"> <li>- Knowledge about what materials are available on the local market;</li> <li>- Familiarity with the idea of the prices and variations in price of materials;</li> <li>- Awareness about the actors in construction and maintenance and their roles;</li> <li>- Comprehension about different actors and groups living in a territory and their specificities in order to better support them;</li> <li>- Identification of used and trusted communication and engagement channels.</li> </ul>	<ul style="list-style-type: none"> <li>- Identification of local building cultures;</li> <li>- Identification of the rationale behind the use and practice of the identified building cultures;</li> <li>- Draw out the best from local building knowledge and develop solutions which are suitable to the context and to the inhabitants.</li> </ul>	<ul style="list-style-type: none"> <li>- Co-definition of the boundaries of a specific territory according to the inhabitants' habits and feeling of belonging and or community;</li> <li>- Consideration of the physical and political limits of the site, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Knowledge of the strategies put in place to deal with disaster;</li> <li>- Identification of means for prevention and channels for information;</li> <li>- Identification of places of refuge, slum and squatters;</li> <li>- Identification of the resilience of the population / capacity for recovery / access to shelter;</li> <li>- Identification of the measures put in place to reduce damage.</li> </ul>
MEANS	<ul style="list-style-type: none"> <li>- Site visit.</li> <li>- Interviews with local authorities, inhabitants.</li> </ul>	<ul style="list-style-type: none"> <li>- Interviews with local authorities, inhabitants, tradespeople, producers and suppliers.</li> </ul>	<ul style="list-style-type: none"> <li>- Site visit.</li> <li>- Interviews with inhabitants. The different forms guide this process.</li> <li>- Debrief and summary each day.</li> <li>- Photos.</li> </ul>	<ul style="list-style-type: none"> <li>- Maps / drawings. Community mapping sessions.</li> <li>- Collective interviews, meeting with local authorities.</li> <li>- Accompanied visits.</li> </ul>	<ul style="list-style-type: none"> <li>- Interviews with inhabitants and local authorities.</li> <li>- The different research tools support this process.</li> </ul>

## 2. ASSESSMENT OBJECTIVES PER ACTIVITY

NB: the objectives of the assessment detailed here are classified by activities. Nevertheless, some of the objectives involve multiple activities

#	ACTIVITIES	OBJECTIVES
<b>A</b>	<b>Preparatory work</b>	
A1	Background research (secondary data review)	<ul style="list-style-type: none"> <li>- To understand the population in the area being studied;</li> <li>- To start defining the territory where this analysis will be relevant.</li> </ul>
A2	Orientation and training to enumerators <sup>3</sup>	<ul style="list-style-type: none"> <li>- To train on the methodology and the approach, to show the forms and resolve any question;</li> <li>- To train on how to address the community, the authorities and the households;</li> <li>- To guide on the need of carrying Identification Cards by the enumerators and of asking for informed consent to the persons interviewed;</li> <li>- To create a tentative data collection plan, contact information and team formation/divisions;</li> <li>- To guide on how to mobilise local guides.</li> </ul>
A3	Contact with local authorities	<ul style="list-style-type: none"> <li>- To clarify the reasons for the activity and facilitate the process;</li> <li>- To respect the principle of accountability to the local authorities;</li> <li>- To initiate the stakeholder mapping, request for existing data (maps, etc.).</li> </ul>
<b>B</b>	<b>Observation and interviews</b>	All section B activities have complementary objectives but can specifically inform:
B1	Key informant interviews (KII): <ul style="list-style-type: none"> <li>- Local authorities (mayor/ CAO/ other designated)</li> <li>- Engineers and architects (NRA/ municipality)</li> <li>- Community representatives</li> </ul>	<ul style="list-style-type: none"> <li>- To explain the process to the authorities and to request permission for the visits and guides for the purpose;</li> <li>- To identify the focus groups and key informants that it is most important to meet;</li> <li>- To request information on the history, context, social dynamics, the distribution of inhabitants across the defined area, etc.</li> </ul>
B2	Accompanied visit	<ul style="list-style-type: none"> <li>- To identify the existing architectural typologies (past, present, and apparent tendencies in evolution) linked to the specificities of the area: natural hazards (winds, water, seismic activity, volcanos, hail, fires) and technological/ human (shifting territories, displacements, mines, conflicts, fires deliberately lit...);</li> <li>- To understand the habitat: link to the community, link to the land plot, distribution of internal spaces, roles and usage of interior and exterior spaces, access to water, to sanitation, to religious buildings / shrines);</li> <li>- To understand the links between local cultures and ways of dwelling/inhabiting;</li> <li>- To get to know the capacities, vulnerabilities, strengths and weaknesses of local habitat;</li> <li>- To identify barriers that households face to recover / access to homes and settlements as per their aspiration and needs;</li> <li>- To contribute to the reinforcing of the resilience of local settlement and of the communities more broadly.</li> </ul>

<sup>3</sup> The training of enumerators can be undertaken adapting or following totally or partially the manual called "Guide and Program. Training of enumerators on the contextual analysis of local habitat". The last version available online was last updated in April 2021 for the Malawi context in the framework of the Self-recovery project (<https://self-recovery.org/>). The document can be found here: <https://img1.wsimg.com/blobby/go/a227c4d4-aa66-4ead-b3cf-ea424f7e31f5/downloads/20210413%20-%20Guide%20and%20program%20for%20training%20of%20e.pdf?ver=1620046923779>

B3	Collective interviews	<ul style="list-style-type: none"> <li>- To understand the modes of production and maintenance of housing / settlements;</li> <li>- To understand the life cycle of the dwelling;</li> <li>- To know the roles and responsibilities of the main actors involved in the different stages of the processes of production of habitat (inhabitants, tradespeople, merchants, administrative authorities, etc.);</li> <li>- To open and explore the aspect of gender (roles of women/ girls and men/ boys) in building a house;</li> <li>- To identify and understand the modes of contracting between the different parties (hiring labour);</li> <li>- To understand the way in which households maintain their dwelling (frequency, means, materials, actors);</li> <li>- To understand the existing patterns of solidarity within communities (in the construction of housing and other areas);</li> <li>- To understand knowledge, attitudes, beliefs, practices and communication channels related to local habitat.</li> </ul>
B4	Participatory mapping	<ul style="list-style-type: none"> <li>- To learn about physical and socio-economic conditions of the study area from the experience of the community;</li> <li>- To collectively map a community's space and physical landmarks in order to identify the existing social and material capacities and vulnerabilities in the community;</li> <li>- To generate discussion and to gather useful information rather than to produce accurate maps;</li> <li>- To delimitate the area (community / Settlement);</li> <li>- To select the scale of the settlement, considering both physical and sociocultural boundaries, considering the community; perception and criteria of the involved stakeholders;</li> <li>- To answer the question: What makes this area different from its neighbouring area?;</li> <li>- To identify who are the key stakeholders and 'influencers' for the community (Stakeholder's mapping);</li> <li>- To understand the community dynamics: different ethnic groups, associations, women, young people, people living with disability, etc.</li> </ul>
B5	Focus groups discussion (FGD) Women	<ul style="list-style-type: none"> <li>- To open and explore the aspect of gender (roles of women/ girls and men/ boys) in building a house but also in living in a house;</li> <li>- To understand the perceptions, experience and specific needs of different groups who provide complementary information.</li> </ul>
B6	Focus Groups Discussions (FGD) Persons with Disabilities	<ul style="list-style-type: none"> <li>- To explore the aspect of accessibility to the settlement and to houses, and the needs and wills of Persons with Disabilities and their caregivers regarding housing;</li> <li>- To understand the perceptions, experience and specific needs of different groups who provide complementary information.</li> </ul>
B7	Focus Groups Discussions (FGD) – Context specific groups	<ul style="list-style-type: none"> <li>- To understand the particularities of a territory through the specific groups of people living in it which need to be defined case by case (e.g. refugees, returnees, IDPs, youth, elderly, squatters, ethnic minorities, religious minorities, etc.);</li> <li>- To understand the perceptions, experience and specific needs of different groups who provide complementary information.</li> </ul>
B8	Households' interviews	<ul style="list-style-type: none"> <li>- To understand the different housing typologies or different ways of accessing a house, and the living conditions;</li> <li>- To better understand household's choices regarding housing solutions (tenure typologies, clusters, materials, design, position, orientation, etc.) and faced barriers their construction, evolution, maintenance;</li> <li>- To understand how households manage finance for house construction/ maintenance/upgrading and livelihood, education, health, etc.;</li> <li>- To understand: <ul style="list-style-type: none"> <li>o the history of the house: base, extension, repairs, current maintenance, etc.;</li> <li>o allocation of roles in the process of production of the house. Cost. Investment by households;</li> <li>o strengths and weaknesses of the house referred to design and construction systems (does it fit their needs?);</li> <li>o knowledge of the construction systems used.</li> </ul> </li> </ul>

B9	Construction / labour market assessment: Focus Group Discussion with builders	<ul style="list-style-type: none"> <li>- To identify the potential of existing resources in relation to the production of habitat in the area, including the reconstruction and retrofitting of existing built environment;</li> <li>- To know the existing technical skills available (for construction works) and the ways in which knowledge is transmitted;</li> <li>- To evaluate labour availability to meet the needs of the project;</li> <li>- To identify resources and competencies in terms of technical training in construction (training centres, schools, universities);</li> </ul>
+	+	<ul style="list-style-type: none"> <li>- To understand where do inhabitants and construction workers get the information about the construction sector;</li> <li>- To know what materials are available and affordable and identify limitations (season of availability, dimensions, availability of materials in case of crisis, origin of the materials and method of supply);</li> <li>- To identify relation to the environment (source of materials and construction waste management).</li> </ul>
B10	KII tradespeople / suppliers	<ul style="list-style-type: none"> <li>- To evaluate the costs of materials (not only monetary). Validation and value add of local contributions (collection, production, assembly);</li> <li>- To identify the suppliers of materials, manufacturers / growers (where this is the case) and their methods of manufacture.</li> <li>- To identify needed support for these actors through their participation in the projects.</li> </ul>
<b>C</b>	<b>Analysis and reporting</b>	
C1	Restitution of first findings	<ul style="list-style-type: none"> <li>- To respect the principle of accountability to affected populations;</li> <li>- To involve the community in the carrying-out of the project.</li> </ul>
C2	Production of a draft report	<ul style="list-style-type: none"> <li>- To summarise the information gathered in the research process through the activities (Phase A &amp; B).</li> <li>- To communicate about the research and about the area, and allow stakeholders to have a rapid and efficient overview of the neighbourhood profile.</li> </ul>
C3	Report-back for validation	<ul style="list-style-type: none"> <li>- To present the summary report to the community and all stakeholders consulted for possible corrections, and validation;</li> <li>- To inform the local authorities about the work carried out in the area;</li> <li>- To promote and share the knowledge gathered.</li> </ul>
C4	Definition of the limits of the territory where the data reported would be applicable	<ul style="list-style-type: none"> <li>- To define with the community the area where the particular analysis of the visited locality will be relevant even if it was not possible to deeply analyse the entirety of the area.</li> </ul>
C5	Final report	<ul style="list-style-type: none"> <li>- To adapt the report to the feedback from the community;</li> <li>- To define the territory for which the data on the report is relevant.</li> </ul>
<b>D</b>	<b>Action Plan</b>	
D1-DX	To be defined	



## 3. ASSESSMENT ACTIVITIES: SPECIFICATIONS

### 3.1. COMPOSITION OF WORK TEAMS TASKED WITH CONDUCTING THE RESEARCH

- The duration of the field analysis and the number of researchers/enumerators needs to be adjusted in line with researchers' experience and the complexity of sites being assessed.
- A minimum of two persons is necessary to undertake an assessment, as it is necessary to conduct the interviews and to take notes and to be able to give some relay if necessary.
- In order to be able to carry out an assessment in two days, at least 4 persons would be necessary, so that two teams of two persons are created and carry out two Focus Discussion Groups or two Interviews with individual households in parallel.
- It is highly recommended that all the persons making part of the team of enumerators take part of the interview with the authorities, of the collective interview and the visit to the target area. This is important in order to have a common understanding of the general situation.
- For each field assessment, mixed teams are recommended: woman / man or non-binary + technical background / social background.
- For each separate interview (individual, FDG), a mixed team is recommended: woman / man or non-binary + technical background / social background.

### 3.2. . OUTLINE RECOMMENDATIONS FOR THE PERSONS IN CHARGE OF THE STUDY / ENUMERATORS <sup>4</sup>

#### a. Before the study and the interviews:

- Request permission for the study to local authorities and local community.
- For HHs' interviews, before the visit ask the family if it would be possible to enter the house, as it is necessary for a complete comprehension of the house.
- Make sure not to raise expectations and to properly explain the objectives of the analysis and of each of the interviews.
- Take into account the preventive measures against Covid-19<sup>5</sup>: social distancing, mask and hand hygiene is to be made available for all the activities.

#### b. During the group interviews and the site visit:

- Complement the information gathered with photos and sketches.
- Don't forget to take down the telephone contacts of the local people who might be able to provide further information after the main assessment has been done.
- Informed consent must be taken from the participants verbally or written. Refer to "Statement by the person taking consent".
- Presence of (at least) two researchers/enumerators to run the interview: one takes notes, and the other leads the discussion (adaptation is possible according to team resources). The note-taker can also return to points that have not been covered, or covered only partially.
- Opening of the interview:
  - thank the participants,
  - explain the project and the goal of the interview,
  - and make clear that no fee is paid to interviewees.

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<sup>4</sup> As indicated above, there is a guide dedicated to the training of enumerators: "Guide and Program. Training of enumerators on the contextual analysis of local habitat". The document can be found here: <https://img1.wsimg.com/blobby/go/a227c4d4-aa66-4ead-b3cf-ea424f7e31f5/downloads/20210413%20-%20Guide%20and%20program%20for%20training%20of%20e.pdf?ver=1620046923779>

<sup>5</sup> It is possible to refer to the following documents from CRS:

- Covid-19 Guidance on preventive measures for staff-partners-volunteer,
- Covid-19 Guidance on safe office use,
- Covid-19 Guidance on safe vehicle use,
- Covid-19 literate communities' symptoms & Prevention.

- Conducting the interview:
  - Give the participants the opportunity to ask questions and, if feasible, answer their queries. Otherwise, share if possible a toll free number<sup>6</sup> to participants at the end of the interview.
  - The research tools act as the guiding thread and the record through the different interviews and research. The questions do not necessarily have to be followed strictly in order. It is more important to 'let the conversation run' rather than 'keep control of the discussion'. Some elements that come up out of a spontaneous discussion will contribute to the depth and richness of the assessment. The relationship established in a 'free' discussion allows the researchers and community members to create a climate conducive to sharing of experiences and information.
  - Ideally, the interview is conducted according to the order of questions set out in the form, while leaving space for free-flowing conversation. Important to know how to come back to questions/subjects not yet covered, but this is not compulsory. Questions can be added. Questions can be reformulated or asked again when not understood;
  - It is necessary to have a timekeeper. Beware of debates that drag on. Be careful that it's not always the same people who respond.
- Closing the interview with the authorities, the collective interview or the Focus Group discussions:
  - thank the participants,
  - and explain the reasons for having specific focus groups for the other interviews.
- The households for the households' surveys will be selected through the sampling process during the site visit:
  - two interviewers can take part of this activity in each household: one can ask the questions to the home owners, and the other person can fill in the technical part and do the drawings or take the pictures,
  - enumerators will be given with the list of Households that are selected for the survey,
  - enumerators can interview one or several adults of the household (above the age of majority), and will ideally interview more than one person of the family or household,
  - if respondent is under the age of majority, either ask for another HH member for interview or skip the interview. If s/he is HH head, take interview with the witness of immediate guardian or neighbour who is more than the age of majority and informed consent will be taken from any other guardian.

**c. After the site visit:**

- Once the assessment report has been written, hand it over to the community and the local authorities who gave permission for and facilitated the assessment.

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<sup>6</sup> CRS has a toll free number in Nepal

### 3.3. DESCRIPTION OF THE COURSE OF ACTIVITIES

#	Activities	Information	Duration	Resources needed
<b>A</b>	<b>Preparatory work</b>		<b>Some days - weeks</b>	
A1	Background research	<ul style="list-style-type: none"> <li>- Secondary data review considering a large area (municipality or district scale);</li> <li>- Careful consideration of the security situation before going to the field.</li> </ul>	Depending on the quantity of information	<ul style="list-style-type: none"> <li>- Maps, statistical data, general information on the area</li> <li>- Operational Plans of the organisations involved, local authorities and Government.</li> </ul>
A2	Orientation and training to enumerators	<ul style="list-style-type: none"> <li>- Training on the methodology and the Local Building Cultures approach, to show the forms and resolve questions;</li> <li>- Orientation on how to address the community, the authorities and the households;</li> <li>- Communicating about the need to carry Identification Cards by the enumerators and the importance to ask for informed consent to the persons interviewed;</li> <li>- Creation of a tentative data collection plan, contact information and team formation/divisions;</li> <li>- Guidance on how to mobilise local guides.</li> </ul>	One day before the onsite analysis and one day after	- <i>"Guide and Program. Training of enumerators on the contextual analysis of local habitat"</i>
A3	Contact with local authorities	<ul style="list-style-type: none"> <li>- Identification of the correct protocol (who should be contacted first, and by whom);</li> <li>- Identification of the right period to undertake the field visit (taking note of market days, religious festivals, aid distributions, campaigns by other actors, etc.);</li> <li>- Agreeing meeting times and places with the people who will meet with you on arrival in the field, sufficiently ahead of your journey to the field;</li> <li>- Sharing the objective of the visit and the way the research will be carried out with the different stakeholders;</li> <li>- Logistical preparations for the field visit (local guides, meals, accommodation, meeting room –if necessary-, dealing with unexpected events, rain, etc.)</li> </ul>	Some days/weeks before the onsite analysis	- Contacts of local authorities

#	Activities	Information	Duration	Resources needed
<b>B</b>	<b>Observation and interviews</b>		<b>Around 2 days</b>	
B1	<b>Key Informant Interviews (KII):</b> <ul style="list-style-type: none"> <li>- Local authorities (mayor/ CAO/ other designated)</li> <li>- Engineers and architects (NRA/ municipality)</li> <li>- Community representatives</li> </ul>	<ul style="list-style-type: none"> <li>- The meeting should serve to prepare the entire visit;</li> <li>- The local authority should be able to facilitate local guides for the field visit, but also to inform the population about the focus groups and the need for different persons to participate in these group interviews;</li> <li>- See 3.2. Outline recommendations for the persons in charge of the study / enumerators.</li> </ul>	30-60 minutes	<ul style="list-style-type: none"> <li>- Free note taking;</li> <li>- Form 01 – authorities</li> </ul>
B2	<b>Accompanied visit</b>	<ul style="list-style-type: none"> <li>- Observation of the environment;</li> <li>- Physical access (type and conditions of roads, of ways, etc.);</li> <li>- Security of access;</li> <li>- Access to (local) materials;</li> <li>- Communications coverage, basic services, public infrastructure...;</li> <li>- Vegetation, topography, landscape;</li> <li>- Observation of the territory;</li> <li>- Taking photos of the built environment and the layout of the area;</li> <li>- Observation of the logic of the layout (houses in clusters or dispersed; proximity to rivers, peaks, forests etc.; proximity to fields; proximity to quarries, etc.);</li> <li>- Mapping of risks;</li> <li>- Observation of the housing typologies;</li> <li>- Photographing the different typologies (with consent of the inhabitants);</li> <li>- Observation of similarities and differences;</li> <li>- Selection of a representative sample of houses of each typology of construction/type of access to housing for households' interviews (Activity B8).</li> </ul>	60-90 minutes	<ul style="list-style-type: none"> <li>- Camera</li> <li>- Free note taking</li> <li>- Form 01 – Interview with authorities</li> <li>- Form 02 – Collective interview and target location visit</li> </ul>
B3	<b>Collective interview</b>	<b>Preparation of the interview</b> <ul style="list-style-type: none"> <li>- Preparation of the interview teams to ensure they fully understand the meaning and purpose of the questions (during A2 this is already done, but there might be a need to refresh minds);</li> <li>- Engagement of local researchers / guides if possible;</li> <li>- Checking of gender balance in the teams deployed and in the participants from the community.</li> </ul> <b>Conducting the interview</b> <ul style="list-style-type: none"> <li>- See 3.2. Outline recommendations for the persons in charge of the study / enumerators.</li> </ul>	60-90 minutes	<ul style="list-style-type: none"> <li>- Form 02 – Collective interview and target location visit</li> </ul>

B4	<b>Participatory mapping<sup>7</sup></b>	<p><b>Preparation of the activity</b></p> <ul style="list-style-type: none"> <li>- Prepare and print multiple copies of maps (the area should include wider boundaries than the pre-selected area), but also drawing paper roll (big format).</li> </ul> <p><b>Conducting the Participatory mapping</b></p> <ul style="list-style-type: none"> <li>- Share and explain the roles: facilitator / note-taker if needed / roles of participants / etc.;</li> <li>- A suitable place is selected and markers, papers, stickers, etc., are provided to the participants;</li> <li>- Map themes to be defined with the participants, for example: <ul style="list-style-type: none"> <li>o Historic profile (evolution of the settlement, decades of construction of each neighbourhood...);</li> <li>o Physical &amp; Environmental mapping: major risks, physical development, service &amp; infrastructure, natural resources (spring, river, lake, forest, etc.), tube well mapping, canal, sanitation, waste management network, Institutional Mapping, playfield mapping;</li> <li>o Social Mapping: religious places, community interaction places, ceremonial places (wedding, celebration, cultural, festival,), safety security;</li> <li>o Economic mapping: agricultural production mapping, market/ bazar/ bank mapping, homebased income generation activity (poultry/ weaving/ shops)</li> </ul> </li> <li>- After mapping the previous aspects, try to define the physical and socioeconomic boundaries of the settlement (if there is no time, this can be done afterwards in the activity C4).</li> </ul> <p><b>Daily Activity and Space Mapping (if time is available)</b></p> <ul style="list-style-type: none"> <li>- If there is some extra-time, this activity will create greater awareness of the mutual roles and responsibilities of men and women and can help to respect and understand each other better and provide mutual support during times of disaster. The activity works as follows: <ul style="list-style-type: none"> <li>o Participants work in groups to mark their tasks during a typical day onto clock faces, making the difference between men, women, children, elder, etc.</li> <li>o The idea is to get to know when and where the following types of activities take place: <ul style="list-style-type: none"> <li>▪ Daily household activities: waking up, eating, cooking, cleaning, child rearing, sleeping...</li> <li>▪ Personal activities: bathing, washing...</li> <li>▪ Community activities: social interaction, meeting with people, attending mass prayer, shopping...</li> <li>▪ Productive activities: commerce, working time, gardening, cultivation, fishing, poultry...</li> </ul> </li> <li>o The questions to be answered are: <ul style="list-style-type: none"> <li>▪ What are the main differences between men's, women's, children's tasks?</li> <li>▪ During a disaster, do men and women's tasks change?</li> </ul> </li> </ul> </li> </ul>	60-90 minutes	<ul style="list-style-type: none"> <li>- Printed maps</li> <li>- Drawing paper roll</li> <li>- Tracing paper</li> <li>- Drawing material</li> </ul>
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<sup>7</sup> See the feasibility in terms of the time available. If time is short, one idea would be to produce the map during the back-to-office analysis stage, based on the information gathered. Then, it would be possible to use the map on the day of the return to the community as a communication tool and allowing changes following the community's reaction.

B5	<b>Focus Group Discussion (FGD) Women</b>	<ul style="list-style-type: none"> <li>- The women's focus group should preferably be facilitated by a woman. It is strongly recommended that the research team should be made up of at least 50% women and 50% men (or be composed of women);</li> <li>- See 3.2. Outline recommendations for the persons in charge of the study / enumerators;</li> <li>- NB: The result of this FGD should be read and compared with the collective interview, the participatory mapping and the other FGD.</li> </ul>	60 minutes	- Form 3.1. Focus group discussion – women
B6	<b>Focus Group Discussion (FGD) Persons with Disabilities</b>	<ul style="list-style-type: none"> <li>- See 3.2. Outline recommendations for the persons in charge of the study / enumerators;</li> <li>- NB: The result of this FGD should be read and compared with the collective interview, the participatory mapping and the other FGD.</li> </ul>	60 minutes	- Form 3.2. Focus group discussion – Persons with disability
B7	<b>Focus Groups Discussions (FGD) – Context specific groups</b>	<ul style="list-style-type: none"> <li>- Groups should be defined during the previous activities (secondary data collection, KII, collective interview, accompanied visit, participatory mapping...);</li> <li>- See 3.2. Outline recommendations for the persons in charge of the study / enumerators;</li> <li>- NB: The result of this FGD should be read and compared with the collective interview, the participatory mapping and the other FGD.</li> </ul>	60 minutes per group	- Form 6 (for Nepal project in Panauti): Elders (>70); Single women (>65); Youth (<16); Tenants; Slum dwellers + squatters; Caste based discriminated persons
B8	<b>Households interviews</b>	<p><b>Preparation of the interviews</b></p> <ul style="list-style-type: none"> <li>- The accompanied visit is a good moment to choose the households to be interviewed, to ask the home-owners for permission to come interview them later on and to schedule a time to do the interview (in the afternoon or the following day);</li> <li>- At least two households interviews should be carried out per type of design/ type of mean to access housing in a given area (see point 4 in this document with guidance on how to identify housing designs).</li> </ul> <p><b>Conducting the interview</b></p> <ul style="list-style-type: none"> <li>- The interview is run in two phases which can be carried out in parallel by two different enumerators: one phase of questions (Form 4.1) and one phase of drawings and taking technical notes (Form 4.2);</li> <li>- As far as possible, it is advisable to interview several members of the household, and not only the head of the household;</li> <li>- See 3.2. Outline recommendations for the persons in charge of the study / enumerators;</li> </ul> <p><b>Expected outputs</b></p> <ul style="list-style-type: none"> <li>- Information on the lifestyle of the family, the use of spaces, the construction of the house, its maintenance and upgrading, etc.;</li> <li>- Detailed plan of each house: layout/ cross-section / elevation / layout of the immediate environment (if possible ;</li> <li>- Photos of the houses and structures (interior and exterior) and of the plot.</li> </ul>	60 minutes per household	<ul style="list-style-type: none"> <li>- Form 4.1</li> <li>- Form 4.2</li> <li>- Camera</li> <li>- Measuring tape</li> </ul>


B9	<b>Focus Group Discussion with builders</b>	<b>Preparation of the interviews</b> <ul style="list-style-type: none"> <li>- Form 5 can be divided into two different forms: Form 5.1 for suppliers and producers of materials and Form 5.2 for construction workers and artisans if there are enough people to represent both groups. In such case, two teams can work in parallel;</li> <li>- For a more detailed explanation of the preparation and conducting of group interviews see the activity B3 “Collective interview”.</li> </ul>	60 minutes	- Form 5.2. Local construction workers / artisans / self-builders
B10	<b>KII: tradespeople / suppliers</b>	<b>Preparation of the interviews</b> <ul style="list-style-type: none"> <li>- Form 5.1 can be used either for a Focus Group Discussion with suppliers / manufacturers of materials or as a guide for individual visits to each of these stakeholders.</li> </ul>	60 minutes	- Form 5.1. Tradespeople - suppliers - manufacturers

#	Activities	Information	Duration	Resources needed
<b>C</b>	<b>Analysis and Reporting</b>		<b>Some days / weeks</b>	
C1	<b>Restitution of first findings</b> (before leaving the site)	<ul style="list-style-type: none"> <li>- At the end of the assessment activities: short oral report-back on activities carried out in the field visit and interviews with the community;</li> <li>- Following the report-back, the protocol for departure can be followed.</li> </ul>	15 minutes	- No material needed: oral reporting back
C2	<b>Production of a draft report</b>	<p><b>Process</b></p> <ul style="list-style-type: none"> <li>- Preparation of the summary individually or as a group;</li> <li>- Summary of collective interviews in point format and with photos inserted;</li> <li>- Summary of observations on the typologies of construction in the area. Addition of plans, photos and some text;</li> <li>- Summary of individual interviews, plans, elevations, drawings and information on sanitation, etc.</li> </ul> <p><b>Content and indicative outline</b></p> <ul style="list-style-type: none"> <li>- For the indicative content of the report, see the document called “<i>Template reporting context analysis</i>”;</li> <li>- The summary report with text in dot points and photos which communicate significant aspects and points.</li> </ul>	Some days/ weeks	<ul style="list-style-type: none"> <li>- Computer</li> <li>- Document: <i>Template reporting context analysis</i></li> <li>- Data collected</li> </ul>
C3	<b>Report-back for validation</b>	<ul style="list-style-type: none"> <li>- Presentation on the work conducted in the form of a lecture-debate with the community, local authorities and other main actors in the area (municipality, civil society, church, etc.);</li> <li>- Handing over of a copy of the summary report to the community.</li> </ul>	60-90 minutes	<ul style="list-style-type: none"> <li>- Report of the contextual analysis of local habitat</li> <li>- Computer and projector, if available</li> </ul>
C4	<b>Definition of the limits of the territory where the data reported would be applicable</b>	<ul style="list-style-type: none"> <li>- Definition of the limits of the territory where the data reported would be applicable, together with the community. Continuation of collective mapping activity (B4)</li> </ul>	60 minutes	<ul style="list-style-type: none"> <li>- Results of the participatory mapping activity (B4)</li> <li>- Maps of the area</li> </ul>
C5	<b>Final report</b>	<ul style="list-style-type: none"> <li>- Review the report after reporting-back to the community and define the territory for which the data on the report is relevant;</li> <li>- Hand over a copy of the report to the community and the authorities.</li> </ul>	Some days	- Report of the contextual analysis of local habitat
<b>D</b>	<b>Action Plan</b>		<b>Some days / weeks</b>	
D1 - DX	<b>To be defined</b>	-	-	Report of the contextual analysis of local habitat



### 3.4. INDICATIVE PLANNING FOR THE ACTIVITIES DURING FIELD VISITS

In normal circumstances, the field assessment can be carried out over two days before writing the report, but the time allocation can vary according to the season, the security situation, the context, the complexity of local conditions and the number of enumerators available. The planning can vary for each site visit. It can take longer or shorter. It is essential to carry out all the activities, but not necessarily in the order that they are given here.

INDICATIVE PLANNING OF THE FIRST SITE VISIT				
DAY 1				
Day time	Indicative time	Activity	Material required for the activity	
Morning	30-60 minutes	<b>B1: Key Informant Interviews (KII)</b> - Local authorities (mayor/ CAO/ other designated) - Engineers and architects (NRA/ municipality) - Community representatives (Form 1)	- Free note taking; - Form 1 – Authorities and KII - Free note taking	
	60-90 minutes	<b>B2: Accompanied visit of the area</b>	- Camera - Free note taking - Form 2 – Collective interview and target location visit - Form 1 (eventually) – Interview with authorities and KII	
	60-90 minutes	<b>B3: Collective interview</b>	- Form 02 Collective interview and target location visit	
Afternoon	60-90 minutes	<b>B4: Participatory mapping</b>	- Printed maps - Drawing paper roll - Tracing paper - Drawing material - Free note taking	
	60 minutes	2 Interview teams (Form 3) <b>B5: Focus Group Discussion (FGD) Women</b> (Form 3.1) + <b>B6: Focus Group Discussion (FGD) Persons with Disabilities</b> (Form 3.2)	- Free note taking - Form 3.1. Focus group discussion – Women - Form 3.2. Focus group discussion – Persons with disability	
	60 minutes	2 Interview teams (Form 5) <b>B9: Focus Group Discussion with builders</b> (Form 5.1) + <b>B10: KII: tradespeople / suppliers</b> (Form 5.2)	- Free note taking - 5.2. Local construction workers / artisans / self-builders - 5.1. Tradespeople - suppliers - manufacturers of local materials	
	10 minutes	<b>END:</b> Leave-taking protocols and departure.		
Evening	60-120 minutes	<b>Enumerators team work:</b> - Sort out the photos taken during the day, according to the themes to be presented in the summary report. - Build up the summary report with key points emerged from the first day. - Identify what information is missing (data, photos) in order to collect this on the second day of assessment.	- Computer - Telephones and cameras - Template for summary report	

DAY 2			
Day time	Indicative time	Activity	Material required for the activity
Morning,	30 minutes	Brief report-back to local authorities on the previous day's activities. Validation of the team's understanding of the site. Gathering of complementary information.	- Oral reporting back
	60 minutes / household	Several interview teams (Form 4) <b>B8: Households interviews</b> (according to architectural typologies or type of access to housing: 2 households per design typology / type of access to housing (see chapter 4)	- Form 4.1 - Form 4.2 - Camera - Measuring tape
Afternoon	60 minutes / FGD	Several interview teams (Form 6) <b>B7: Focus Groups Discussions (FGD) – Context specific groups</b>	- Form 6 (for Nepal project in Panauti): Elders (>70); Single women (>65); Youth (<16); Tenants; Slum dwellers + squatters; Caste based discriminated persons
	60-120 minutes	<b>B1-B10: Follow-up research</b> - Households interviews or Focus Group Discussion continuation if necessary	- Free note-taking - Forms remaining to be finalised (1, 2, 3, 4, 5 or 6)
	15 minutes	<b>C1: Restitution of first findings:</b> Overall report-back to the community of the assessment work over the previous two days.	- Oral reporting back
	10 minutes	<b>END:</b> Leave-taking protocols and departure.	
Evening	60-120 minutes	<b>Enumerators team work:</b> - Sort out the photos taken during the day, according to the themes to be presented in the summary report. - Build up the report.	- Computer - Telephones and cameras - Summary report

# INDICATIVE PLANNING OF THE SECOND SITE VISIT AFTER WRITING THE REPORT



## DAY 3 (AFTER REPORT WRITING)

Day time	Indicative time	Activity	Material required for the activity
Morning	60-90 minutes	<b>C3: Report-back for validation</b>	<ul style="list-style-type: none"> <li>- Report of the contextual analysis of local habitat</li> <li>- Computer and projector if available</li> </ul>
	60 minutes	<b>C4: Definition of the limits of the territory where the data reported would be applicable</b>	<ul style="list-style-type: none"> <li>- Results of the participatory mapping activity (B4)</li> <li>- Maps of the area</li> </ul>
	10 minutes	<b>END:</b> Leave-taking protocols and departure.	
	60-120 minutes	<b>Enumerators team work:</b> <b>C4 (only if necessary, continuation): Definition of the limits of the territory where the data reported would be applicable</b> <ul style="list-style-type: none"> <li>- If necessary, visit to the areas surrounding the studied locality and visual check of the characteristics of the area;</li> <li>- It is advised to carry out this activity together with a District representative / authority / local guide / traditional leader.</li> </ul>	<ul style="list-style-type: none"> <li>- Vehicle</li> <li>- Map</li> <li>- Camera</li> </ul>

## 4. IDENTIFICATION OF LOCAL HOUSING DESIGNS OR TYPOLOGIES / TYPES OF ACCESS TO HOUSING

The number of households' interviews depends on the number of different housing typologies or types of access to housing existing in the analysed area. Two household interviews should be carried out per type of housing design or type of access to housing in a given area.

It is not always simple to decide how many different designs exist in a place, or how many ways of accessing housing exist. When you arrive at a new area, it is necessary to identify the most representative typologies for dwellings in that place.

Three steps can be followed as part of this method for the identification of local housing designs.

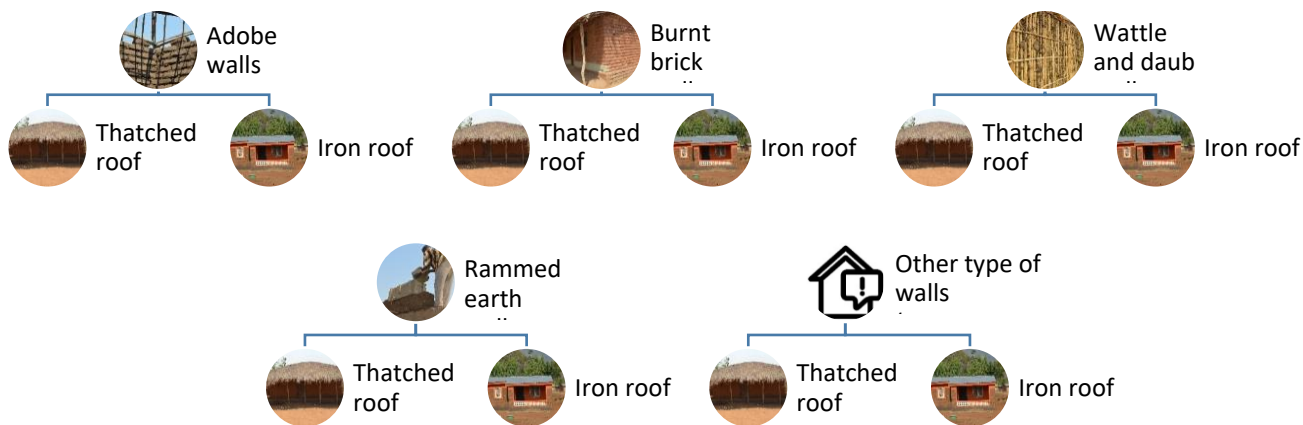
### 4.1. SORT BY VARIATION IN DESIGN / MATERIAL

#### a. Example for Nepal, Panauti municipality (urban area):

- Sort the construction in 2 major categories: row houses and isolated buildings. The constraints for retrofitting or reconstruction for these 2 categories might be very different (structurally, agreement with adjacent buildings owners, etc.);
- Then sort by building technologies for the superstructure (must be compliant to different building codes, different retrofitting strategies, different construction strategies, etc.);
- Then by height of the building (rising level of complexity).
- NB: it might be relevant to sort the design categories by roofing system (flat RCC slab / pitched wooden structure + light cover)

#### b. Example for Malawi (rural areas):

- Hereafter is presented a proposal of method to decide on the number of housing designs which should be studied in a given area regarding variations in wall materials and roofing materials. The idea is to cover all the types of design which are present in an area.



*As an example: in a village where there are various dwellings with adobe and burnt brick walls both with thatched and iron roofs, then there would be four different designs to be studied (adobe walls and thatched roof, adobe walls and iron roof, burnt brick walls and thatched roof, burnt brick walls and iron roof). As it is necessary to study two examples of each design, in that hypothetical village there would be a need to study eight houses and so, eight individual interviews should be carried out (2 houses with adobe walls and thatched roof, 2 houses with adobe walls and iron roof, 2 houses with burnt brick walls and thatched roof, 2 houses with burnt brick walls and iron roof). Normally, if there is a lack of time, it will not be necessary to analyse typologies which are not common in an area. It is better to focus on more common designs.*

**c. For both a. (urban) and b. (rural)**

The number of storeys of a building or the materiality of walls and roofs are not the only important aspects to be taken into account in order to study the housing typologies of a given area. Several other aspects should be taken into consideration when choosing what houses should be studied so the picture is as complete as possible:

- Make sure you cover different **forms of roofs (gable and hipped roofs)** when they are present in a locality.
- Make sure you study houses **with and without veranda or other typical constructive elements** and different **types of veranda** (four sides, one side...) when these types coexist.
- Make sure you analyse different **types of foundations** if they vary (no foundation, stones, burnt bricks...).
- Make sure you don't forget to cover buildings constructed on **plinths** or **raised earth platforms** in the areas where they exist or even dwellings built on stilts, or demountable, etc.
- Etc.

Taking into consideration the previous points does not necessarily mean that the number of housing designs will increase.

## **4.2. CONSIDER SOCIAL AND CULTURAL ASPECTS**

There is a need to answer the following question: are there any **ethnic or religious minorities, displaced persons or returnees, specific vulnerable groups (e.g. socially marginalised because of caste system, sexual orientation, repudiated persons, extremely poor persons...)** in the area who have a different housing design (in terms of construction, for cultural reasons)? If yes, it is necessary to consider their housing design and to study it as a separate category.

NB: Activities carried out during the assessment will allow to check the relevancy of this classification. For instance, Form 1, form 2 and 6 will inform this question.

## **4.3. INCLUDE VARIATION IN TENURE SECURITY / TYPE OF ACCESS TO HOUSING**

Other criteria for identifying specific categories would be to consider the security of tenure of the inhabitants, for instance renters, owners, squatters, informal occupants, shared dwellings, living in a host-family, living in a relative's house...

NB: Tenure security will be informed in the assessment activities, for instance KII (local authorities, collective discussion).

## 5. DELIMITATION OF THE AREA WHERE THE CONTEXTUAL ANALYSIS MAY BE RELEVANT

When a contextualised analysis of local construction is undertaken, it is usually carried out in a particular village or urban settlement. This does not mean that the analysis is only valid for this particular area, as many times the situation can be quite similar in the surrounding villages or areas. Therefore, it is necessary to define the limits of the zone where a particular analysis will be relevant even if it was not possible to deeply analyse the entirety of the area, the totality of the villages / neighbourhoods and the whole population living there. Some steps are proposed hereafter to try to define the area where an analysis will be considered representative of the general situation.

### 5.1. STEP 1 - ACTIVITY A1: BACKGROUND RESEARCH (SECONDARY DATA REVIEW)

⇒ BEFORE THE FIRST SITE VISIT:

- **Analyse existing data** (desk review):
  - a. Maps regarding mainly: geography, soils, hazards, administrative maps, ethnic maps...
  - a. Statistical data regarding mainly: occupation of inhabitants, number of inhabitants per household, level of income, ethnic groups...
- After analysing these data, cross the information gathered and try to make a first approach to what could be the area with **common characteristics regarding environmental, sociocultural, economic and administrative aspects**.

### 5.2. STEP 2 – ACTIVITY B4: PARTICIPATORY MAPPING

⇒ DURING THE FIRST SITE VISIT:

- **Map themes are defined** with the participants: historic profile, physical & environmental mapping, social mapping, economic mapping...
- **After mapping** the previous aspects, **try to define the physical and socioeconomic boundaries** of the settlement (if there is no time, this can be done afterwards in the activity C4).

### 5.3. STEP 3 - ACTIVITY C4: DEFINITION OF THE LIMITS OF THE TERRITORY WHERE THE DATA REPORTED WOULD BE APPLICABLE, WITH THE COMMUNITY

⇒ DURING THE SECOND SITE VISIT (AFTER REPORT WRITING):

- **After reporting back to the community** once the summary report has been written, **use a map of the area** (if possible, a big format one to stick it on a wall) **and try to define with the community where would be the rough limits of the territory where the data reported in the presentation would be applicable**.
- You can continue from the results of the work made during the participatory mapping activity.
- Try to create a map asking questions about the following topics:
  - a. **Self-perception of the limits of the area where they live;**
  - b. Extent of the area where different ethnic groups live;
  - c. Area of prevalence of main religions;
  - d. Differences in the access to land (customary, men-women, traditional authorities);
  - e. Conditions of access to the area (roads, paths, public/private transport...);
  - f. Prevalent hazards;
  - g. Types of housing;
  - h. Available construction materials and skills;
  - i. Ways of building houses;
  - j. etc.

#### 5.4. STEP 3 - ACTIVITY C4: DEFINITION OF THE LIMITS OF THE TERRITORY WHERE THE DATA REPORTED WOULD BE APPLICABLE, TEAM WORK

##### ⇒ DURING THE SECOND SITE VISIT (AFTER REPORT WRITING):

- If you have the time, and you still need to verify about the limits of the area, **visit the surrounding areas** (mainly by car in rural areas, walking or by any other means in urban areas) after deciding with the community a first attempt of boundaries of the area concerned by the results of the analysis.
- During the visit **visually check the following points**:
  - a. Type of landscape (trees, rivers, lakes, mountains...);
  - b. Orography (flat, hilly...);
  - c. Potential hazards (flood prone area, exposed to winds, landslides...);
  - d. Types of soil (presence of clay, stone, sandy soils...);
  - e. Agriculture (products, type of agriculture: subsistence farming, industrial agriculture...);
  - f. Access (roads, practicable paths...);
  - g. Urban-rural differences;
  - h. Public spaces;
  - i. Type of settlement (grouped, dispersed, lineal);
  - j. Organisation of the compounds (fences or not, presence of trees, constructions present in plots...);
  - k. Types of local housing designs: presence of multi-storey buildings or single-storey buildings; materials used in foundation, walls and roofs; form of the dwellings; form of the roof; presence of veranda or other differential aspects; etc.;
  - l. Periods of construction of the different areas...

## 6. GUIDANCE ON THE INDICATIVE SAMPLE SIZE OF THE GROUPS AND PERSONS INTERVIEWED

What follows is a proposal of indicative sample size of local persons taking part of each activity of the analysis. The size may vary according to each place and these numbers must be seen as a guide. It is important to note the names and the number of persons taking part of each activity to have a view of the representativeness of the analysis.

Take into account the sanitary situation of the country/territory (e.g. COVID-19 measures) in order to keep participants and enumerators safe.

ACTIVITY AND TARGET GROUP	SAMPLE SIZE OF PERSONS INTERVIEWED
<b>ACTIVITY B1: Key Informant Interviews (KII)</b> (Form 1)	At least 1 person representing local authorities; ideally around 5 persons to have a greater variety of profiles:  - Local authorities (mayor/ CAO/ other designated) - Engineers and architects (NRA/ municipality) - Community representatives - Civil protection...
<b>ACTIVITY B2: Accompanied visit of the area</b>	At least 1 person accompanying the interviewers; ideally 2 to 3 persons
<b>ACTIVITY B3: Collective interview</b> (Form 2)	At least 10 people. Maximum 20 persons as there will not be possibility of real participation if they are more numerous.  A wide representation of the community makes necessary the presence of men, women, young persons, persons with disabilities, elders, representatives of minorities.
<b>ACTIVITY B4: Participatory mapping</b>	Around 10 people. Maximum 20 persons as there will not be possibility of real participation if they are more numerous.  A wide representation of the community makes necessary the presence of men, women, young persons, persons with disabilities, elders, representatives of minorities.  The same persons having participated in the collective interview can participate in this activity if they have the availability.
<b>ACTIVITY B5: Focus Group Discussion (FGD) Women</b> (Form 3.1)	Around 10 women.
<b>ACTIVITY B6: Focus Group Discussion (FGD) Persons with Disabilities</b> (Form 3.2)	Minimum 5 PwD if possible. Also interesting to have some caregivers present in the interview. Around 10 persons in total.
<b>ACTIVITY B7: Focus Groups Discussions (FGD) – Context specific groups</b>	Around 10 persons per each eventual Focus Group Discussion depending to the reality of each site in terms of context specific groups.



ACTIVITY AND TARGET GROUP	SAMPLE SIZE OF PERSONS INTERVIEWED
<b>ACTIVITY B8: Household's interviews</b>	<p>1 home owner / 1 group of people living in the same homestead per homestead.</p> <p>Number of homesteads interviewed depending on the number of different local housing designs / different types of access to housing + social and cultural differences (see section 4 for further explanation on how to identify these categories).</p> <p>Some examples of number of homesteads:</p> <ul style="list-style-type: none"> <li>- In a location with only 1 local housing design, no cultural or social differences and no differences in access to housing: only 2 households would be enough (quite improbable case);</li> <li>- In a location with 6 local housing designs combined with 2 different types of access to housing (owners and informal occupants) and with social and cultural differences (2 ethnic groups for instance): 20 households approximately.</li> </ul>
<b>ACTIVITY B9: Focus Group Discussion with builders</b> (Form 5.1)	From 5 to 10 construction workers / artisans
<b>ACTIVITY B10: KII: tradespeople / suppliers</b> (Form 5.2)	Depending on the availability of tradespeople / suppliers / manufacturers. Ideally at least 3
<b>ACTIVITY C1: Restitution of first findings (before leaving the site)</b>	<p>Depending on the availability of the community. Whenever it is possible, it is recommended to report-back briefly about the activities undertaken during the assessment to a representation of the community, including the authorities. Some of the persons having participated in the different activities should ideally be present in this final exchange before writing the report, but no more than 10 as it is very fast and it is not necessary to keep distracting people from their occupations.</p> <p>At least, restitution to the authorities and/or local guides.</p>
<b>ACTIVITY C3: Report-back for validation (once the report written)</b>	<p>Open meeting where the community can be widely invited if it is possible to organise.</p> <p>Around 20 persons could take part of this presentation and discussion, representing all the different groups: authorities, men, women, young persons, persons with disabilities, elders, representatives of minorities.</p>
<b>ACTIVITY C4: Definition of the limits of the territory where the data reported would be applicable</b>	<p>If possible with the same persons as in C3, but no more than 10 to 15 persons would be enough.</p> <p>Once the activity with the community has been finalised, the visit to the extended area can be carried out only with the presence of a representative of the local authority or a local guide in the vehicle, walk, etc.</p>

## ANNEX: PESTEL Analysis - Stakeholders

A good tool to use to help you identify all your stakeholders is PESTLE. By considering each of these categories and how they relate to your project, you can then identify stakeholders. For example when thinking about the Legal aspect, you may realise a contract for services is needed. This will require input from our Legal team, so clearly they are a stakeholder. (from the 'Stakeholder analysis and management toolkit', University of Manchester; <https://www.alnap.org/help-library/stakeholder-analysis-toolkit>)

The factors explored in a PESTLE Analysis include:

	THEMATIC	COMMENT	STAKEHOLDERS
P	Political	Extent to which political factors influence the market and accordingly the project. This would include new taxes, regulations, construction codes, political strategies, etc.	
E	Economic	This includes overall economic forces that could affect the project, such as inflation rates, interest rates, foreign exchange rates, or economic growth patterns.	
S	Social	These factors look the social environment of the market, such as cultural trends, demographics and population analysis. Also important to this part of the analysis are attitudes and shared beliefs of the target consumer, including those around health, work, leisure, money, family and religion.	
T	Technological	These factors include advancements in technology which could influence your product, either positively or negatively. Examples include communication technology, automation, legislation around technology and intellectual property, as well as competitor technology development.	
L	Legal	This includes current and future legal and regulatory requirements impacting a product. These factors can include laws around consumer protection, labour, health and safety, taxes and trade regulations in the individual countries where the product will be sold.	
E	Environmental	These factors include all those that influence or are determined by the surrounding environment. This aspect of the PESTLE is most important for industries such as tourism, farming, and agriculture. Examples of factors to analyse from an environmental angle are climate, weather, geographical location, and climate changes.	