

2013



Red Cross



JOHNS HOPKINS  
BLOOMBERG  
SCHOOL of PUBLIC HEALTH

# COMMUNITY BASED DISASTER RISK REDUCTION HOUSEHOLD SURVEY GUIDE

This guide has been developed to help national Red Cross Societies implement baseline and final assessments for community based disaster risk reduction projects. It includes instructions for how to prepare and conduct household surveys as well as standardized questionnaires and reporting forms that will be used by countries participating in risk reduction projects.

**Contents**

- Introduction ..... 3**
  - Objectives of the Household Survey Guide ..... 3
  - Overview of the Household Survey Process ..... 3
- Preparation ..... 5**
  - Contact Community Leaders ..... 5
  - Identify Interviewers ..... 6
  - Community Maps..... 6
  - Questionnaire Preparation..... 7
- Sample Design ..... 8**
  - Identifying Project Beneficiaries..... 8
  - Sampling Size and Sampling Strategy ..... 9
  - Using a Map to Plan the Sample..... 10
    - Segmentation Sampling ..... 13
    - Interval Sampling ..... 13
  - Household Selection in Urban Areas ..... 14
  - Household Selection in Rural Areas..... 16
- Interviewer Training..... 17**
- Conducting the Household Survey ..... 18**
  - Time Considerations ..... 18
    - Day 1: Orienting the team to the community and beginning the household survey* ..... 19
    - Day 2: Completion of the household survey and focus group discussion* ..... 19
  - Explaining the Sampling Process to the Interviewers ..... 20
  - Supervision of the Household Survey..... 20
  - Summarizing Household Survey Data in the Field..... 21
- Annexes..... 23**

# Introduction

---

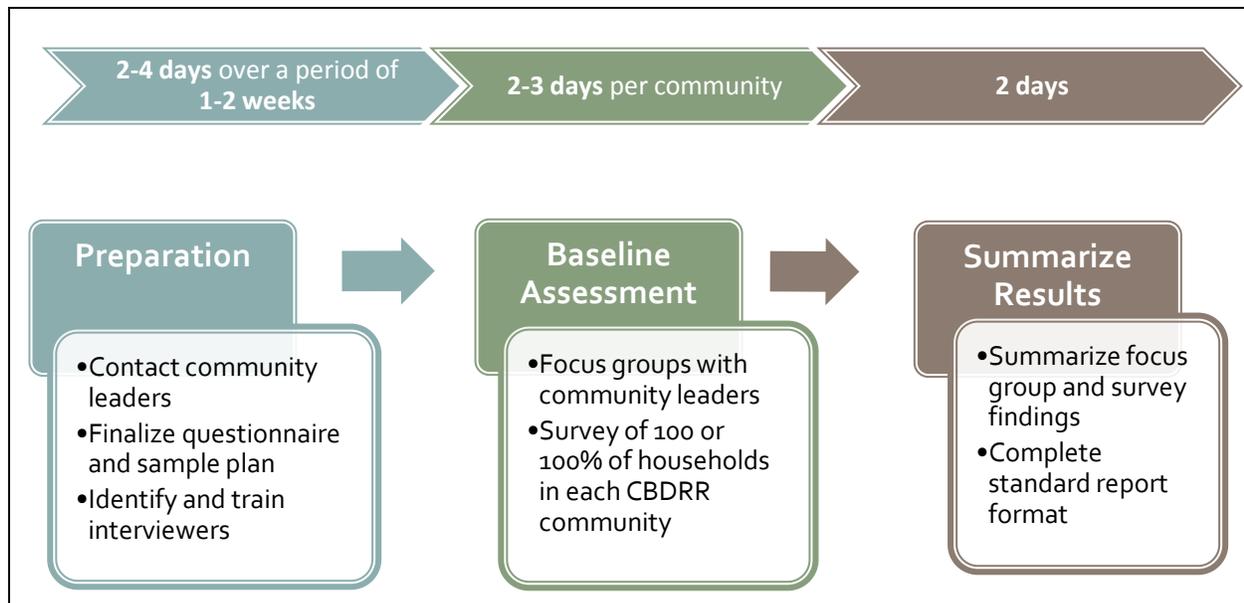
Community Based Disaster Risk Reduction (CBDRR) activities aim to increase knowledge of disaster preparedness and risk reduction methods in targeted vulnerable communities through a participatory process that supports communities to establish a systematic and holistic approach to preventing, preparing for and responding to potential disasters. Red Cross CBDRR programs aim to reduce the number of deaths, injuries, and socio-economic impact from disasters by building safer, more resilient communities. This includes building the skills of communities and Red Cross national society branches to identify risk and take action to prepare for, respond to, and mitigate potential disasters. By the end of the project period, targeted populations should be able to recognize that their communities have local resources and strengths that can be used to take action to strengthen resilience.

## Objectives of the Household Survey Guide

This guide was developed to help Red Cross National Societies conduct baseline and final assessments for CBDRR programs. It is important to have accurate information about communities so that project activities can be designed to best meet community needs and so that impact can be measured over time. Because the CBDRR projects are being implemented in multiple communities across many different countries and regions, this provides a unique opportunity to learn about the outcomes of CBDRR programs at a regional level. Using the same monitoring and evaluation tools and reporting structure will make it possible to summarize results and make comparisons between different communities. This will help to identify the types of communities where CBDRR is most effective which can help Red Cross Societies decide where and how to implement future CBDRR programs. Lastly, this guide is designed to simplify the baseline and final assessments so that they are efficient and require only a relatively short time to complete.

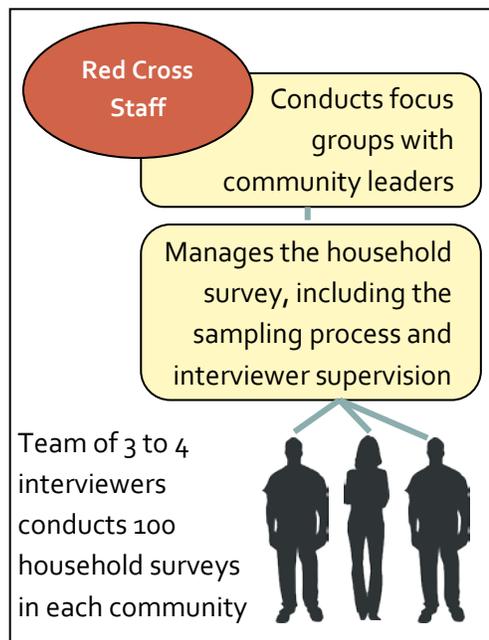
## Overview of the Household Survey Process

The household survey is designed to collect the minimum amount of information needed for program monitoring and evaluation so that it minimizes the reporting burden for Red Cross national societies. In total, the baseline assessment should require less than two weeks time from a Red Cross national society staff member, however, the length of time will depend on the number of communities participating in CBDRR programs and their accessibility. The figure on the following page illustrates the household survey process and approximate timeframe. Including time for preparation and reporting of results, it should be possible to complete the household survey in a period of two to three weeks.



### Staffing Requirements

Apart from the Red Cross National Society staff member, a team of three to four interviewers will need to be hired for the household survey. It is advisable to use the same interviewers in each community so that interviewer training can be conducted only one time and to ensure that the survey is conducted consistently. The assessment team that will visit each community should include one Red Cross national society staff member and three or four interviewers. The national society staff member will be responsible for supervising the interview teams while they are completing the household survey. The national society staff member will also conduct a focus group discussion with community leaders.



# Preparation

---

Being prepared and well organized will ensure that the baseline and final assessments are completed efficiently and with as few difficulties as possible. It will also help reduce the number of days required to complete the assessment and improve the quality of findings. Consider doing the following activities one to two weeks before you plan to begin the assessment.

**Begin these activities one to two weeks before you plan to start the baseline assessment.**

## Contact Community Leaders

It is important to let the community leaders know in advance that Red Cross will be conducting an assessment for the Community Based Disaster Risk Reduction project. Contacting community leaders is also helpful because they can arrange for the appropriate people to be available to meet with you when you visit the community. You can contact community leaders by telephone or visit in person.

### Key Points to Communicate to Community Leaders

1. The baseline assessment will help Red Cross and the community to understand what needs and vulnerabilities should be addressed during the project.
2. The baseline assessment will also be helpful in measuring change and project impact over time, where results from the baseline will be compared with a similar survey done at the end of the project period.
3. The Red Cross would like the support of community leaders for this assessment, specifically the following:
  - Agree on a dates for the assessment. The assessment should take two days, but in some cases an additional day may be required.
  - Request that they identify 4-6 key community members that can participate in a focus group discussion. These could include elected officials, elders, leaders of community groups, or other community members that are especially knowledgeable or well respected. The focus group discussion will take several hours and should ideally be planned for the second day of the assessment visit.
4. Be sure the community leader understands that you will visit approximately 100 randomly selected households for a short 10-15 minute interview.

## Identify Interviewers

Select your interview team in advance and be sure they are available to participate in both the one-day training class and the assessment. Interviewers will need to be available to work for a period of 2-3 weeks (depending on the number of communities where assessments are conducted and their distance). Plan to hire at least three interviewers. If the community is very far away and you will not be able to work for more than seven hours each day, consider hiring four interviewers so that the assessment can be completed in two days. Once you have selected the interviewers, tell them the dates they will need to be available and agree on their payment and compensation in advance.

### Interviewer Characteristics

- Interviewers should be literate and have completed high school
- Past experience conducting surveys or work with Red Cross is preferable
- Interviewers should not have an existing relationship with the communities where they will work (so that respondents will feel free to answer questions openly)
- Be sure to select both male and female interviewers

## Community Maps

Try to obtain maps of the community in advance of the assessment. This will help you to plan for the household survey in advance. Knowing about the community and planning how you will sample households ahead of the survey will help you to better train the interviewers and also save time during the assessment. Maps can come from a number of sources, including local authorities, community leaders, and project documents such as Vulnerability Capacity Assessments (VCA). In the case of some communities, you may be able to purchase maps. Having community maps available will help you to plan and implement the survey and are also useful in keeping track of activities over the course of the project. If you can locate community maps in advance of the survey, it is recommended that you complete the sample planning (see following section on Sample Design) before training the interviewers. This will allow you to include more detailed information in the training session on how households should be selected.

If it is not possible to locate community maps, you can work with community leaders to make maps either before the assessment or on the first day of the assessment. These maps should include key community institutions (church, market, health center, school, etc), main streets, neighborhoods, landmarks, and boundaries of the communities. It is also useful to know if some areas of the community are more densely populated than others. If you choose to make community maps on the first day of the assessment, then you should plan on visiting the community for at least three days.

## Questionnaire Preparation

Review the questionnaire ahead of the baseline assessment. Be sure that the translation uses locally appropriate vocabulary and is suitable for the country context. Make the appropriate updates to the language of the questionnaire but try not to change the meaning of the questions. Use the exact same questionnaire for the baseline and final assessment. It is important that questions are standardized so that change over time can be measured using the baseline and final surveys and also so that projects in different country locations can be compared. The household survey was developed to include the minimum number of questions possible which means that no questions should be removed from the questionnaire. If the National Society would like to collect additional information, the questionnaire can be expanded to include new questions that are developed in country. Once you have finalized the questionnaire, you can prepare for the survey in advanced by making photocopies and purchasing the supplies. Below is a list of preparations to consider:

### Planning for the Survey

Supplies: At a minimum, interviewers should be provided with several pens, a clip board, and large envelopes so that questionnaires can be organized. Consider providing them with a Red Cross shirt or hat so they are easily identified as members of the survey team (a badge or letter stating they are working as an interviewer is also sufficient). A backpack or shoulder bag is needed to carry forms during the assessment; you can provide this or have them bring one from home.

Photocopies: Make photocopies of this guide, questionnaires, and daily summary sheets in advance. The following are estimates of what is needed:

- Interviewer training: 5 copies each of the training guide and daily summary sheet; approximately 20 copies of the questionnaire.
- Per community participating in the baseline assessment: 125 copies of the questionnaire and 10 copies of the daily summary sheet.

Communication: Prepare a list of key phone numbers (include yourself, interviewers, and community leaders) that will be shared by the team. Consider purchasing a phone card for each interviewer to facilitate communication during the assessment.

Transportation: Plan your transportation in advance. Remember that at least two full days are required in the community to conduct the baseline assessment. This does not include extra time that may be spent on transportation if communities are far away so be sure to plan for additional travel time where necessary.

Accommodation: If necessary, arrange for overnight accommodation in advance. This will help interviewers to better focus on the survey and save time.

# Sample Design

---

## Identifying Project Beneficiaries

The first step in deciding where to conduct the household survey is to identify areas of the community that will benefit from the CBDRR project. If the community is relatively small, it is likely that entire population will be considered project beneficiaries. If the community is larger or in urban area, you will need to identify area(s) within the community where project activities will be focused. These could be entire neighborhoods or a particular geographic area with especially high disaster risk. Try to be as specific as possible when identifying project beneficiaries and locations. This will help with future project management activities and facilitate reporting on project's impact and results. The following information is needed before you can begin planning the household survey:

**Consider long term goals and project activities when identifying beneficiaries. The target population and areas and should remain the same for the entire project**

- **Administrative units where the project will be implemented.** If you working in a small community, this may be the entire town. In urban areas, this is likely to be a smaller sub-division, for example a neighborhood or a sub-district. When documenting the project location, be sure to provide information on all levels of administrative units. For example a rural community in Peru might be described as Pura Region, Talara Province, Mancora District, Town of Angola. An urban location would be similarly described but additional information on the area(s) of the city where the project will be implemented will be provided, such as sub-district, neighborhoods or other geographic description.
- **Map of the project area.** Maps can come from a number of sources, including local authorities, community leaders, and project documents. In the case of some communities, you may be able to purchase maps or find them on the internet. If maps are unavailable from these sources, you can create them when you visit the community for the baseline assessment. Be sure that the Red Cross national society and community leaders agree on project implementation areas and then identify these areas on the map.
- **Estimate the number of project beneficiaries.** This should include the entire population that will benefit from CBDRR activities that are implemented over the course of the project. This should include all households that live within the mapped project area. It may be possible to obtain this information from local authorities or recent census data. If no population figures are available from these sources, work with community leaders to estimate population size. Be sure your estimates include the total number of individual beneficiaries as well as the total number of households.

## Sampling Size and Sampling Strategy

A total of 100 households (or 100% of households in communities with fewer than 100 households) from the project area should be randomly selected for participation in the survey. This standardized method of sample planning will help to ensure that households all have similar chance of being selected. It is also important that a similar sampling method be used for all baseline assessments so that findings between different communities can be compared and so that changes in a community between the baseline and final survey can be measured.

**The baseline and final assessments will include a randomly selected sample of 100 households that live within the project area.**

Sample size calculations depend on a range of assumptions about the current level of resilience in communities and the expected impact of planned programs. Since these variables will be quite different in the various CBDRR communities, the calculations for this evaluation process were made based on a set of conservative estimates:

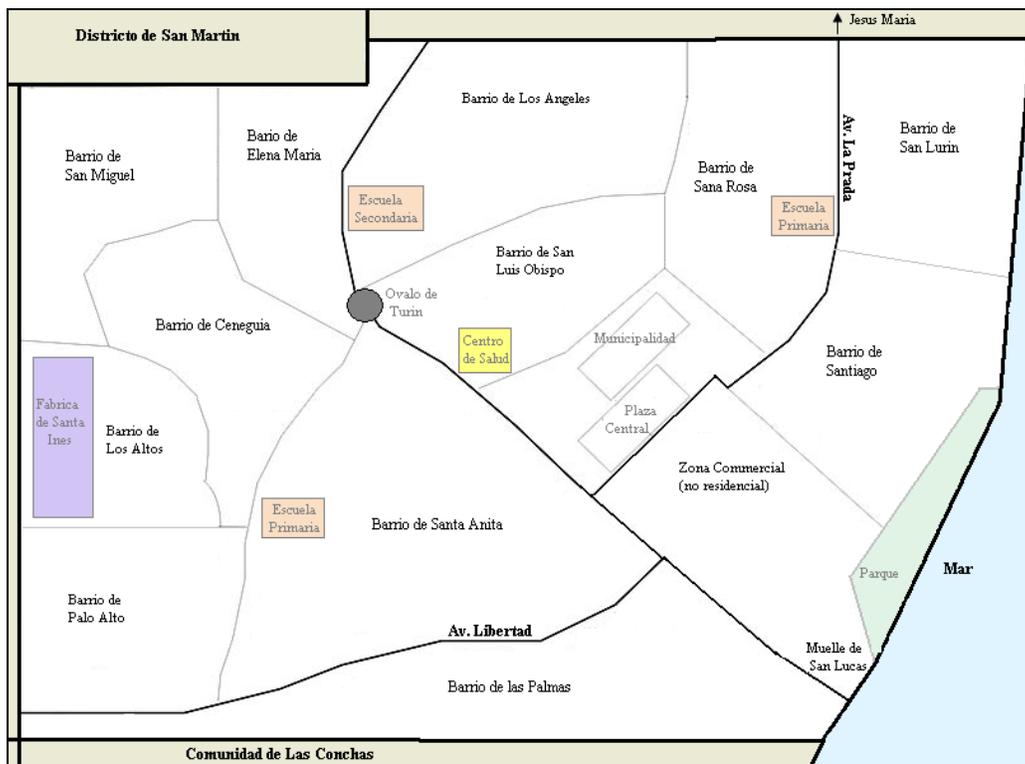
- 50% baseline resilience estimate (a standard conservative approach when actual resilience levels are unknown)
- 20% expected change in resilience due to Red Cross CBDRR programs
- 1-sided test for change (programs are expected to increase, not decrease, resilience)

Based on these assumptions, a sample size of **100 households per target community** will provide Red Cross staff with a large enough sample to draw well-founded conclusions about program impact on preparedness measures at the household level in each community. When these data are aggregated across countries and regions, the power to identify and analyze changes in resilience due to CBDRR programs will increase so that smaller impacts can be measured with statistical significance. In addition to the statistical considerations above, the sample size calculations also took into account resource constraints in implementing the household survey. The 100 household figure is intended to keep the survey process straightforward and feasible for all CBDRR program teams. Also, in many rural communities where CBDRR programs will be implemented a sample of more than 100 households may be difficult due to the small population size.

If country teams wish to increase the sample size in order to gain more detailed information in their target communities, more than 100 households in each community can be sampled. This is a minimum figure, and as long as at least 100 households are sampled, the evaluation process will produce robust results. It is important, however, to maintain random sampling regardless of the number of households sampled. A small sample that is truly randomly selected is more reliable than a large sample that is not randomly selected.

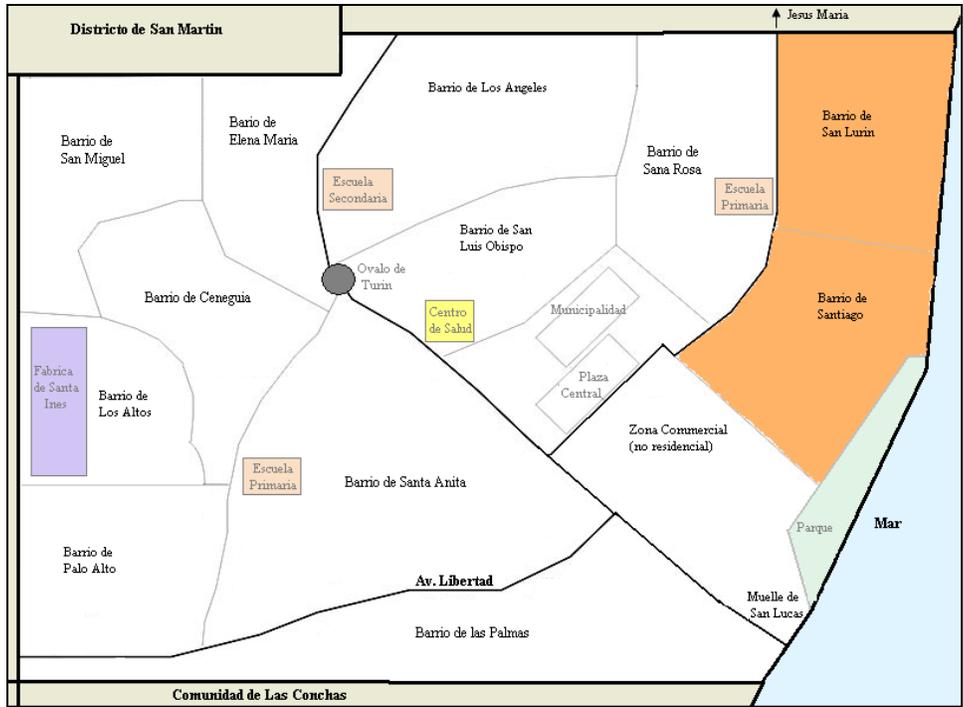
## Using a Map to Plan the Sample

The sampling area should be the same as the mapped project area. You can use an enlarged photocopy of this map to help plan the sample, or you can draw your own map. If you decide to draw your own map, you should do this in conjunction with community members so you can be sure that the map is accurate as possible. Maps should include key community institutions such as churches, markets, health centers, and schools as well as main streets, neighborhoods, landmarks, and boundaries of the communities. It is important that maps are provided to the interviewers and that they include enough information so that interviewers can find approximately where they are on the map when they are in the community. An example of an urban community map is shown below.

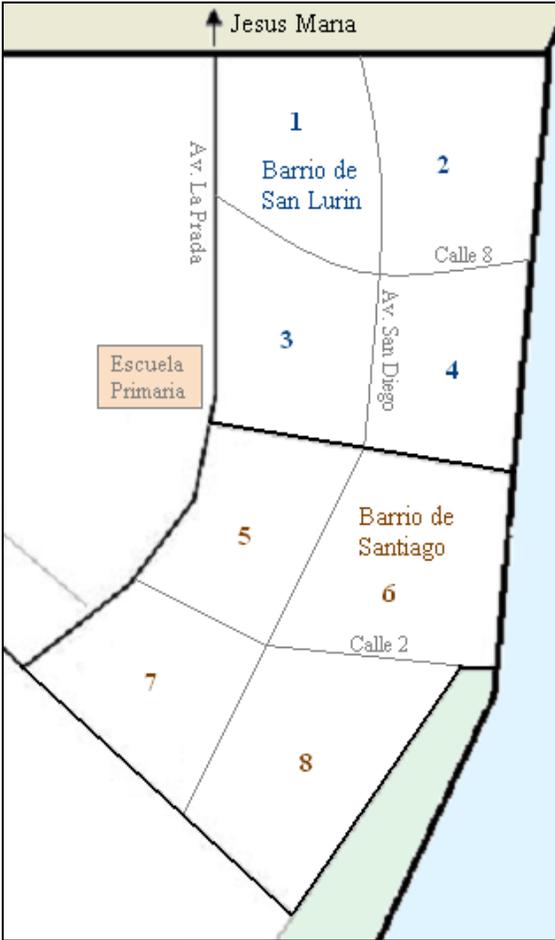


**The most important thing to remember when planning your sampling area is that it must match the area where the CDBRR project will be implemented.** This could be an entire sub-district or select neighborhoods in an urban area. In rural areas, it is more likely that the project will address the needs of the entire community. The following steps will help you select the sample of households and should be done for each community where the household survey will be implemented.

- 1) **Identify the CDBRR project areas on the community map.** In this example coastal neighborhoods of San Lurin and Santiago were selected because they were considered to be especially vulnerable to natural disasters.



2) **Divide the CBDRR project areas into 4 to 10 smaller subunits.** The subunits can be created using community features such as roads for boundaries, or they can be developed by determining areas of similar geographic size. It is important that the subunits have a similar population size. In urban communities the population is highly concentrated, this means that the subunits can be of similar geographic size. In rural communities, subunits are more likely to be different sizes, especially if the population is more concentrated around the center of the community and areas at the edge of the community are less populated (and thus would have larger geographic size). In this example, the CBDRR project area is divided into 8 subunits of similar size because the project is in an urban area where the concentration of houses is similar across the eight subunits.



In this example, there are 8 subunits so there should be 12.5 household interviews conducted in each subunit. This is rounded to 13 household interviews per subunit because a minimum of 100 interviews should be completed.

- 3) **Determine the number of households that should be sampled in each subunit.** In each survey, 100 households from each community will be interviewed, regardless of community size. The number of households to be interviewed in each subunit is calculated as follows:

$$\text{Households per subunit} = \frac{100 \text{ household interviews}}{\text{\# of subunits}}$$

Number of subunits	Interviews per subunit
4	25
5	20
6	17
7	15
8	13
9	11
10	10

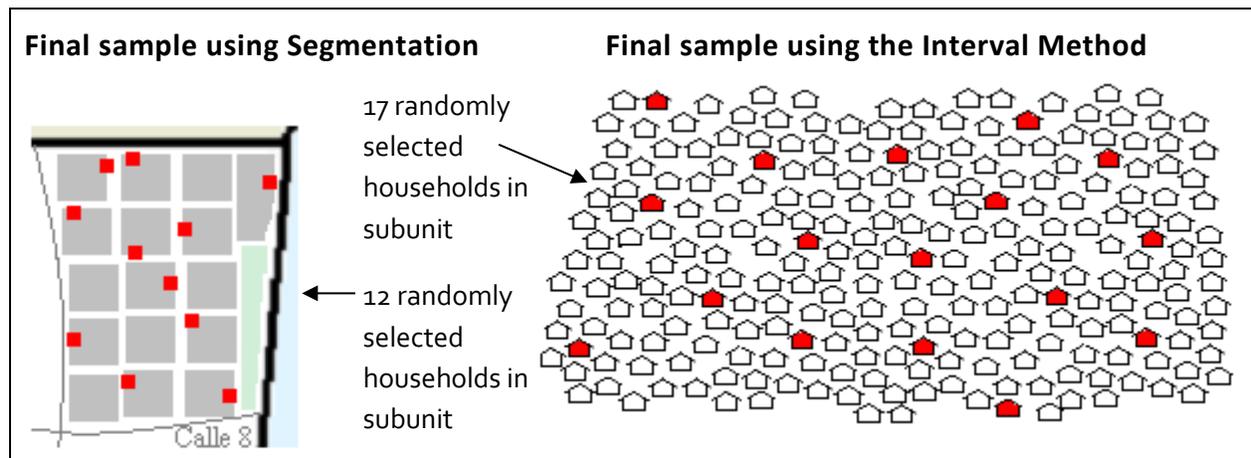
The table below shows the number of interviews required for different numbers of subunits and can be used as a reference.

- 4) **Selecting households to be interviewed.** It is important that the same process is used to select households that will be interviewed in all subunits. How households are selected for participation should be planned in advance and explained to the interviewer team. All interviewers should use the same method of selecting households so it is important that members of the survey team have a good understanding of the process.

There are two different methods that can be used for selection of households that will participate in the survey. You can choose either method, but the same method must be used for an entire community. It does not matter if different methods are selected for different CBDRR communities within one country. In most cases, the **segmentation method** is best for urban areas with large populations and the **sampling interval method** is preferable in rural locations where the population is more dispersed. Both methods are explained in detail in the next section.



No matter which sampling method is selected, the final results should be similar. In both cases the interviewed households will be scattered randomly throughout the CBDRR project area as illustrated in the examples below. When finalizing your sample plans, remember that it is okay to have differing numbers of sub-units, areas, and/or sampling intervals across the different CBDRR communities so long as a random sample is achieved in each community.

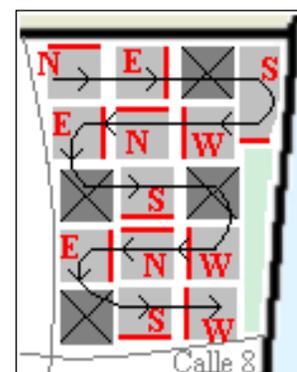


It is most important that interviewers understand the details of the procedure for selecting households. There are different ways to randomly select households and some methods are better suited to rural areas or urban areas. Once a method is selected, it should be used for the entire community because changing the method part way through could create bias. It is okay to use different methods in different communities because they should produce the same result—a random sample of households. Here are suggested methods for selecting households within each sampling area in rural or urban locations.

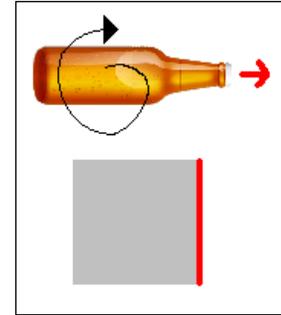
### Household Selection in Urban Areas

In urban areas, the population is likely to be more densely populated and organized into blocks. After you have identified which blocks to sample, locate the specific household by using any of the following methods:

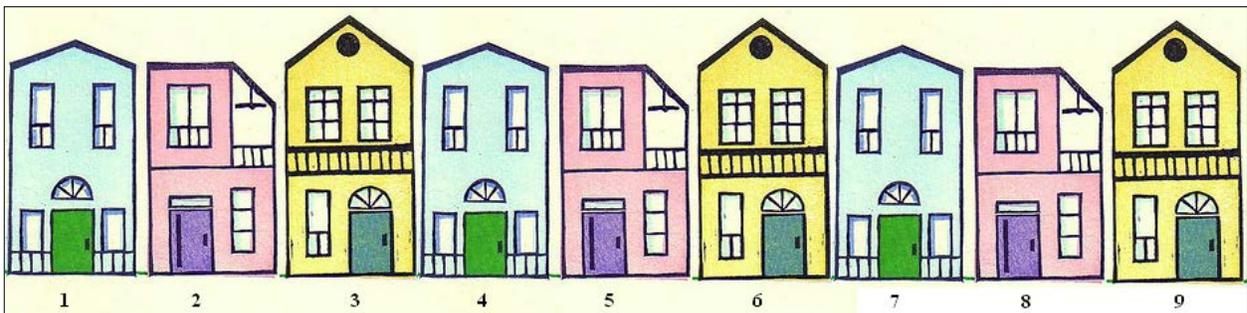
1. **Determine which side of the block you will sample on by:**
  - Systematically assigning a different side of the block when you plan the sample. If a detailed map with street names is available, this is often the fastest and easiest method because interviewers can be directed in advance to go to certain blocks. In this example, a serpentine path was used to trace blocks, and the North, East, South, and West side of each block were systematically selected so that each direction was sampled every 4<sup>th</sup> block.



- Spinning a bottle or pencil and selecting the side of the block that is in the direction that the object is pointing once it has finished spinning is another method that can be used. This is usually done by the interviewers which makes supervision more difficult. If this method is used, be sure to practice as part of the training. It is also helpful to be with the team on the first day of the survey and have the group try it together before they begin to work more independently.



2. **Randomly select the house or apartment building** by counting and numbering all residential units on the side of the block.



Then use one of the following methods to randomly select a house or apartment building:

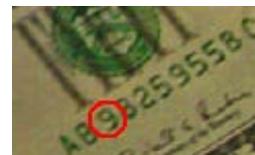
Write the corresponding number of each house or apartment building on pieces of paper. Crumple them up and then randomly select one.



If there are less than 12 households per block, rolling dice.



If there are 10 or fewer households per block, use digits from the serial number on a currency note or bill.



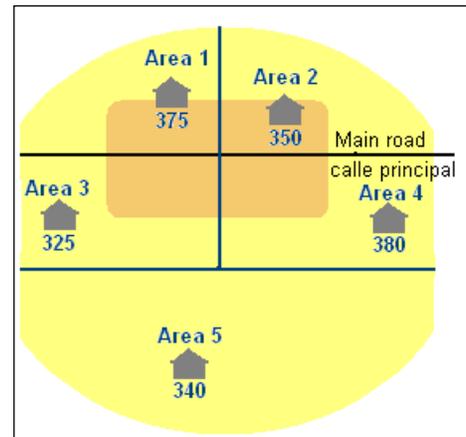
If the selected dwelling is a single family home, then proceed with the interview.

3. **For apartment buildings or dwellings with multiple households, randomly select one to participate in the interview.** This can be done using any of the methods described above. In large apartment buildings, it may be helpful to first randomly select a floor and then randomly select a unit. It is important that only one household per building be interviewed. A household is defined as group of people that live in the same dwelling AND share meals, regardless of biological relation.
4. **If nobody is at home in the selected household, go to the closest dwelling until you find someone to be interviewed.**

## Household Selection in Rural Areas

In rural areas, households are likely to be spread farther apart which makes it important to fully understand the size of the sampling area. Sampling areas within a rural community should have similar proportions of the population but may be very different in size. This is especially true if the central area of the community is more densely populated than outlying areas. To select, use the following steps:

1. **Estimate the number of households in the sampling area.** This can be done using information from the local authorities or by walking around and counting homes. In this example, the community has been divided into five areas with similar numbers of households. The darker shaded area in the center of the community is where the population is concentrated. Sampling areas that include the center of the community are geographically smaller than the one includes only outlying areas.

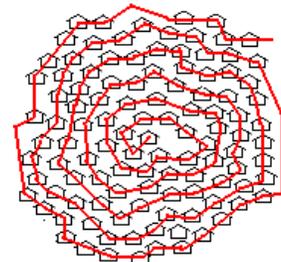
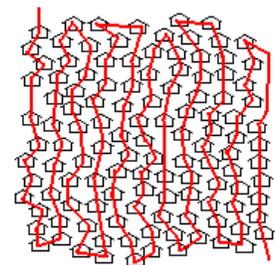


2. **Determine the sampling interval** using the following equation:

In this example with 5 subunits, 20 interviews per subunit are required to obtain 100 interviews. In the case of area 3, the sampling interval is 325 households / 20 interviews need which results in a sampling interval of 16 (i.e. every 16<sup>th</sup> household will be interviewed). The sampling intervals for each of the different areas should be relatively similar.

$$\text{Sampling Interval} = \frac{\text{subunit population}}{\text{required \# of interviews}}$$

3. **Randomly select households for participation** by counting the dwellings and selecting those that corresponds to the sampling interval. The entire sampling area should be covered so that every household has a chance to be selected. Use a pattern, such as a spiral or a serpentine, to walk around the sampling area to ensure that households are visited in a standard way and none are forgotten.
4. **For dwellings with multiple households, randomly select one to participate in the interview.** This can be done using any of the methods described above. It is important that only one household per building be interviewed. A household is defined as group of people that live in the same dwelling AND share meals.
5. **If nobody is at home in the selected household, go to the closest dwelling until you find someone to be interviewed.**



# Interviewer Training

---

Training can be completed in one day because the household questionnaire is short and interviewers will be accompanied by Red Cross staff in the communities. Training should be as participatory and interactive as possible. Use the suggested training schedule below as a guide for conducting the training. Consider adapting the training to the local context and the experience level of the interviewers. The training should be at least one day long, but can be expanded to two days if needed. If you decide an additional day of training is required, it is a good idea to conduct practice interviews with households near the training venue on the second day so that the survey team becomes experienced in conducting household interviews.

### Morning

Introduction: Provide a general explanation of the project objectives, planned activities, and the need for a baseline assessment.

Review of Interviewer Guide: Have interviewers take turns reading sections of the Interviewer Guide aloud. After each section, solicit interviewer feedback and address any questions or concerns and be sure each interviewer understands the key points.

Sampling: Describe how households will be selected to participate in the survey. Provide as much detail as possible. Use an enlarged map to explain the sampling process, including sampling divisions and where interviewers will work. If you were not able to obtain maps and plan the sample in advance, then use another community map as an example. Plan to spend additional time discussing how to select households on the first day of the assessment.

### Afternoon

Review of Questionnaire: Provide an orientation to the questionnaire by reading each question and the corresponding answers aloud. Emphasize the interviewer instructions such as skipping questions or whether responses should be read aloud. Discuss each question and make sure interviewers understand the meaning, potential responses, and what to do if the respondent provides an unexpected answer.

Practice Interviews: Have the interviewers take turns conducting interviews and being survey respondents. Interviewers should practice each role at least once. Discuss the experience as a group and any questions that were particularly challenging.

Role Play: If time permits, invite someone unrelated to the project to be a respondent and conduct a role play interview. Have the interviewers observe and comment on the experience. Address any final concerns about the questionnaire.

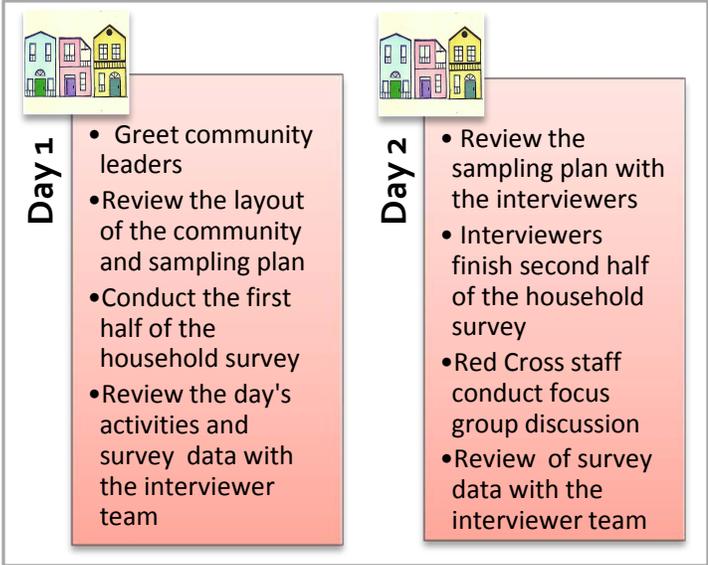
Supervision: Review the daily summary sheets and how they should be completed. Discuss your plan for supervision and your expectations of the interviewers.

# Conducting the Household Survey

## Time Considerations

The survey team will need to spend at least two full days per community to complete the assessment. In most cases, it should be possible to complete the survey assessment in 2 to 4 days, including sample planning and travel. If the sample cannot be planned in advance, an extra half day in the community should be allocated or an additional interviewer should be hired.

Remember that these time estimates do not include travel which may require additional time.



The time required to complete the household survey was estimated based on several assumptions: 1) the average household visit, including locating the household, introductions, and a 10-15 minute interview will take approximately 20 minutes; 2) interviewers will spend approximately 7 hours per day conducting household interviews; and 3) the survey team will consist of at least 3 interviewers (in addition to the Red Cross national staff member). This information was used to estimate the number of interviews that could be completed:

### Scenario 1—Two 7hr days, 3 interviewers (communities that are nearby)

20 minute interviews = 3 interviews/hr x 7 hrs/work day	=	~20 interviews/interviewer/day
20 interviews/interviewer/day x 3 interviewers x 2 days	=	120 interviews

### Scenario 2—Two 5hr days, 4 interviewers (communities requiring travel or sample planning)

20 minute interviews = 3 interviews/hr x 5 hrs/work day	=	~15 interviews/interviewer/day
15 interviews/interviewer/day x 4 interviewers x 2 days	=	120 interviews

Use these figures and other considerations such as travel time to the community and if the sample planning will be done after you arrive in the community to help you decide how many interviewers to hire and how many days will be required in each community for the assessment. The following section describes the key activities for each day of the assessment and can be adapted to meet specific contextual needs if necessary.

## *Day 1: Orienting the team to the community and beginning the household survey*

### Meet with Community Leaders

- Meet briefly with community leader(s) and let them know your plans for the baseline assessment.
- Confirm that focus group is planned for the following day and request their assistance with coordinating participants and the time and location.

### Review the Sampling Plan with Interviewers

- Make sure that boundaries of the sampling units are well understood and assign areas where interviewers will be working for the day.
- Be sure that interviewers understand how to select households and that the approach is feasible in the community context.

### Conduct the Household Survey

- Accompany the interviewer team to the areas where they will be working.
- Help interviewers to identify households and be available for questions and supervision.
- Aim to complete approximately half (40+) household interviews on the first survey day.
- Review the forms for completeness and accuracy throughout the day.
- At the end of the day, ensure that sampling and the daily summary sheets are correctly completed.

## *Day 2: Completion of the household survey and focus group discussion*

### Household Survey

- Assign areas where interviewers will be working and review boundaries of sampling areas.
- Send interviewers to conduct household surveys; they will be unaccompanied for a portion of the day while the focus group is conducted.
- At the end of the day, ensure that sampling and the daily summary sheets are correctly completed.

### Focus Group with Community Leaders

- Conduct a focus group with 4-6 pre-identified community leaders. The focus group should last approximately 2-3 hours in duration.
- Use the focus group guide (see appendix) to help structure the discussion and record the perspectives of community leaders.

### Final Review

- Be sure all of your questions have been answered by community leaders and that information collected during the focus group is sufficient.
- Conduct a final review of the household survey questionnaires and tally sheets to be sure that data collection is complete and accurate.

## Explaining the Sampling Process to the Interviewers

Whether the sampling strategy is planned in advance or if it is developed in the community immediately before the household survey takes place, it is important that the interviewers understand the process so that household selection is done consistently. Below are suggestions on how to ensure that the sampling process is well understood.

- Discuss the sampling process in detail during the training. The information presented here can serve as a reference while doing surveys in the community and can also help to guide the discussion during the interviewer training.
- If time permits, have the interviewers practice sampling during the training. This could be a paper exercise where they are provided with maps and asked to explain how they would sample, or an exercise done in the community where they practice identifying households using one of the two sampling methods.
- If sample planning is going to take place on the first day of the assessment, involve the interviewer team in the sampling planning process. This will help them to understand the areas where they will work and how households will be located.
- Before the household survey begins each day, make sure the interviewers understand what areas of the community they will be working in and exactly how many households should be selected.
- Be sure that interviewers can reach you by phone throughout the day in case questions about how or where to sample arise.

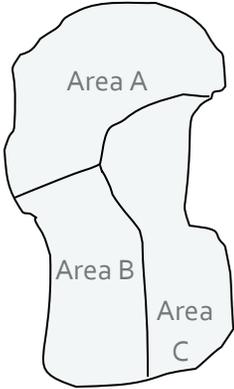
## Supervision of the Household Survey

Good supervision of the household survey is essential for achieving high quality results. While the survey is being conducted, the Red Cross staff member should plan to spend most of their time in the community with the interviewer team. Good supervision is especially important during the first day of the assessment because interviewers will be less familiar with the questionnaire and sampling process and may be more likely to make mistakes or have questions. The key supervisory functions of the household survey include:

1. Ensuring the sampling is being completed correctly by interviewers, including that interviewed households are from the area assigned to the interviewer and that they were selected randomly using the method agreed upon by the team.
2. Reviewing each questionnaire to make sure that it has been fully completed and that the responses are accurately recorded. Where possible, interviewers can work in close proximity to one another so that forms can be frequently reviewed by the supervisor. If information is incomplete, consider sending the interviewer back to the household to gather the remaining information. Also consider providing

incentives for high quality work such as end of survey bonus payment so that interviewers are encouraged to complete forms as accurately as possible.

3. Managing the sample so that the required numbers of interviews from each area are completed. It can be helpful to write the names of the different areas on blank questionnaires in advance so confusion among the interview team is reduced. At the end of each day, the supervisor should compare the planned sample to the actual sample and corrections should be made accordingly. Because the sample is supposed to be representative of the entire community, it is not helpful to have extra interviews in a particular area. Extra interviews should be discarded, and if in some areas not enough interviews were completed, the team should return to the area and finish the assigned number of interviews.

<i>Correction of Sampling Problems</i>				
	Number of interviews assigned to each area: 12			
		<u>Interviews Completed</u>	<u>Difference from Assigned Number</u>	<u>Management Action to Correct Sampling Problem</u>
	<b>Area A</b>	8	4 missing	Interviewers return to area to complete 4 new questionnaires
	<b>Area B</b>	15	3 extra	3 randomly selected interviews are discarded
	<b>Area C</b>	12	zero	None

### Summarizing Household Survey Data in the Field

Household survey data should be summarized by the survey team on a daily basis. This process should occur at the end of the day, after interviewing is complete and the questionnaires have been reviewed by the supervisor. This activity should be completed by the team as a group and both the supervisor and the interviewers should participate. Summarizing household survey data on a daily basis will help the study supervisor to make sure there are no problems with sampling or completeness of questionnaires. By involving the interview team in the preparation of summary sheets, the time required to enter and analyze data is reduced because survey results from each household do not have to be entered into the computer. The key steps to summarizing household survey data include the following:

1. **Sort the questionnaires by sampling area.** Use the smallest unit or area and create piles of questionnaires for each sampling unit/area.
2. **Organize the questionnaires.** Label a large envelope for each sampling unit/area. Include the community name, all administrative subdivisions, and the

date the surveys were completed on the outside of the envelope (ex: City of San Juan, La Conchas District, Morales neighborhood). Place the questionnaires from the corresponding areas into the envelopes.

3. **Distribute the envelopes among the team.** Each team member will be responsible for summarizing the questionnaires from different sampling areas/units. It does not matter if the forms they summarize were completed by themselves or other team members.
4. **Complete one tally sheet and summary form per sampling area.** One summary form should be completed for all households within a sampling area.
  - The **tally sheet** is used to tabulate results from the sampling area. Responses from each question are tallied for all questionnaires from the sampling unit.

Vulnerable Households	Yes	No	Don't Know
a Children <5yrs			
b School age children			

- The **summary sheet** is prepared by reviewing the tally sheet. Tallies are converted to numerical sums of the response for each question.

Vulnerable Households	Yes	No	Don't Know	Total Responses
a Children <5yrs	<b>8</b>	<b>12</b>	<b>0</b>	<b>20</b>
b School age children	<b>15</b>	<b>5</b>	<b>0</b>	<b>20</b>

- When the forms are complete, confirm that the number of households interviewed matches the number that was planned for in the sample. Do this before leaving the community so that corrections can be made.
5. **Summary Sheet Review.** The supervisor should review the summary sheets prepared by the interviewers for accuracy and completeness. Once both the supervisor and interviewer are satisfied with summary sheets, return the summary sheet and the questionnaires to the envelope. Have the interviewer that completed the summary sheet write their name on the envelope (in case questions arise later).
  6. **Storage of questionnaires.** The supervisor should store the envelopes of completed questionnaires in a safe location until they can be transported back to the Red Cross office for further data analysis and longer term storage.

# Annexes

---

## **Annex 1: The Household Questionnaire Guide**

A guide for use in survey training and implementation that provides further explanation on a question by question basis.

## **Annex 2: The Household Questionnaire**

The household questionnaire is a short household survey. Each interview takes approximately 10-15 minutes to complete and 100 interviews are required for each CBDRR program area.

## **Annex 3: The Daily Tally and Summary Sheets**

The daily summary sheet is used to tally results from the household survey each day (for paper data collection only). Each interviewer should complete a tally sheet at the end of the day. The Red Cross national staff member who is supervising the survey should review the tally sheet and questionnaires with each interviewer on a daily basis to ensure that information is reported completely and accurately.



### Background

**Purpose of the Survey.** This household survey focuses on different aspects of household knowledge and perspectives in relation to disaster preparedness and risk reduction. The survey can be used as a baseline, midline or endline evaluation for disaster risk reduction programs and should be completed in conjunction with the focus group and the community checklist tools.

**Methods.** The minimum recommended sample size is 100 households per community, or 100% of households in communities with less than 100 households. Random sampling should be used in communities with more than 100 households. It should take approximately 15 minutes per household to complete the interview and it should be possible for a team of 3-4 interviewers to complete a community survey in a 1-2 day period.

**Questionnaire Guide.** This guide is intended to provide a brief rationale for each of the survey questions. It is designed to be short and to match the layout of the questionnaire. The guide can be helpful for both translation and training of interviewers. It is important that the meaning of the questions are kept the same and that locally appropriate words are used in the translation so that the questions are easily understood.

### Instructions

**Answer All Questions.** It is important that every question be asked so that the questionnaire is complete. This will allow us to have a good understanding of the household and their perspective with respect to disaster preparedness in the community. After finishing the interview, it is a good idea to review the questionnaire for completeness before you leave the household--any unanswered questions can be completed at this time.

**Reading Responses.** There are several types of questions in the survey. In most cases, responses do not need to be read aloud and the respondent will provide a response when prompted by a question. Some questions have specific instructions about reading responses. For questions where the instructions say '**Read Responses**' the interviewer should read all of the potential response options and the respondent will then select one. For questions where the instructions say '**DO NOT Read Responses**' it is important that interview does not read response options--in most cases these questions capture respondent knowledge and/or opinions and it is important not to suggest answers.

**Number of Responses.** In general, only one answer per question should be recorded. In several questions, multiple response are permitted and all answers provided should be recorded. Questions where more than one response can be recorded have the notation '*Multiple Answers Allowed.*'

**Skip Patterns.** Some questions will or will not be asked depending on the response to the preceding question. It is important to pay attention to skip patterns. If the skip pattern says 'If Yes' or 'If No,' follow up questions should only be asked when the indicated answer was provided. In cases where the respondent did not provide the response the follow up portion of the question should be left blank.

**Writing-in Answers.** In some cases a text response is need and space is provided so that an answer can be written in. For example, in the case of 'Other' responses, the other box should be marked and the answer given should be written. Make sure to write responses clearly and with good handwriting so they can be understood when the information is being entered for analysis.

Interviewer	The interviewer name is needed in case the questionnaire is incomplete or questions arise.
Community Name	The community name must be recorded consistently by all interviewers. Make sure the same community name is used throughout the project.
Neighborhood	The neighborhood can be completed if the community is large or if sampling is done by neighborhood.

<b>Consent Statement</b>	This statement must be read to all potential respondents. Key messages include 1) participation is voluntary, they have the right to stop the interview at any time, and 2) they will not receive payment or other compensation.
--------------------------	--

<b>Household Characteristics</b>		This section aims to measure vulnerability using common and accepted household indicators.
1	a How many families live in your house? b How many people live in your house?	This question measures household size and whether multiple nuclear families (mother, father, children) live together. Households with several families may be more vulnerable.
2	a There are children between 0 and 4 years of age (or < b There are children between 5 and 17 years of age c There is one or more older adults (age 55 yrs or older) d There is a physically or mentally disabled family member	These questions aim to gauge household vulnerability by looking at family composition. Avoid changes to the provided age ranges--they are intended to match international definitions.
3	Sex composition of adult household members (male(s) only; female(s) only; both males and females; no adults)	This question is intended as a proxy for household head sex; child and female-headed households may be more vulnerable.
4	What is the highest level of education that any family member has completed?	This question ask about household educational attainment. Education levels should be carefully translated and adapted to the country so they correspond with the education system.
5	Does your home have electricity, piped water or a bathroom?	This question asks about living conditions--household access to basic services is an indicator of vulnerability.
6	Not including the bathroom, how many rooms does your home have?	This question is a simple way to estimate the size of the home which can be used as a proxy for socioeconomic status and vulnerability.
7	Which of the following statements best describes your house? Owned with title/rented/other/no response.	Informal occupancy of home is difficult to ask directly but a good indicator of vulnerability. This question aims to estimate the proportion of households that do not own or rent which can help to better understand if land title issues are an important issue in the community.
8	Do you think your house is at risk because of location or construction type?	If the respondent feels the home is in a dangerous location or poorly constructed, the household may be vulnerable.

<b>Disaster Risk Knowledge</b>		This section aims to characterize household perceptions and knowledge of disaster risk.
9	How much of a concern are disasters to you?	This question evaluates the family's perceptions and awareness of disaster risk.
10	a What types of natural disasters threaten your community? b What other types of disaster threaten your community?	This question characterizes perspective on natural disasters that threaten their community, thereby measuring knowledge of disaster risk. This question seeks to identify non-natural disasters that may be a risk in the community.
11	Could your community experience a natural disaster in the next 5 years?	The aim of this question is to gauge the level of concern for potential disasters which is associated with risk knowledge.

**Red Cross CBDRR Household Survey Guide**

<b>Hazards Exposure</b>		Questions in this section measure community knowledge of hazards exposure.
12	Are disasters becoming increasingly common?	This question captures historical knowledge of disasters and aims to characterize the extent to which the community is affected by disasters.
13	a In the past 5 years, was your community affected by a disaster or emergency?	This question characterizes community-specific hazards, their frequency, and the types of events that may threaten the community.
	b How many disasters or emergencies occurred in this time?	
	c What types of disasters/emergencies?	
14	a In the past 5 years, has your family been affected by a disaster or emergency?	This question provides an estimate of the proportion of the community recently exposed to hazards and the impact of these events at the household level.
	b <b>If yes</b> , how was your family affected?	

<b>Household Preparedness</b>		Questions in this section measure perceptions and actions related to household level preparedness.
15	Will being prepared help your family in a disaster or emergency?	This question captures household attitude toward preparedness and if they feel it is effective.
16	How prepared is your family to handle a disaster or emergency?	This question measures the perceived level of household preparedness.
17	a Compared to a year ago, is your family more or less able to handle a disaster or emergency?	This question measures change over time regarding household preparedness.
	b <b>If less able</b> , why is your family less able to handle a disaster or emergency?	This question aims to capture household level reasons [likely external to DRR projects] for why a decrease in preparedness may have occurred.
18	Which of the following statements [regarding disaster preparedness activities and intentions] best describes your family?	This question measures the level of adoption and willingness to adopt preparedness measures within the household.
19	a Do you have supplies or other things in your home that could be used in a disaster or emergency?	This question measures both presence of and ability to identify supplies that are useful in an emergency.
	b <b>If yes</b> , what supplies do you have?	This follow up question aims to validate 19a by having the respondent list supplies; a larger number of supplies is associated with greater preparedness.
20	a Have you and your family members ever spoken about or planned what you would do if a disaster or emergency occurs?	This question aims to measure household preparedness in terms of planning what to do in the event of a disaster/emergency.
	b <b>If yes</b> , what did you discuss?	This follow up question aims to validate 20a and gauge the extent of planning; more plans discussed is associated with greater preparedness.

<b>Public Awareness</b>		Questions in this section measure public awareness by characterizing participation and access to information.
21 In the past year, have you or your family members...	<ul style="list-style-type: none"> <li>a Attended a meeting on how to be better prepared for a disaster?</li> <li>b Attended a First Aid training?</li> <li>c Participated in a disaster or evacuation drill?</li> <li>d Participated in a community or volunteer activity related to disaster preparedness or prevention?</li> <li>e You were given a pamphlet or flyer about disasters or a person visited you to discuss disasters?</li> </ul>	This question measures household involvement in different types of disaster preparedness and risk reduction activities that may be ongoing in the community.
22 Does your community have an early warning system?		
23 Does your community have a disaster response or emergency plan?		These questions measure household awareness of disaster preparedness activities that are ongoing in the community.
24 Does your community have a committee or organized group that decides what to do in disasters or emergencies?		
25 Have community members been trained to assist others in the event of a disaster?		
26 Does your community have evacuation routes?		
27 Does your community have a shelter identified where people can go in the event of a disaster?		

<b>Governance</b>		Questions in this section relate to governance and household perceptions of their community's relationship with government with respect to disasters.
28 Are your community members involved in planning or coordinating with local government?		These questions measure household perspectives on community-government linkages on disaster related activities.
29 In the past year, has the government been involved in any projects or activities related to reducing risk or vulnerability in the event of disaster in your community?		
30 Can your community access government resources or programs for disaster response and/or recovery?		These questions measure household perspective on responsibilities for disaster and emergency response.
31 In the event of a disaster, what people or organizations do you have confidence in to respond and provide assistance?		

Interviewer: \_\_\_\_\_

Community Name: \_\_\_\_\_

Neighborhood (if applicable): \_\_\_\_\_



JOHNS HOPKINS  
BLOOMBERG  
SCHOOL OF PUBLIC HEALTH



Red Cross

**STATEMENT TO BE READ TO POTENTIAL RESPONDENTS.** Hello, my name is \_\_\_\_\_. I am working with the Red Cross to learn more about disasters and disaster preparedness in your community. I would like to ask you some questions about your family, disaster risk, and disaster preparedness in your home and community. The survey will take about 15 to 20 minutes to complete and it is anonymous which means your name and address will not be recorded. If you participate, you can decide not to answer a question or to stop the interview at any time.  
**Do you agree to be interviewed?** \_\_\_\_\_ Yes \_\_\_\_\_ No

**Household Characteristics**

**READ. I would like to begin the interview by asking some questions about your family.**

1	a How many families live in your house? _____ →			
	b How many people live in your house? _____ →			
2	<b>I am going to read you four statements. Please tell me if they apply to you or any of your family members.</b>	Yes	No	Number (optional)
	a There are children between 0 and 4 years of age (or < 5yrs)			
	b There are children between 5 and 17 years of age			
	c There is one or more older adults (age 55 yrs or older)			
	d There is a physically or mentally disabled family member			
3	Does your family have... <input type="checkbox"/> Both adult male(s) and adult female(s) <input type="checkbox"/> Adult male(s) only			
	<b>READ RESPONSES</b> <input type="checkbox"/> Adult female(s) only <input type="checkbox"/> No adults			
4	What is the highest level of education that any family member has completed? <input type="checkbox"/> None <input type="checkbox"/> Primary school <input type="checkbox"/> Secondary school <input type="checkbox"/> Higher education			
<b>INTERVIEWER: When possible complete question #5 by observing the home.</b>				
5	Does your home have....			
	a Electricity <input type="checkbox"/> Yes <input type="checkbox"/> No			
	b Piped water <input type="checkbox"/> Yes <input type="checkbox"/> No			
	c A bathroom inside or outside (including latrine) <input type="checkbox"/> Yes <input type="checkbox"/> No			
6	Not including the bathroom, how many rooms does your home have? <input type="checkbox"/> 1-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5+			
7	Which of the following statements best describes your house? <b>READ RESPONSES</b> <input type="checkbox"/> Owned (with land title) <input type="checkbox"/> Other <input type="checkbox"/> Rented <input type="checkbox"/> No response			
8	Do you think your house is at risk because of location or construction type? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know			
	[OPTIONAL] If yes, why?			

**Disaster Risk Knowledge**

**READ. Now I would like to ask some questions about disasters in your community.**

9	How much of a concern are disasters to you? <input type="checkbox"/> Great concern <input type="checkbox"/> Little concern <input type="checkbox"/> No concern			
10	a What types of natural disasters threaten your community? <b>DO NOT READ RESPONSES</b>			
	<input type="checkbox"/> Rains <input type="checkbox"/> Tropical cyclone/hurricane <input type="checkbox"/> Wildfires <input type="checkbox"/> Volcanic eruption <input type="checkbox"/> High waves/swells			
	<input type="checkbox"/> Severe storms <input type="checkbox"/> Extreme temperature <input type="checkbox"/> Earthquake <input type="checkbox"/> Tsunami			
	<input type="checkbox"/> Floods <input type="checkbox"/> Drought <input type="checkbox"/> Landslides <input type="checkbox"/> None <input type="checkbox"/> Don't know			
	<input type="checkbox"/> Other: _____			
	b What other types of disaster threaten your community?			
11	Could your community experience a natural disaster in the next 5 years? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know			

<b>Hazards Exposure</b>	
12	Are disasters becoming increasingly common? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know
13	a In the past 5 years, was your community affected by a disaster or emergency? <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>If yes:</b>	b How many disasters or emergencies occurred in this time? _____ →
	c What types of disasters/emergencies? <b>DO NOT READ RESPONSES</b> <i>Multiple Responses Allowed</i>
	<input type="checkbox"/> Rains <input type="checkbox"/> Tropical cyclone/hurricane <input type="checkbox"/> Wildfires <input type="checkbox"/> Landslides
	<input type="checkbox"/> Severe storms <input type="checkbox"/> Extreme temperature <input type="checkbox"/> Volcanic eruption <input type="checkbox"/> High waves/swells
	<input type="checkbox"/> Floods <input type="checkbox"/> Drought <input type="checkbox"/> Earthquake <input type="checkbox"/> Tsunami
	<input type="checkbox"/> Other: _____
14	a In the past 5 years, has your family been affected by a disaster or emergency? <input type="checkbox"/> Yes <input type="checkbox"/> No
	b <b>If yes,</b> how was your family affected? <b>DO NOT READ RESPONSES</b> <i>Multiple Responses Allowed</i>
	<input type="checkbox"/> Evacuation <input type="checkbox"/> Serious injury (required medical attention) <input type="checkbox"/> Death
	<input type="checkbox"/> Property damage <input type="checkbox"/> Minor injury (did not seek medical attention)
	<input type="checkbox"/> Disruption or loss of income <input type="checkbox"/> Other: _____

<b>Household Preparedness</b>	
<b>READ: Now I would like to ask you some questions about being prepared for disasters and emergencies .</b>	
15	Will being prepared help your family in a disaster or emergency? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know
16	How prepared is your family to handle a disaster or emergency? <input type="checkbox"/> Very prepared <input type="checkbox"/> Not prepared <input type="checkbox"/> Somewhat prepared <input type="checkbox"/> Don't know
17	a Compared to a year ago, is your family more or less able to handle a disaster or emergency? <input type="checkbox"/> More able <input type="checkbox"/> No change <input type="checkbox"/> Less able <input type="checkbox"/> Don't know
	b <b>If less able,</b> why is your family less able to handle a disaster or emergency? <b>DO NOT READ RESPONSES</b> <i>Multiple Responses Allowed</i>
	<input type="checkbox"/> Lost job or income source
	<input type="checkbox"/> Reduced earnings (same job/income earning activities)
	<input type="checkbox"/> Family member died or moved away (includes resulting loss of income)
	<input type="checkbox"/> Family member became sick, disabled, or couldn't work for health reasons
	<input type="checkbox"/> Family is worse off financially than before because cost of living has increased
	<input type="checkbox"/> Other: _____
18	Which of the following statements best describes your family? <b>READ RESPONSES</b>
	<input type="checkbox"/> We have not done anything to prepare for a disaster or emergency <i>and we do not plan to</i>
	<input type="checkbox"/> We have not done anything to prepare for a disaster or emergency <i>but we plan to in the coming months</i>
	<input type="checkbox"/> We just recently began preparing for a disaster or emergency
	<input type="checkbox"/> We are prepared for a disaster or emergency
19	a Do you have supplies or other things in your home that could be used in a disaster or emergency? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know
	b <b>If yes,</b> what supplies do you have? <b>DO NOT READ RESPONSES</b> <i>Multiple Responses Allowed</i>
	<input type="checkbox"/> Packaged food <input type="checkbox"/> First Aid kit <input type="checkbox"/> Eyeglasses or medicine
	<input type="checkbox"/> Bottled water <input type="checkbox"/> Flashlight <input type="checkbox"/> Important documents
	<input type="checkbox"/> Radio <input type="checkbox"/> Cash <input type="checkbox"/> Other: _____ <input type="checkbox"/> Nothing
20	a Have you and your family members ever spoken about or planned what you would do if a disaster or emergency occurs? <input type="checkbox"/> Yes <input type="checkbox"/> Don't know <input type="checkbox"/> No
	b <b>If yes,</b> what did you discuss? <b>DO NOT READ RESPONSES</b> <i>Multiple Responses Allowed</i>
	<input type="checkbox"/> Planned meeting place for family members
	<input type="checkbox"/> List of important phone numbers or contacts
	<input type="checkbox"/> Activities to strengthen your home or reduce risk or damage to your property
	<input type="checkbox"/> Emergency supplies or a planned list of items to take in case the family leaves home
	<input type="checkbox"/> Evacuation plan <input type="checkbox"/> Going to a shelter/place to stay
	<input type="checkbox"/> Other: _____ <input type="checkbox"/> Nothing

<b>Public Awareness</b>				
		Yes	No	Don't know
21	<b>In the past year, have you or your family members done any of the following activities?</b>			
	a Attended a meeting on how to be better prepared for a disaster?			
	b Attended a First Aid training?			
	c Participated in a disaster or evacuation drill?			
	d Participated in a community or volunteer activity related to disaster preparedness or prevention?			
	e You were given a pamphlet or flyer about disasters or a person visited you to discuss disasters?			
22	Does your community have an early warning system?			
23	Does your community have a disaster response or emergency plan?			
24	Does your community have a committee or organized group that decides what to do in disasters or emergencies?			
25	Have community members been trained to assist others in the event of a disaster?			
26	Does your community have evacuation routes?			
27	Does your community have a shelter identified where people can go in the event of a disaster?			

<b>Governance</b>				
		Yes	No	Don't know
28	Are your community members involved in planning or coordinating with local government?			
29	In the past year, has the government been involved in any projects or activities related to reducing risk or vulnerability in the event of disaster in your			
30	Can your community access government resources or programs for disaster response and/or recovery?			
31	In the event of a disaster, what people or organizations do you have confidence in to respond and provide assistance?	<b><i>DO NOT READ RESPONSES</i></b> <i>Multiple Responses Allowed</i>		
	<input type="checkbox"/> The government	<input type="checkbox"/> The Red Cross	<input type="checkbox"/> My family	
	<input type="checkbox"/> Community members/organizations	<input type="checkbox"/> Religious groups	<input type="checkbox"/> Other: _____	
	<input type="checkbox"/> NGOs or other civil service groups that work in the community	<input type="checkbox"/> Nobody / No organization		
<b>READ.</b> This is the end of the interview. Thank you taking time to talk with me. Before I go, do you have any questions about the survey or the Red Cross or is there anything else that you think I should know?				

# Household Survey Tally and Summary Sheet

Community Name: \_\_\_\_\_  
Sampling Area Name / Number: \_\_\_\_\_

<b>Household Characteristics</b>						
<b>1a How many families live in your house?</b>						
One family		Multiple families		No response		
<b>1b How many people live in your house?</b>						
1-2	3-4	5-6	7-8	9-10	11+	No response
<b>2 Vulnerable Households</b>		<b>Yes</b>		<b>No</b>		<b>No response</b>
a Children < 5 yrs						
b Children 5-17 yrs						
c Older adult > 55 yrs						
d Disabled family member						
<i>Any vulnerable group in the household</i>						
<b>3 Adult family members</b>		Males & females	Female only	Male only	No adults	No response
<b>4 Level of Education</b>		None		Secondary		No response
		Primary		Higher		
<b>5 Does your home have...</b>		a. Electricity	Yes	No	No response	
		b. Piped water	Yes	No	No response	
		c. Bathroom	Yes	No	No response	
<b>6 How many rooms does your home have?</b>		1-2	3-4	5+	No response	
<b>7 Residence Type</b>						
Owned with title				Other		
Rented				No response		
<b>8 Do you think your house at risk because of location or construction type?</b>						
Yes		No		Don't know		No response

<b>Disaster Risk Knowledge</b>				
<b>9 Level of Disaster Concern</b>		Great concern		Little concern
		No concern		No response
<b>10 Disaster Types of Concern</b>		Tropical cyclone/ hurricane	Volcanic eruption	Tsunami
Rains		Extreme temperature	Earthquake	Other
Severe storms		Drought	Landslides	None
Floods		Wildfires	High waves/swells	Don't know/ No response
<b>Total Number of Disasters Reported:</b> Count the number of disaster types reported and tally.				
0	1	2	3	4+
<b>11 Could your community could experience a natural disaster in the next 5 years?</b>				
Yes		No		Don't know
				No response

# Household Survey Tally and Summary Sheet

Community Name: \_\_\_\_\_

Sampling Area Name / Number: \_\_\_\_\_

<b>Hazards Exposure</b>						
<b>12</b>	<b>Are disasters becoming increasingly common?</b>		Yes	No	Don't know	No response
<b>13</b>	<b>a Community was affected by disaster</b>		Yes	No	No response	
	<b>b # of disasters</b>	1	2	3	4+	No response
	<b>c Disaster Types of Concern</b>		Tropical cyclone/hurricane		Volcanic eruption	Tsunami
		Rains	Extreme temperature		Earthquake	Other
		Severe storms	Drought		Landslides	Don't know/No response
	Floods	Wildfires		High waves/swells		
<b>14</b>	<b>a Family affected by disaster - past 5 yrs</b>		Yes	No	No response	
	<b>b If yes, how was your family affected?</b>					
	Evacuation		Serious injury		Death	
	Property damage		Minor injury		No response	
Disruption or loss of income		Other				

# Household Survey Tally and Summary Sheet

Community Name: \_\_\_\_\_  
 Sampling Area Name / Number: \_\_\_\_\_

<b>Household Preparedness</b>						
<b>15</b>	<b>Will being prepared help your family in a disaster or emergency?</b>	Yes	No	Don't know	No response	
<b>16</b>	<b>How prepared is your family to handle a disaster or emergency?</b>	Very prepared		Don't know		
		Somewhat prepared		No response		
		Not prepared				
<b>17</b>	<b>a Compared to a year ago, is your family more or less able to handle a disaster or emergency?</b>					
	More able	No change	Less able	Don't know	No response	
	<b>b If less able, why is your family less able to handle a disaster or emergency?</b>					
	Lost job or income source			Other		
	Reduced earnings			No response		
	Family member died or moved away					
	Family member became sick, disabled, or couldn't work for health reasons					
Family is worse off financially than before because cost of living has increased						
<b>18</b>	<b>Which of the following statements best describes your family?</b>					
	We have not done anything to prepare, <i>and we do not plan to</i>					
	We have not done anything to prepare, <i>but we plan to in the coming months</i>					
	We just recently began preparing for a disaster or emergency					
	We are prepared for a disaster or emergency					
	No response					
<b>19</b>	<b>a Supplies in your home that can be used in a disaster?</b>		Yes	No	Don't know	No response
	<b>b If yes, what supplies do you have?</b>					
	Packaged food		First Aid kit	Eyeglasses/medicine		Nothing
	Bottled water		Flashlight	Important documents		No response
	Radio		Cash	Other		
	<b>Number of supplies/items mentioned:</b> Count the number of supplies mentioned and tally.					
	<b>1</b>		<b>2</b>		<b>3</b>	
<b>20</b>	<b>a Ever spoken about/planned what to do in a disaster?</b>		Yes	No	Don't know	No response
	<b>b If yes, what did you discuss?</b>					
	Planned meeting place for family members				Other	
	List of important phone numbers or contacts				Nothing	
	Activities to strengthen your home or reduce risk/damage to your property					
	Emergency supplies or a planned list of items to bring in case the family leaves in a hurry					
	Evacuation plan				No response	
	Going to a shelter/place to stay					
	<b>Number of plans mentioned:</b> Count the number of plans discussed and tally.					
<b>1</b>		<b>2</b>		<b>3</b>		<b>4+</b>

# Household Survey Tally and Summary Sheet

Community Name: \_\_\_\_\_  
Sampling Area Name / Number: \_\_\_\_\_

<b>Public Awareness</b>		<b>Yes</b>	<b>No</b>	<b>Don't know</b>
<b>21</b>	<b>In the past year, have you or your family members done any of the following activities?</b>			
a	Attended a meeting on how to be better prepared for a disaster?			
b	Attended a First Aid training?			
c	Participated in a disaster or evacuation drill?			
d	Participated in a community or volunteer activity?			
e	You were given a pamphlet or flyer or a person visited you?			
<b>Number of activities:</b> Count the number of activities discussed and tally.				
	1	2	3	4+
<b>22</b>	<b>Does your community have an early warning system?</b>			
<b>23</b>	<b>Does your community have a disaster response or emergency plan?</b>			
<b>24</b>	<b>Does your community have a committee or organized group that decides what to do in disasters or</b>			
<b>25</b>	<b>Have community members been trained to assist others in the event of a disaster?</b>			
<b>26</b>	<b>Does your community have evacuation routes?</b>			
<b>27</b>	<b>Does your community have a shelter identified where people can go in the event of a disaster?</b>			

<b>Governance</b>		<b>Yes</b>	<b>No</b>	<b>Don't know</b>
<b>28</b>	<b>Are your community members involved in planning or coordinating with local government?</b>			
<b>29</b>	<b>In the past year, has the government been involved in any projects or activities related to reducing risk or vulnerability in the event of a disaster in your community?</b>			
<b>30</b>	<b>Can your community access government resources or programs for disaster response and/or recovery?</b>			
<b>31</b>	<b>In the event of a disaster, what people or organizations do you have confidence in to respond and provide assistance?</b>			
	The government	The Red Cross	Other	
	Community members/organizations	Religious groups	Nobody/No organization	
	NGOs or other civil service groups that work in the community	My family		